

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

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

**AGENDA
Faculty Council Meeting
Tuesday, April 1, 2014 - 4:00 p.m. – Behavioral Sciences 131**

April 1, 2014 FACULTY COUNCIL AGENDA ITEMS:

I. Proposed Faculty Council Agenda – April 1, 2014-Behavioral Sciences 131-4:00 p.m.

A. ANNOUNCEMENTS

1. Next Faculty Council Meeting – May 6, 2014 – Behavioral Sciences 131 - 4:00 p.m.
2. Executive Committee Meeting Minutes – February 18 and March 11, 2014
(<http://facultycouncil.colostate.edu/index.asp?url=links>)

B. MINUTES TO BE APPROVED

1. Faculty Council Meeting Minutes – March 4, 2014 (pp. 1-15)

C. UNFINISHED BUSINESS

D. REPORTS TO BE RECEIVED

1. President – Tony Frank
2. Provost/Executive Vice President - Rick Miranda
3. Faculty Council Chair - Timothy Gallagher
4. Board of Governors Faculty Representative- Alexandra Bernasek

E. CONSENT AGENDA

1. UCC Minutes for 1/31 and 2/7/14 (pp. 16-52)

F. ACTION ITEMS

1. Standing Committee Elections – April 1, 2014 – Committee On Faculty Governance (pp.53-55)
2. Elections for University Committees – April 1, 2014 – Committee on Faculty Governance (p. 56)
3. Revised Undergraduate English Proficiency Catalog Language – UCC (pp. 57-59)
4. Early Childhood Education Major, New degree – UCC (pp. 59A-71)

5. Establish a minimum grade requirement of a “C” for a minor in Applied Environmental Analysis – UCC (pp. 72-75)
6. Business Minor Minimum Grade Requirement – UCC (pp. 76-77)
7. Approve the Center for Mindfulness as a new CSIOU (approved by CUP) – Eric Prince (pp. 78-89)
8. Graduate Degree Program in Ecology, New SAU, effective July 1, 2014 – UCC (pp. 90-91)
9. New Interdisciplinary Minor in Legal Studies - UCC (pp. 92-96)
10. Add Minimum Grade Requirement (3.0) GPA for the Accredited Didactic Program Option under the Major in Nutrition and Food Science, Dietetics and Nutrition Management Concentration – UCC (p. 97)
11. Proposed revision to Section 1.7 of the *Manual* – CoRSAF (p. 98)
12. Proposed revisions to the *General Catalog* – College Board Advanced Placement Credit – UCC (pp. 99-103)
13. Request for New Master of Greenhouse Gas Management and Accounting – Plan C – UCC (p. 104)
14. Russian Studies Interdisciplinary Minor Minimum Grade Requirement – UCC (p. 105)
15. Statistics Minimum Grade Requirement – UCC (p. 106)
16. Liberal Arts Major Name Change – UCC (pp. 107-108)
17. General Sociology Minor Minimum Grade Requirement – UCC (p.109)

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

18. Criminology and Criminal Justice Minimum Grade Requirement – UCC (p.110)
19. Minor in Applied Environmental Policy Analysis Minimum Grade Requirement – UCC (p. 111)
20. Sexual Harassment Policy – Appendix I of the Academic Faculty and Administrative Professional Manual – CoRSAF (pp. 112-135)

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

**Faculty Council Meeting Minutes
March 4, 2014 – Page 1**

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please contact Rita Knoll at rita.knoll@colostate.edu.

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

**MINUTES
FACULTY COUNCIL
March 4, 2014**

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 – April 1, 2014 – Behavioral Sciences, Room 131 – 4 p.m.

Gallagher announced that the next Faculty Council meeting will be held on Tuesday, April 1, 2014 in Room 131, Behavioral Sciences at 4 p.m.

- B. Executive Committee Meeting Minutes – January 28, 2014; February 11, 2014
(<http://facultycouncil.colostate.edu/index.asp?url=links>)

Gallagher announced that the Executive Committee meeting minutes can be found on the Faculty Council website.

MINUTES TO BE APPROVED

- A. Faculty Council Meeting Minutes, February 4, 2014

By unanimous consent, the February 4, 2014 Faculty Council Meeting Minutes were approved.

REPORTS TO BE RECEIVED

- A. Provost/Executive Vice President - Rick Miranda

Miranda reported the following:

1. P&T reviews are almost complete, and letters will be delivered to candidates later this week.
2. INTO Joint Ventures Board meeting was held recently. Although enrollment projections are

about one year behind, enrollments are up for the summer and fall 2014.

3. Miranda met with the Water Center group. Space has been set up for personnel in Johnson Hall, and the Water Center minor has not been approved. They are working on it, and I expect it will be administered by SoGES.
4. The Water Center sponsored a symposium on the Poudre River, held at The Ranch Events Center in Loveland.
5. The BOG met recently at a Retreat to discuss financial issues at CSU-Pueblo, among other issues. CSU has been asked by the BOG to consider ways to partner more with CSU-Pueblo.
6. A course was held for research leaders on campus on responsible conduct in research, facilitated by the Research Integrity and Compliance Review Office. Miranda attended one of the sessions with Alan Rudolph to help kick it off.
7. A PASS (Provost's Advisory Committee on Student Success) retreat was held yesterday to discuss implementation of software tools to facilitate curriculum planning so that information is provided more coherently to students, advisors and instructors.
8. The Higher Education budget is holding. There is a bill in legislation that might affect how financial aid is distributed.
9. A bill to allow community colleges to offer 4-year degrees was signed yesterday. The degree would be a Bachelor's of Applied Sciences. Another bill, to allow CSU Global Campus, to offer bachelor degrees to non-traditional undergraduates without prior credits, is moving through legislation.

Van Buren, Anthropology, asked about distribution of CSU System funds to institutions such as CSU-Global Campus. Miranda responded that the distribution of CSU-Global Campus revenues is under the control of the BOG. Some of these revenues are returned to CSU-Global Campus and the rest remains with the BOG for initiatives.

Van Buren, Anthropology, asked about CSU and the South Metro Denver initiatives. South Metro Denver Chamber of Commerce approached CSU to see if CSU would cooperate with Arapahoe Community College to develop certificate and degree programs with curriculum delivered on-line and on-site. A limited number of programs are being tested, with on-site classes being taught in CH2M Hill conference rooms. Graduate business classes and a nursing degree completion program will begin next Fall. A physical campus does not exist at this time.

Miranda's report was received.

B. Faculty Council Chair - Timothy Gallagher

Gallagher reported the following:

1. Gallagher announced that President Tony Frank will attend and give a report at the April 1, 2014 Faculty Council meeting.

2. Gallagher announced that Professor Randy Schekman, University of California, Berkeley, will present a seminar on Open Access, on March 24, 4:00 pm.

Gallagher's report was received.

C. Board of Governors Faculty Representative - Alexandra Bernasek

Bernasek submitted the following written report to Faculty Council:

Faculty Council Meeting March 4, 2014
Report by the Faculty Representative to the Board

The BOG held a combination retreat and board meeting in Denver, Feb 12-14, 2014 at the offices of CSU Global.

1. Retreat: Feb 12-13, 2014
 - a. The Board discussed the CSU-Pueblo budget situation. They discussed the need to "right size" the institution and deal with SR budget issues as well as consider strategic investments in CSU-P that would position the institution for success in the LR. The Board decided to allocate \$5m in CSU System funds to fill the budget deficit in FY 14. At the May 2014 meeting the Board will consider the possibility of another \$1m - \$2m for FY 15 in the face of \$3.3m in budget cuts by the institution.
 - b. The Board discussed prospects for creating a "Land Grant System" based on the land grant mission at CSU. The Chancellor argued that we should "leverage the connections within the CSU system". One possibility that came up was expanding the Extension mission to include a regional center in Pueblo so that CSU-P could participate in extension and outreach to a great extent.
2. Committee Meetings of the Board: Feb 13, 2014
 - a. Audit and Finance Committee
 - i. An overview of the role of the CFO for the System was presented (main functions include System level finances and legislative affairs).
 - ii. The committee came up with an action item on the CSU-P budget shortfall - recommending to the Board that \$5m be approved for FY 2014. Issues that were discussed included an enrollment plan using a consulting firm, faculty workload issues and policy in the Faculty Manual, accountability of the institution.
 - iii. A report on the CSU bond sale was presented.
 - iv. There was discussion of the Composite Financial Index (CFI) and the debt capacity of the institutions in the System. According to HLC guidelines CSU's CFI is in the "good" range.
 - v. There was an update on fundraising for the Stadium. So far \$40m has been raised (approximately 36% of the goal). President Frank told the Board he anticipated giving them an update on financing at the October 2014 meeting.
 - vi. There was a discussion of student fee increases planned for CSU. President Frank explained to the Board that there are good reasons for considering fee increases (transparency in particular and student oversight) rather than increases in tuition.

- b. **Academic and Student Affairs Committee**
The committee considered the Manual Changes passed at the December 2013 Faculty Council Meeting from CSU and recommended they be placed on the Consent Agenda for approval by the Board.
- 3. **Feb 14, 2014 Breakfast meeting with the Board and the "management team" from Global Campus including members of the faculty.** The team gave a presentation about how things are done at Global and insights into their particular teaching mission.
- 4. **Board Meeting: Feb 14, 2014**
 - a. There was no one present for the public comment session.
 - b. **Board Chair's Report:**
 - i. Discussed the June retreat and the possibility of having someone speak about best practices for governing boards.
 - ii. The Chair expressed a desire to talk with students at the May meeting of the Board at CSU.
 - iii. There was discussion of a possible meeting of the Board in Pueblo before the May meeting to hold a series of open forums to talk with faculty, staff, students and members of the community about the budget situation.
 - c. The Board went into Executive Session and the non-voting members of the Board (the faculty and student representatives) were asked to recuse themselves from that part of the meeting for reasons of actual or perceived conflict of interest.
 - d. **Audit and Finance Committee Report:**
Action items were passed.
 - e. **Academic and Student Affairs Committee Report:**
Action items were passed.
 - f. **Consent Agenda**
Was approved by the Board.
 - g. **Faculty Report from CSU**
I presented my report and included some comments about the role of faculty at the three institutions in the system (differences and similarities) and urged the Board to take time to meet and talk with faculty when they meet on the various campuses. I called there attention to the Faculty Council resolution on Academic Freedom and Freedom of Speech. I asked if there were any questions and there were none.
 - h. **President Frank's Report**
President Frank reported that the HLC accreditation report was completed and that CSU was fully accredited with no deficiencies identified by the HLC. He showed the Board the "Innovation Deficit" video that CSU produced.
 - i. **Chancellor's Report**
The Chancellor had Dean Ajay Menon present an update on the CSU South Metro initiative and Professor Ron Sega present an update on the Systems Engineering certificate program that is up and running.

Respectfully submitted by Dr. Alexandra Bernasek, Faculty Representative to the BOG of the CSU system.

Bernasek's report was received.

CONSENT AGENDA

- A. UCC Minutes for January 24, 2014
- B. Corrected Minutes of the December 3, 2014 Faculty Council Meeting that were approved at the February 4, 2014 Faculty Council Meeting (inserting proposed revision of Section E.9 of the *Manual*) that was passed by FC at the December 3 meeting.

Makela moved that Faculty Council approve the UCC Minutes for January 24, 2014 and the corrected minutes of the December 3, 2014 Faculty Council meeting.

Makela's motion was adopted.

ACTION ITEMS

- A. Election – Faculty Council Chair – Committee on Faculty Governance – Mary Stromberger Nominated

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

Mary Stromberger, Department of Soil and Crop Sciences

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

Stromberger was elected as the Chair of Faculty Council for a one-year term July 1, 2014 through June 30, 2015.

- B. Election – Faculty Council Vice-Chair – Committee on Faculty Governance – Paul Doherty Nominated

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

Paul Doherty, Department of Fish, Wildlife, and Conservation Biology

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

Doherty was elected as the Vice Chair of Faculty Council for a one-year term July 1, 2014 through June 30, 2015.

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

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

Alexandra Bernasek, Department of Economics

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

Bernasek was elected as the Faculty Council Board of Governors Faculty Representative for a one-year term July 1, 2014 through June 30, 2015.

D. Proposed Revisions to the *General Catalog*, Section 1.3 – Addition of Cambridge Pre-U Examination – UCC

Makela, Chair, University Curriculum Committee, moved that Faculty Council approve the proposed revisions to the *General Catalog*, Section 1.3 – Addition of Cambridge Pre-U Examination, to be effective upon approval by the Board of Governors of the Colorado State University System.

Deletions are in ~~strikeout~~; additions are in underline

Insert the following language in the CSU 2013-2014 *Catalog* in section 1.3 Undergraduate Admissions Policies and Procedures, For High Graduates (page 3) *after* the International Baccalaureate (page 5) and *before* For Non-High School Graduates.

International Baccalaureate

Students who graduate from high school with an International Baccalaureate diploma or

See the website at www.registrar.colostate.edu and choose the drop-down list under "Students," select "Transfer Evaluation," then select "IB Equivalencies" for a list of courses for which credit may be granted.

Cambridge Pre-U Exam

The Cambridge Pre-U examination is a United Kingdom qualification from the University of Cambridge International Examinations and is an alternative to the current A Level qualification. This exam consists of "Principal Subjects" of which students have a free choice of three of 27 subject options. Additional subjects may be taken and possibly considered for credit but are not incorporated into the Cambridge Pre-U Diploma. Those students who complete an "Independent Research Project" and a "Global Perspectives" portfolio along with the 3 "Principal Subjects" options are eligible for the award of the Cambridge Pre-U Diploma. There are additional "short course" options consisting of one year's study, available in Modern Foreign Languages and Mathematics.

The 'Global Perspectives and Research Report' (GPR) may also be considered for credit on a case by case basis.

Credits may be used toward the 120 credit minimum requirement for graduation and may be used toward general education (All University Core Curriculum) requirements. Scores of D1-D3, M1-M3 and P1-P3 will be considered for credit as they are equivalent to a "C" or better grade. A MAXIMUM of 36.0 semester hours may be awarded for Cambridge Pre-U exams.

The academic department responsible for the course in which test credit is granted will determine what equivalency will be awarded. The determination by the department of an equivalency for an exam will be a final decision and cannot be re-evaluated or appealed.

FOR NON-HIGH SCHOOL GRADUATES

Applicants

Update to "Final Language"

Section 1.3 page 4-5

The College Board Advanced Placement Program

The Advanced Placement Tests administered by The College Board are used by the University to award credit and advanced placement in any of several fields in which a student may have participated in high school. Credit awarded is treated as transfer credit without a grade but is counted toward graduation and may be used in fulfilling specific curriculum requirements.

~~The academic department responsible for the course in which test credit is granted determines what equivalency will be awarded. Re-evaluation or appeal of this decision is not applicable as it is the final determination of the department how an equivalency for an exam will apply. The academic department responsible for the course in which test credit is granted determines what equivalency will be awarded. Department decisions are considered the final determination of equivalency for the specific examination. Therefore, a request for re-evaluation or an appeal of the decision will not be considered or accepted.~~

Credit is granted for scores of four or five on the Advanced Placement Tests in...

College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) was designed by The College Board...

~~The academic department responsible for the course in which test credit is granted determines what equivalency will be awarded. Re-evaluation or appeal of this decision is not applicable as it is the final determination of the department how an equivalency for an exam will apply. The academic department responsible for the course in which test credit is granted determines what equivalency will be awarded. Department decisions are considered the final determination of equivalency for the specific examination. Therefore, a request for re-evaluation or an appeal of the decision will not be considered or accepted.~~

International Baccalaureate

Students who graduate from high school with an International Baccalaureate...

~~The academic department responsible for the course in which test credit is granted determines what equivalency will be awarded. Re-evaluation or appeal of this decision is not applicable as it is the final determination of the department how an equivalency for an exam will apply. The academic department responsible for the course in which test credit is granted determines what equivalency will be awarded. Department decisions are considered the final determination of equivalency for the specific examination. Therefore, a request for re-evaluation or an appeal of the decision will not be considered or accepted.~~

See the website at

Rationale:

The Office of Admissions and the Registrar's Office are asking for the changes to the catalog:
To market CSU competitively to high ability students. It would be in our best interest to be among the front runners in the State of Colorado to develop a recognition statement for Pre-U exams. This would be in line with our statements regarding advanced credit for Advanced Placement (AP), International Baccalaureate (IB), and the European A level or AS level exams.

By CSU establishing a clear policy on our review and acceptance of these equivalences, it would be a positive option in recruiting students from these programs and to award credit with the recommended guidelines to align appropriately with our current and aspirational peers.

There was no discussion.

Makela's motion was adopted.

E. Proposed Revisions to the *Manual*, Section D.7.10 – Work Hours – CoRSAF

Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that Faculty Council approve the proposed revisions to the *Manual*, Section D.7.10 – Work Hours, to be effective upon approval by the Board of Governors of the Colorado State University System.

D.7.10 Work Hours

The responsibilities of faculty members and administrative professionals are such that it is not appropriate to establish specific work hours for all the work performed. Teaching faculty members and administrative professionals are expected to meet their classes as scheduled, to be available during their scheduled office hours, and to observe any other scheduled hours (e.g., examinations, department meetings, etc.) as may be required. Administrative personnel are expected to observe the hours established for their offices.

~~Faculty members and administrative professionals are not eligible for overtime pay.~~

There was no discussion.

Greene's motion was adopted.

F. Proposed Revisions to the *Manual*, Section E.6 – General Policies Relating to Appointment and Employment of Faculty – CoRSAF

Greene, Chair, Committee on Responsibilities and Standing of Academic Faculty, moved that Faculty Council approve the proposed revisions to the *Manual*, Section E.6 – General Policies Relating to Appointment and Employment of Faculty, to be effective upon approval by the Board of Governors of the Colorado State University System.

E.6 General Policies Relating to Appointment and Employment of Faculty (~~last revised August 12, 2009~~)

- a. The conditions and expectations of every appointment shall be confirmed in writing. Any subsequent modifications of the appointment shall also be confirmed in writing after the faculty member and the administrator have mutually determined the new conditions. The faculty member shall receive a copy of these documents.
- b. All faculty members who are on regular full-time or regular part-time appointments and who have not acquired tenure, shall be appointed for a period not exceeding one (1) year. All faculty members on special or temporary appointments shall be appointed "at will."
- c. ~~Faculty members on a multi-year research appointment contracts~~ shall be appointed for periods of one (1) to five (5) years for research and one (1) to three (3) years for teaching.
 1. A multi-year ~~research appointment contract~~ does not carry any guarantee or implication that the ~~appointment contract~~ will be renewed, even though the duties of the ~~appointee employee~~ may have been discharged satisfactorily.
 2. Renewal of a multi-year ~~research appointment contract~~ does not entitle the individual to further renewals, a tenure-track appointment, or to a decision concerning tenure.
 3. Renewal or extension of multi-year ~~research appointments contracts~~ may be made at any time during or after the ~~appointment onset of the contract~~ and shall meet the same conditions required for the initial appointment contract as specified in Sections E.2.1.3 and E.2.1.4. E.2.2.
- d. If the department head does not propose to reappoint a non-tenured faculty member holding a regular full-time or regular part-time appointment, the faculty member shall be informed in writing that the appointment will not be renewed. This must be done by March 1 during the first year of employment, by December 15 during the second year, and at least twelve (12) months before the expiration of the appointment in succeeding years.
- e. A non-tenured faculty member holding a regular full-time, regular part-time, or multi-year ~~contract research appointment~~ may be disciplined or terminated for cause without following the procedures of Section E.15 for tenured faculty. Such actions may be grieved as described in Section K.
- f. If a decision made at a higher administrative level will have the effect of altering or reversing a decision made at a departmental level regarding conditions of employment, including reappointment, tenure, promotion, and salary, then, before this change can take effect, the department head must be notified in writing of both the proposed change and the reasons for this change, and he or she must be given the opportunity to submit a written reply.

There was no discussion.

Greene's motion was adopted.

G. CSU Center for Laser Sensing and Diagnostics application approval – CUP

On behalf of the Committee on University Programs, Stromberger, Vice Chair of Faculty Council,

moved that Faculty Council approve the application for the CSU Center for Laser Sensing and Diagnostics.

There was no discussion.

Stromberger's motion was adopted.

DISCUSSION

A. UCC – Issues Related to Minimum Grade Requirements

Makela, Chair, University Curriculum Committee, and Kathy Pickering, Vice Provost for Undergraduate Affairs led a discussion related to minimum grade requirements and policies of academic units regarding minimum GPAs for degree programs. Background information and an introduction to the issues were presented to Faculty Council in a PowerPoint slideshow (available on the Faculty Council web site).

An issue that was raised was that some majors require a minimum grade of C or C- in required courses, while the University accepts grades of D+, D, and D- to count credits towards graduation.

Greene, Occupational Therapy, commented that departments know better than anyone else what the requirements should be. Greene argued that department should be allowed to develop their own requirements than follow a requirement universal to all majors and minors.

Bernasek, Economics, commented that it is appropriate for Departments to decide on proficiency in their degree programs.

Provost Miranda commented on the meaning of "D" grades, and suggested a future topic of conversation should be whether to eliminate the D grade if the majority of programs require C or better grades.

Pedros-Gascon, Foreign Languages and Literatures, seconded the comments of Greene and Bernasek, and agreed that "one rule fits all" is not appropriate for all departments.

McCulloch, Philosophy, noted that the requirements for minors should be re-considered. For example, a student might get a D in a minor course, which might prevent that student from graduating if the minor required a grade of C or better. McCulloch suggested that we think about alleviating these restrictions for minors.

Hayne, Computer Information Systems, responded that mastery of material should be demonstrated by students, and therefore he supported Department's individual

Egenhoff, Geosciences, favored the support of certain standards to be decided upon by the Department.

Christen, Journalism and Technical Communication, also favored the power of the Departments to make decisions on minimum grade requirements.

Lenk, Accounting, commented that many different policies could result in increased staff time and

administrative costs, and that these considerations should be weighed.

McCulloch, Philosophy, asked if there were more data from advisors if scenarios do arise where a student is prevented from graduating because of a course with a D grade.

Pickering responded that data is being analyzed to determine the frequencies that these scenarios occur.

Egenhoff, Geosciences, asked about the number of requests that have been given to UCC regarding minimum grade requirements. Makela responded that in the last few months, UCC has received about 10 requests for minimum grade requirements in minors.

Pedros-Gascon, asked if all the programs have advisors. Pickering responded yes. A member of Faculty Council also spoke in regards to administrative costs, in term of handling waivers.

Chen, Civil Engineering, asked what Peer Institutions are doing. Makela responded that she has seen a mix of minimum grade requirements but did not have data on specific policies for majors and minors.

Culver, Natural Sciences, asked about the philosophy of majors that require minors. Makela responded that Journalism, for example, requires students to select a minor or a focus on 21 additional credits. Bernasek added that the Department of Economics also requires a minor in order to supplement their education outside their major and argued that Departments should be allowed to do this.

Pickering thanked Faculty Council for their input.

Makela discussed minimum grade requirements at the University level. Makela raised the issue of "D" grades and their meaning. For example, if grades are converted to S or U's, a D would be converted to a "U", indicating a failing grade.

The Faculty Council meeting adjourned at 5:17 p.m.

Timothy Gallagher, Chair
Mary Stromberger, Vice Chair
Rita Knoll, Executive Assistant

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

Agricultural Sciences

Norman Dalsted

Jack Whittier

Deb Young

Bradley Goetz

Francesca Cotrufo

Milt Thomas

Kelly Curl

Agricultural and Resource Economics

Animal Sciences

Bioagricultural Sciences & Pest Management

Horticulture & Landscape Architecture

Soil and Crop Sciences

College-at-Large

College-at-Large

Business

Margarita Lenk

Stephen Hayne

Patricia Ryan

Jim McCambridge

Kelly Martin

Accounting

Computer Information Systems

Finance and Real Estate

Management

Marketing

Engineering

Russ Schumacher

Travis Bailey

Suren Chen

Sourajeet Roy

(Substitute for Steve Reising)

Azer Yalin

Eric Maloney

Jose Chavez

Sudeep Pasricha

Atmospheric Science

Chemical and Biological Engineering

Civil and Environmental Engineering

Electrical and Computer Engineering

Mechanical Engineering

College-at-Large

College-at-Large

College-at-Large

Health and Human Sciences

Stephanie Clemons

Tracy Nelson-Ceschin

David Sampson

Jenn Matheson

Scott Glick

David Greene

Sharon Anderson

Kim Bundy-Fazioli

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

Liberal Arts

Mary Van Buren

Marius Lehene

Anthropology

Art

(Substitute for Eleanor Moseman thru Spring 2014)

Elizabeth Williams	Communication Studies
<u>Martin Shields</u>	Economics
Sue Doe	English
<u>Maricela DeMiriyn</u>	Ethnic Studies
(Substitute for Ernesto Sagas)	
Antonio Pedros-Gascon	Foreign Languages and Literature
Thaddeus Sunseri	History
(Substitute for Robert Gundmestad)	
Cindy Christen	Journalism and Technical Communication
Gary Moody	Music, Theater, and Dance
Michael McCulloch	Philosophy
Bradley MacDonald	Political Science
Ken Berry	Sociology
Mary Vogl	College-at-Large
Jolyon (JT) Hughes	College-at-Large
Eric Aoki	College-at-Large
Natural Resources	
<u>Melinda Laituri</u>	Ecosystem Science and Sustainability
Paul Doherty	Fish, Wildlife, and Conservation Biology
Yu Wei	Forest, Rangeland, & Watershed Stewardship
Sven Egenhoff	Geosciences
Stu Cottrell	Human Dimensions of Natural Resources
Natural Sciences	
Tom Santangelo	Biochemistry and Molecular Biology
David Steingraeber	Biology
George Barisas	Chemistry
Ross McConnell	Computer Science
<u>Iuliana Oprea</u>	Mathematics
<u>Raymond 'Steve' Robinson</u>	Physics
<u>Zinta Byrne</u>	Psychology
Geof Givens	Statistics
<u>Ed DeLosh</u>	College-at-Large
Christos Papadopoulos	College-at-Large
Roger Culver	College-at-Large
<u>Carl Patton</u>	College-at-Large
Veterinary Medicine and Biomedical Sciences	
Elaine Carnevale	Biomedical Sciences
<u>Howard Scim</u>	Clinical Sciences
John Rosecrance	Environmental and Radiological Health Sciences
<u>Gary Mason</u>	Microbiology, Immunology and Pathology
Terry Nett	College-at-Large
<u>Jeffrey Wilusz</u>	College-at-Large
C. W. Miller	College-at-Large
<u>Pete Hellyer</u>	College-at-Large
David Gilkey	College-at-Large

E. J. Ehrhart
Melinda Frye
Ronald B. Tjalkens

College-at-Large
College-at-Large
College-at-Large

University Libraries
Nancy Hunter
Rachel Erb

Libraries
At-Large

Officers

Tim Gallagher
Mary Stromberger
Alex Bernasek
Rita Knoll
Lola Fehr

Chair, Faculty Council
Vice Chair, Faculty Council
BOG Faculty Representative
Executive Assistant
Parliamentarian

Ex Officio Voting Committee Chair Members

Diane Lunde	Chair Committee on Faculty Governance
(Substituting for Don Estep)	
Susan LaRue	Chair Committee on Intercollegiate Athletics
Jerry Magloughlin	Chair Committee on Libraries
David Greene*	Chair Committee on Responsibilities and Standing of Academic Faculty
Mark Zabel	Chair Committee on Scholarship Research and Graduate Education
Melinda Frye*	Chair Committee on Scholastic Standards
Jeff Wilusz*	Chair Committee on Strategic and Financial Planning
Stephanie Clemons*	Chair Committee on Teaching and Learning
Eric Prince	Chair Committee on University Programs
Carole Makela	Chair University Curriculum Committee

*Indicates Member of Faculty Council

Ex Officio Non-Voting Advisory Committee Chair Members

Jennifer Aberle	Chair Committee on Faculty Governance
-----------------	---------------------------------------

Ex Officio Non-Voting Members

Anthony Frank	President
Rick Miranda	Provost/Executive Vice President
Brett Anderson	Vice President for Advancement
Mary Ontiveros	Vice President for Diversity
Lou Swanson	Vice President for Engagement/Director of Extension
Robin Brown	Vice President for Enrollment and Access
Daniel Bush	Vice Provost for Faculty Affairs
Patrick Burns	Vice President for Information Technology/Dean University Libraries
Jim Cooney	Vice Provost for International Affairs
Tom Milligan	Vice President for Public Affairs
Alan Rudolph	Vice President for Research

Blanche M. Hughes
Kathleen Pickering
Amy Parsons
Craig Beyrouty
Jeff McCubbin
Ajay Menon
David McLean
Jodie Hanzlik
Ann Gill
Jan Nerger
Mark Stetter

Joyce Berry
David Mornes

Vice President for Student Affairs
Vice Provost for Undergraduate Affairs
Vice President for University Operations
Dean, College of Agricultural Sciences
Dean, College of Applied Human Sciences
Dean, College of Business/Executive Dean
Dean, College of Engineering
Dean, Graduate School
Dean, College of Liberal Arts
Dean, College of Natural Sciences
Dean, College of Veterinary Medicine and Biomedical Sciences
Dean, Warner College of Natural Resources
Chair, Administrative Professional Council

Rita Knoll, Executive Assistant

16

A regular meeting of the University Curriculum Committee was held on January 31, 2014, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Mike Hogan for Nancy Jianakoplos, Doug Rideout for Paul Meiman, Steve Strauss, Howard Ramsdell, Michelle Wilde, graduate representative Andrew Bondi, undergraduate representative Sam Guinn, and Kathleen Pickering (ex-officio).

Absent: Patrick Fitzhorn.

Guests: Fiona Bright and Kelley Brundage.

Minutes

The minutes of January 24, 2014, were approved.

Experimental Course Report

The Experimental Course report was received.

Consent Agenda

The Consent Agenda was approved.

CURRICULAR REQUESTS

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

The following curricular requests were approved.

New Courses

Effective Date

BIOM 750 01(1-0-0). Grant Proposal Writing and Reviewing. F. Prerequisite: Written consent of instructor. **Fall Semester 2014**
Preparation and review of applications for fellowships and grants.

BMS 320 02(0-4-0). Virtual Laboratory in Physiology. F, S. Prerequisite: **Fall Semester 2014**
BMS 300 or concurrent registration or BMS 360 or concurrent registration.
Credit not allowed for both BMS 320 and BMS 302. Offered only online.
Physiology lab exercises using a virtual laboratory simulation system. (NT-O)

[Approved as a new nontraditional online-only course.]

NR 566 03(3-0-0). Natural Resource Inventory and Data Analysis. S. **Spring Semester 2015**
Prerequisite: Admission to the Master of Natural Resources Stewardship degree program; written consent of instructor. Offered only online.
Sampling designs, implementation and analysis for inventory and monitoring of forests, rangelands, wetlands and streams. (NT-O)

[Approved as a new nontraditional online-only course.]

17

Major Change to Courses

Effective Date

CIVE 550 03(3-0-0). Foundation Engineering, change to:

Fall Semester 2014

CIVE 550 03(3-0-0). Foundation Engineering. F. Prerequisite: CIVE 355.
Mechanics and methodology of foundation engineering; selection and design of foundation systems on soft, firm, and expansive soils; special problems. (NT-O)

[Approved as a nontraditional online course.]

*CIVE 553 03(3-0-0). Slope Stability and Retaining Structures, change to:

Fall Semester 2014

***CIVE 553 03(3-0-0). Slope Stability and Retaining Structures. S.**
Prerequisite: CIVE 355.

Slope stability theory and application, retaining walls, sheet-pile walls, braced excavations, geosynthetic uses. (NT-O)

[Approved as a nontraditional online course.]

*CIVE 558 03(3-0-0). Containment Systems for Waste Disposal, change to:

Fall Semester 2014

***CIVE 558 03(3-0-0). Containment Systems for Waste Disposal. F.**
Prerequisite: CIVE 355.

Basic principles governing the design of containment systems used in waste disposal applications. (NT-O)

[Approved as a nontraditional online course.]

CIVE 655 03(3-0-0). Advanced Soil Mechanics, change to:

Fall Semester 2014

***CIVE 655 03(3-0-0). Advanced Soil Mechanics. F. Prerequisite: CIVE 355.**

Advanced topics in shear strength and consolidation of soils; stress paths; anisotropy; submergence; partial and radial drainage; numerical methods. (NT-O)

[Approved as a nontraditional online course.]

CIVE 658 03(3-0-0). Remediation Systems—Subsurface Contamination, change to:

Fall Semester 2014

***CIVE 658 03(3-0-0). Remediation Systems—Subsurface Contamination. F.**
Prerequisite: None.

Applications in geoenvironmental engineering practice involving design of in situ containment and remediation systems. (NT-O)

[Approved as a nontraditional online course.]

ERHS 679 01(0-0-1). Occ Env Health Interdisciplinary Symposium, change to:

Fall Semester 2014

+ERHS 679 02(0-0-2). Occ Env Health Interdisciplinary Symposium. F.
Prerequisite: Enrollment in a graduate program related to occupational, environmental, or public health. May be repeated for credit. Required field trips.

Evaluation of occupational and environmental health issues, through multidisciplinary interactions in seminars and field visits.

18

HDFS 550 03(3-0-0). Research Methods I, change to: Fall Semester 2014

HDFS 550 03(3-0-0). Research Methods II. S. Prerequisite: HDFS 549.
Research strategies and ethical considerations.

NR 440 03(2-2-0). Land Use Planning, change to: Fall Semester 2014

+NR 440 03(2-0-1). Applications in Conservation Planning. F. Prerequisite:
NRRT 340. Required field trips.

Conservation planning method applications that integrate natural resources by
conservation organizations and government agencies. (NT-O)

NR 622 03(2-2-0). Analysis of Environmental Impact, change to: Fall Semester 2014

NR 567 03(3-0-0). Analysis of Environmental Impact. F. Prerequisite:
Admission to the Master of Natural Resources Stewardship degree program or
written consent of instructor.

Preparation and evaluation of environmental impact statements under NEPA.
(NT-O)

[Approved as a nontraditional online course.]

SOC 463 03(3-0-0). Sociology of Disaster, change to: Fall Semester 2014

SOC 463 03(3-0-0). Sociology of Disaster. S. Prerequisite: SOC 100 or SOC
105.

Determinants and consequences of behavior and response to environmental
extremes including floods, earthquakes, wind, severe storms, and technological
emergencies. (NT-O)

[Approved as a nontraditional online course.]

SPCM 130 03(2-0-1). Relational and Organizational Communication, change Fall Semester 2014
to:

SPCM 130 03(2-0-1). Relational and Organizational Communication. F, S,
SS. Prerequisite: None.

Basic communication processes and skills central to relating and organizing in
interpersonal, small group, and organizational contexts.

[Approved as an All-University Core Curriculum category 3C, Social and
Behavioral Sciences, course.]



New Curricula

College of Engineering
Master of Engineering (M.E., Plan C)
| Geospatial Engineering Specialization

Effective Fall 2014
CoSRGE 12/5/13

(The entire program is shown.)

19

<u>Course</u>	<u>Title</u>	<u>Cr</u>
REQUIRED COURSES:		
CIVE 576	Engineering Applications of GIS and GPS	3
CIVE 577 ^P	GIS in Civil and Environmental Engineering	3
ENGR 521 ^P	Geospatial Engineering Management Policies	3
ENGR 522 ^P	Object-Oriented GIS Programming for Engineers	3
ENGR 523 ^P	Photogrammetric Engineering/Remote Sensing	3
ENGR 524 ^P	Geospatial Web Technologies for Engineers	3
TOTAL		18
ELECTIVE COURSES:		
<i>Select 12 credits from the following:</i>		
CIS 600 ^P	Information Technology and Project Management	3
CIS 601 ^P	Enterprise Computing and Systems Integration	3
MGT 601 ^P		3
CIS 605 ^P	Business Visual Application Development	3
CIS 610 ^P	Software Development Methodology	3
CIS 611 ^P	Object-Oriented Systems	3
CIS 655 ^P	Business Database Systems	3
CIVE 522 ^P	Engineering Hydrology	3
CIVE 544 ^P	Water Resources Planning and Management	3
CIVE 546 ^P	Water Resources Systems Analysis	3
CIVE 547 ^P	Statistics for Environmental Monitoring	3
STAT 547 ^P		3
CIVE 578 ^P	Infrastructure and Utility Management	3
CIVE 645 ^P	Computer-Aided Water Management and Control	3
ENGR 501 ^P	Foundations of Systems Engineering	3
ECE 501		3
ENGR 510 ^P	Engineering Optimization: Method/Application	3
ENGR 520 ^P	Engineering Decision Support/Expert Systems	3
TOTAL		30
PROGRAM TOTAL = minimum 30 credits		

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



College of Liberal Arts
Legal Studies Interdisciplinary Minor

Effective Fall 2014

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
Students must complete a minimum of 21 credits toward the minor, at least 12 of which must be upper-division (300- to 400-level).		
CORE COURSES		
LB 205	Contemporary Legal Studies	3
<i>Select one of the following courses:</i>		
ECON 212	Racial Inequality and Discrimination	3
ETST 312	African American Situation	3

20

ETST 332	Contemporary Chicano/a Issues	3
ETST 404	Race Formation in the United States	3
ETST 405	Ethnicity/Class/Gender in the U.S.	3
SOC 205	Contemporary race-Ethnic Relations	3
SOC 333 ^p	Gender Roles in Society	3
<i>Select one of the following courses:</i>		
PHIL 110	Logic and Critical Thinking	3
PHIL 210 ^p	Introduction to Formal Logic	3
SPCM 200	Public Speaking	3
TOTAL		19

SELECTED COURSES

Select a minimum of 12 credits from at least two of the following categories:

Constitution		
JTC 415 ^p	Communications Law	3
POLS 410 ^p	American Constitutional Law	3
POLS 413 ^p	U.S. Civil Rights and Liberties	3
SPCM 349	Freedom of Speech	3
Economics/Business		
BUS 205	Legal and Ethical Issues in Business	3
ECON 327 ^p	Law and Economics	3
MGT 350	Employment Relations: The Legal Environment	3
REL 367 ^p	Real Estate Law	3
Environment/Natural Resources		
AGRI 330/	Agricultural Ethics	3
PHIL 330		
OR		
PHIL 345 ^p	Environmental Ethics	3
AREC 342	Water Law, Policy and Institutions	3
AREC 375 ^p	Agricultural Law	3
Social/Political/International		
ANTH 422 ^p /	Comparative Legal Systems	3
SOC 422 ^p		
ETST 324	Asian Pacific Americans and the Law	3
ETST 444/	Federal Indian Law and Policy	3
SOC 444		
HDFS 403	Families in the Legal Environment	3
PHIL 312 ^p	Philosophy of Law	3
POLS 431 ^p	International Law	3
SOC 455 ^p	Sociology of Law	3
TOTAL		12

PROGRAM TOTAL = 21 credits*

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

* Additional coursework may be required due to prerequisites.



Major Changes to Curricula

College of Health and Human Sciences
Department of Health and Exercise Science
Master of Science in Health and Exercise Science (Plan A)

Effective Fall 2014
CoSRGE 12/5/13

21

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
CORE COURSES		
HES 520 ^P	Advanced Exercise Testing and Prescription	3
HES 556	Wellness and Health Promotion Concepts	3
HES 600 ^P	Data Analysis for Research Designs	3
HES 602 ^P	<u>Advanced Physiology of Exercise</u>	<u>3</u>
HES 610 ^P	Exercise Bioenergetics	3
HES 645 ^P	Epidemiology of Health and Physical Activity	3
HES 686A-E ^P	Practicum	4
HES 692	Seminar	2
HES 693	Seminar	2
HES 698	<u>Research</u>	<u>1</u>
HES 793	<u>Bioenergetics Seminar</u>	<u>1</u>
	<u>Statistics</u>	<u>3</u>
	<u>Electives¹</u>	<u>9</u>
	TOTAL	30
THESIS		
HES 699	Thesis	6
	TOTAL	6
PROGRAM TOTAL = minimum 36-42 credits		

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

¹ Select three credits of statistics with approval of advisor and graduate committee.

² Select enough 500-level or above elective credits with approval of advisor and graduate committee to bring the program total to 42 credits.



Master of Science in Health and Exercise Science (Plan B)

Effective Fall 2014
CoSRGE 12/5/13

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
CORE COURSES		
HES 420 ^P	<u>Electrocardiography and Exercise Management</u>	<u>3</u>
HES 520 ^P	Advanced Exercise Testing and Prescription	3
HES 556	Wellness and Health Promotion Concepts	3
HES 600 ^P	Data Analysis for Research Designs	3
HES 602 ^P	<u>Advanced Physiology of Exercise</u>	<u>3</u>
HES 610 ^P	Exercise Bioenergetics	3
HES 645 ^P	Epidemiology of Health and Physical Activity	3
HES 686A-E ^P	Practicum	3
HES 692	Seminar	4
HES 693	Seminar	2
	<u>Electives¹</u>	<u>12</u>
	TOTAL	34
RESEARCH		

22

<u>Course</u>	<u>Title</u>	<u>Cr</u>
HES 695A-D	<u>Independent Study</u>	
HES 698	Research	
	<u>TOTAL</u>	<u>3</u>

PROGRAM TOTAL = minimum 36-44 credits

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

¹ Select enough 500-level or above elective credits with approval of advisor and graduate committee to bring the program total to 44 credits.



Ph.D. in Human Bioenergetics

Effective Fall 2014
CoSRGE 12/5/13

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
A maximum of 30 credits may be accepted from a master's degree.		
CORE COURSES		
CM 666/	Science and Ethics	3
PHIL 666		3
HES 610 ^P	Exercise Bioenergetics	3
HES 700 ^P	Professional Skills in Bioenergetics	6
HES 704A-B ^P	<u>Advanced Topics in Bioenergetics</u>	4
HES 793	Bioenergetics Seminar ¹	6
	<u>Statistics²</u>	<u>9</u>
	<u>Selected Electives³</u>	<u>34</u>
	<u>TOTAL</u>	<u>34</u>
DISSERTATION		
HES 799	Dissertation ¹	12
	<u>TOTAL</u>	<u>46</u>

PROGRAM TOTAL = minimum 72³ credits

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

¹ Course must be taken for a minimum of 4 credits and may be repeated.

² Select six credits of statistics with approval of advisor and graduate committee.

³ Select additional dissertation credits and/or 500-level and above elective credits with approval of advisor and graduate committee to bring the program total to a minimum of 72 credits.



Department of Human Development and Family Studies
Major in Human Development and Family Studies Early Childhood Education
~~Teacher Licensure in Early Childhood Education~~
~~and Elementary Education Concentration~~

Effective Spring 2015

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

Students must complete the following courses with a C or better to fulfill requirements for the major: all EDUC courses, FSHN 150, HES 145, all HDFS courses, and PSY 460.

Course	Title	Cr	AUCC
FRESHMAN			
<i>Select one course from the following:</i>			
BZ 101	Humans and Other Animals	3	3A
BZ 110	Principles of Animal Biology	3	3A
LIFE 102 ^P	Attributes of Living Systems	4	3A
CO 150 ^P	College Composition	3	1A
HES 145	Health and Wellness ²	3	
HDFS 101	Individual and Family Development	3	3C
PSY 100	General Psychology	3	3C
OR			
SOC 100	General Sociology	3	3C
	Arts and Humanities ¹	3	3B
	Biological and Physical Sciences ¹	3-4	3A
	Historical Perspectives ^{2,3}	3	3D
	Mathematics ^{4,5}	3	1B
	Elective	0-2	
	TOTAL	29-30	
SOPHOMORE			
<i>Select one course from the following:</i>			
CO 300 ^P	Writing Arguments	3	2
CO 301C ^P	Writing in the Disciplines—Social Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
FSHN 150	Survey of Human Nutrition	3	
HDFS 217 ^P	Creative Experiences for Children	3	
HDFS 277	Professional Skills Development	1	
HDFS 310 ^P	Infant and Child Development in Context	3	
HDFS 311 ^P	Adolescent/Early Adult Development in Context	3	
HDFS 312 ^P	Adult Development/Middle Age and Aging	4	
HDFS 350 ^P	Applied Research Methods	3	
HDFS 375 ^P	Programming for Children and Families	3	
STAT 201 ^P	General Statistics	3	
OR			
STAT 301 ^P	Introduction to Statistical Methods	3	
	Arts and Humanities ¹	3	3B
	Global and Cultural Awareness ^{1,4}	3	3E
	Electives	3	
	TOTAL	31	
JUNIOR			
<i>Select one course from the following:</i>			
BMS 300 ^P	Principles of Human Anatomy and Physiology	4	
FSHN 150	Survey of Human Nutrition	3	
HES 145	Health and Wellness	3	
LIFE 201A-13 ^P	Introductory Genetics ²	3	
LIFE 210 ^P	Introductory Eukaryotic Cell Biology	3	
<i>Select one course from the following:</i>			
CO 300 ^P	Writing Arguments	3	2
CO 301C ^P	Writing in the Disciplines—Social Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2

University Curriculum Committee
January 31, 2014
Page 9

Course	Title	Cr	AUCC
EDUC 275 ^P	Schooling in the United States	3	3C
EDUC 331 ^P	Educational Technology and Assessment	2	
EDUC 340 ^P	Literacy and the Learner	3	
EDUC 400 ^P	Diagnostic Teaching of Reading	3	
EDUC 425 ^P	Early Childhood Education I	4	
HDFS 317 ^P	Special Needs in Early Childhood	3	4A, 4B
<u>OR</u>			
PSY 460 ^P	Childhood Exceptionality and Psychopathology	3	
HDFS 318 ^P	Infancy and Toddlerhood	3	
HDFS 320 ^P	Cognitive and Language Development	3	
HDFS 334 ^P	Parenting Across the Lifespan	3	
HDFS 351 ^P	Promoting Early Socioemotional Competence	2	
<u>OR</u>			
HDFS 375 ^P	Programming for Children and Families	3	
PSY 460 ^P	Childhood Exceptionality and Psychopathology	3	
	Elective ⁶	0-1	
	TOTAL	34/30	
SENIOR			
EDUC 426 ^P	Early Childhood Education II	4	4C
EDUC 485C ^P	Student Teaching—Early Childhood	12	
EDUC 493A ^P	Seminar—Professional Relations	1	
	Select two of the following courses:		
HDFS 302 ^P	Marriage and Family Relationships	3	
<u>OR</u>			4C
HDFS 402 ^P	Family Studies	3	
HDFS 403 ^P	Families in the Legal Environment	3	
HDFS 401 ^P	Childhood Socialization	3	
HDFS 439 ^P	Administration of Early Childhood Programs ⁷	2	
HDFS 492 ^P	Seminar—Program Proposal Development	3	
	TOTAL	29	

PROGRAM TOTAL = 120 credits

¹ 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.

² Students must select a total of 7 credits and a minimum of two courses, one of which must include a laboratory component, to fulfill the requirement for category 3A of the All-University Core Curriculum (AUCC). Select from among BZ 101, BZ 110, or LIFE 102 required for the major in the freshman year. Select the remaining credits and course(s) from the list of courses in category 3A of the AUCC.

³ ECE 205 taken at Colorado community college satisfies the requirement for both HES 145 and FSHN 150.

⁴ Select from departmental the list of courses in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L*** 200 and L*** 201) foreign language courses.

⁵ AUCC 3A, Biological/Physical Sciences requirement must include 7 credits and at least one course with a lab component.

⁶ Select from the list of HIST courses in category 3D of the AUCC.

⁷ Select from departmental the list of courses in category 1B of the AUCC. Any course listed under category 1B is acceptable. Recommended are MATH 117, MATH 118, MATH 124; or MATH 130; or MATH 135.

⁸ Select from departmental the list of courses in category 3E of the AUCC.

⁹ Students taking a 3-credit course (FSHN 150, HES 145, LIFE 201A-B, or LIFE 210) must add 1 credit of elective.

¹⁰ This course is required for Director Qualifications.



25

College of Liberal Arts
Department of Economics
Master of Economics (Plan A)

Effective Fall 2014
CoSRGE 12/5/13

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

<u>Course</u>	<u>Title</u>	<u>Credits</u>
CORE COURSES		
AREC 506^P	<u>Applied Microeconomic Theory</u>	<u>3</u>
ECON 506^P		<u>3</u>
AREC 507^P	<u>Applied Welfare and Policy Analysis</u>	<u>3</u>
AREC 535^P	<u>Applied Econometrics</u>	<u>3</u>
ECON 535^P		<u>3</u>
ECON 501^P	<u>Quantitative Methods for Economists</u>	<u>3</u>
ECON 504^P	<u>Applied Macroeconomics</u>	<u>3</u>
ECON 504^P	<u>Macroeconomic Analysis I</u>	<u>3</u>
ECON 505^P	<u>History of Economic Thought</u>	<u>3</u>
ECON 506^P	<u>Microeconomic Analysis I</u>	<u>3</u>
ECON 635^P	<u>Econometric Theory I</u>	<u>3</u>
AREC 635^P		<u>3</u>
ECON 735^P	<u>Econometric Theory II</u>	<u>3</u>
AREC 735^P		<u>3</u>
	TOTAL	15
ELECTIVES		
	<u>Electives¹</u>	<u>9/12</u>
THESIS		
ECON 699	<u>Thesis</u>	<u>6</u>
PROGRAM TOTAL = a minimum of 30-33 credits		

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

¹ Complete 9/12 credits of elective courses, 500-level or above, that add depth and breadth to the program of study, chosen with advisor approval. Electives do not include ECON 698, ECON 699, ECON 784, or ECON 799. Of the 9/12 credits, at least 6 must be in regular economics courses.



Ph.D. in Economics

Effective Fall 2014
CoSRGE 12/5/13

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
CORE COURSES		
AREC 606^P	<u>Microeconomic Analysis I</u>	<u>3</u>
ECON 606^P		<u>3</u>
AREC 635^P	<u>Econometric Theory I</u>	<u>3</u>
ECON 635^P		<u>3</u>
AREC 706^P	<u>Microeconomic Analysis II</u>	<u>3</u>
ECON 706^P		<u>3</u>

26

Course	Title	Cr
AREC 735 ^P / ECON 735 ^P	Econometric Theory II	2
AREC 736A-C ^P / ECON 736A-C ^P	Advanced Econometric Methods Discrete-Choice Models	1
ECON 501 ^P	Quantitative Methods for Economists	3
ECON 504 ^P	Macroeconomic Analysis I	3
ECON 505 ^P	History of Economic Thought	3
ECON 506 ^P	Microeconomic Analysis I	3
ECON 604 ^P	Macroeconomic Analysis I	3
ECON 704 ^P	Macroeconomic Analysis II	3
ECON 705 ^P	Heterodox Approaches to Economics	3
ECON 706 ^P	Microeconomic Analysis II	3
	TOTAL	27
FIELD COURSES	Two pairs of field courses from among those designated by the department	12
ELECTIVES	Electives ¹	69
RESEARCH AND DISSERTATION		3
ECON 698 ^P	Research—Technical Paper ²	63
ECON 793 ^P	Seminar—Doctoral Research	18
ECON 799	Dissertation	
EXAMS³		
PROGRAM TOTAL = minimum 72 credits		

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

¹ Electives do not include ECON 699 or ECON 784 or ECON 799. Electives must be at the 500-level or above, chosen with advisor approval, higher.

² Completion of the Technical Paper, with satisfactory oral defense along with appropriate course work, satisfies the requirements for the Plan B M.A. degree.

³ Students must pass the written Ph.D. Qualifying Examination, the preliminary Oral Examination, and the final Oral Examination.

All-University Core Curriculum (AUCC)

Category 3C

A request by the Department of Communication Studies to include SPCM 130, Relational and Organizational Communication, in category 3C, Social and Behavioral Sciences, of the AUCC was approved. The recommended effective date, subject to approval by Faculty Council and the General Education Council (GCC) for gtPathways, is Fall Semester 2014.

Request to Add a Specialization in Geospatial Engineering under the Master of Engineering

A request by the College of Engineering to add a specialization in Geospatial Engineering under the Master of Engineering (M.E. degree, Plan C) was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2014.

Request to Add a Major in Early Childhood Education

27

A request by the Department of Human Development and Family Studies to change the concentration in Teacher Licensure in Early Childhood Education and Elementary Education under the major in Human Development and Family Studies (B.S. degree) to a new major in Early Childhood Education (B.S. degree) was approved. The recommended effective date, subject to special action by Faculty Council, and approval by the Board of Governors and CCHE, is Spring Semester 2015.

Request to Add a Legal Studies Interdisciplinary Minor

A request by the College of Liberal Arts to add an interdisciplinary minor in Legal Studies was approved. The recommended effective date, subject to special action by Faculty Council, is Fall Semester 2014.

Request to Add a Minimum Grade Requirement for the Minor in Business Administration

A request by the College of Business to add a minimum grade requirement of "C" in all courses required in the minor was approved. The recommended effective date, subject to special action by Faculty Council, is Fall 2014.

The meeting adjourned at 4:10 p.m.

(FC) 2/7/14

Carole Makela, Chair
Tom Hochm, Secretary

28

A regular meeting of the University Curriculum Committee was held on February 7, 2014, at 2:00 p.m.

Members present: Chair Carole Makela, Professors Bradley Goetz, Paul Mallette, Patrick Fitzhorn, Mike Hogan for Nancy Jianakoplos, Derck Schutt for Paul Meiman, Steve Strauss, Howard Ramsdell, Michelle Wilde, graduate representative Andrew Bondi, undergraduate representative Sam Guinn, and Kathleen Pickering (ex-officio).

Guests: Carrie Middleton, LeRoy Poff, and Linda Selkirk

Minutes

The minutes of January 31, 2014, were approved.

Experimental Course Report

The Experimental Course report was received.

Consent Agenda

The Consent Agenda was approved.

CURRICULAR REQUESTS

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

+Course requires field trips.

NT-O, offered as nontraditional, online course.

The following curricular requests were approved.

New Courses

Effective Date

ESS 543 02(2-0-0). Current Topics in Climate Change. F. Prerequisite: Upper division coursework in biology, ecology, or chemistry.

Fall Semester 2014

Climate fundamentals and current topics in climate change. (NT-O)

[Approved as a new traditional and new nontraditional online course.]

***ESS 565 04(3-2-0). Niche Models. F. Prerequisite:** (BSPM 526/BZ 526 or BZ 535 or BZ 548 or BZ 561 or ECOL 505 or ECOL 600 or ECOL 610 or ECOL 620 or FW 555 or FW 622; STAT 511) or written consent of instructor.

Fall Semester 2014

Concepts and application of niche models in ecosystem science.

FSHN 192 01(0-0-1). First Year Seminar. F. Prerequisite: None.

Fall Semester 2014

Facilitate a successful transition to college for new incoming students by emphasizing personal growth and identifying campus resources.

FSHN 445/HDFS 445 03(0-0-3). Early Childhood Health, Safety, and Nutrition. F. Prerequisite: HDFS 310. Credit not allowed for both FSHN 445 and HDFS 445. Offered only online.

Fall Semester 2014

Planning, promoting and maintaining healthy life style and safe learning environment for preschool children. (NT-O)

[Approved as a new nontraditional online-only course.]

HDFS 445/FSHN 445 03(0-0-3). Early Childhood Health, Safety, and Nutrition. F. Prerequisite: HDFS 310. Credit not allowed for both HDFS 445 and FSHN 445. Offered only online.

Fall Semester 2014

Planning, promoting and maintaining healthy life style and safe learning

environment for preschool children. (NT-O)

[Approved as a new nontraditional online-only course.]

MGT 376 03(3-0-0). Advanced Service and Manufacturing Operations. S. Fall Semester 2014
Prerequisite: MGT 301.

Advanced concepts for the management of operations in service and manufacturing companies.

NRRT 400 03(3-0-0). Environmental Governance. F. Prerequisite: NRRT 231. Fall Semester 2014

Theory and practice of prevalent environmental governance approaches in diverse social and environmental contexts.

NSCI 601/PHIL 601 01(0-0-1). Master of Profess. Natural Sciences Ethics. F. Fall Semester 2014

Prerequisite: Enrollment in the Master of Professional Natural Sciences program. Credit not allowed for both NSCI 601 and PHIL 601. This is a partial-semester course.

Ethical issues involving the care and treatment of animals in captive environments. Lectures, case studies, discussions, and student presentations.

PHIL 601/NSCI 601 01(0-0-1). Master of Profess. Natural Sciences Ethics. F. Fall Semester 2014

Prerequisite: Enrollment in the Master of Professional Natural Sciences program. Credit not allowed for both PHIL 601 and NSCI 601. This is a partial-semester course.

Ethical issues involving the care and treatment of animals in captive environments. Lectures, case studies, discussions, and student presentations.

RRM 386 03(0-0-9). Practicum. F, S, SS. Prerequisite: RRM 101. Fall Semester 2014
Practicum in Hospitality Management.

Major Change to Courses

Effective Date

*+BZ 433 03(3-0-0). Behavioral Genetics, change to:

Fall Semester 2014

+BZ 433 04(3-0-1). Behavioral Genetics. F. Prerequisite: BZ 310. Required field trips.

An integrative view of genetic basis of animal behavior, with emphasis on complex behaviors and societal implications of genetics research.

New Curricula

College of Health and Human Sciences
Department of Food Science and Human Nutrition
Major in Nutrition and Food Science
Dietetics and Nutrition Management Concentration
Accredited Didactic Program Option

Effective Fall 2014

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

Admission to the Accredited Didactic Program requires a minimum 3.0 GPA and grades of B or better in LIFE 102, CHEM 107 and CHEM 108, or CHEM 111, CHEM 112, and CHEM 113; CHEM 245, CHEM 246, BMS 300, BMS 302, FSHN 150, FSHN 300, and FSHN 301.

30

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FRESHMAN			
<i>Select four credits from the following courses:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 ^P	Animal Biology Laboratory	1	3A
OR			
LIFE 102 ^P	Attributes of Living Systems	4	3A
<i>Select one set from following:</i>			
CHEM 107 ^P	Fundamentals of Chemistry	4	3A
CHEM 108 ^P	Fundamentals of Chemistry Laboratory	1	3A
OR			
CHEM 111 ^P	General Chemistry I	4	3A
CHEM 112 ^P	General Chemistry Laboratory I	1	3A
CHEM 113 ^P	General Chemistry II	3	
CO 150 ^P	College Composition	3	1A
BUS 150	Business Computing Concepts and Applications	3	
OR			
CS 110	Personal Computing	4	
FSHN 150	Survey of Human Nutrition	3	
MATH 117 ^P	College Algebra in Context I	1	1B
MATH 118 ^P	College Algebra in Context II	1	1B
MATH 124 ^P	Logarithmic and Exponential Function	1	1B
PSY 100	General Psychology	3	3C
SOC 100	General Sociology	3	3C
	Foundations and Perspectives ^{3†}	3	3B, 3D, 3E
TOTAL		<u>30-34</u>	
SOPHOMORE			
BMS 300 ^P	Principles of Human Anatomy and Physiology	4	
BMS 302 ^P	Laboratory in Principles of Physiology	2	
CHEM 245 ^P	Fundamentals of Organic Chemistry	4	
CHEM 246 ^P	Fundamentals of Organic Chemistry Laboratory	1	
FSHN 300 ^P	Food Principles and Applications	3	
FSHN 301 ^P	Food Principles and Applications Laboratory	2	
OT 215	Medical Terminology	1	
SPCM 200	Public Speaking	3	
STAT 201 ^P	General Statistics	3	
OR			
STAT 204 ^P	Statistics for Business Students	3	
	Foundations and Perspectives ^{4†}	9	3B, 3D, 3E
Electives		<u>3</u>	
TOTAL		<u>32</u>	
JUNIOR			
BC 351 ^P	Principles of Biochemistry	4	
<i>Select one course from the following:</i>			
CO 300 ^P	Writing Arguments	3	2
CO 301B ^P	Writing in the Disciplines-Sciences	3	2
CO 301C ^P	Writing in the Disciplines-Social Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
FSHN 350 ^P	Human Nutrition	3	4C

31

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FSHN 360 ^P	Nutrition Assessment	2	
FSHN 386	Practicum in Food Service Management	2	
FSHN 386A	<u>Practicum in Food Service Management</u>	2	
FSHN 392 ^P	Dietetic Practice Seminar	1	
LIFE 205	Survey of Microbial Biology	3	
LIFE 206 ^P	Microbial Biology Laboratory	2	
MGT 305	Fundamentals of Management	3	
RRM 310	Food Service Systems Operations	3	
RRM 311 ^P	Food Service Systems-Production and Purchasing	3	
STAT 201^P	General Statistics	3	
OR			
STAT 204^P	Statistics for Business Students	3	
	<u>Electives</u>	3	
	TOTAL	32	
SENIOR			
FSHN 428 ^P	Nutrition Teaching and Counseling Techniques	3	
FSHN 450 ^P	Medical Nutrition Therapy	5	4B
FSHN 451 ^P	Community Nutrition	3	4A
FSHN 459 ^P	Nutrition in the Life Cycle	3	
FSHN 470 ^P	Integrative Nutrition and Metabolism	3	
FSHN 492 ^P	Seminar in Dietetics and Nutrition	2	4C
FSHN 496A-1 ^P	Group Study in Dietetics and Nutrition	2	
	<u>Electives^{1,2}</u>	1-5	
	TOTAL	22-26	

PROGRAM TOTAL = 120 credits

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

¹ This program is accredited by ACEND and prepares students to be eligible to apply for dietetic internships. Application to the program is made in the summer preceding the last four semesters of the program.

^{1,2} Select one course each from the lists in categories 3D and 3E, and two courses from category 3B of the All-University Core Curriculum (AUCC), for a total of 12 credits. Only 3 of the 6 credits required for arts and humanities may come from intermediate (L* 200 and L* 201) foreign language courses.

² Enough elective credits need to be selected to bring program total to 120 credits with 42 upper-division credits.



Major in Nutrition and Food Science
Dietetics and Nutrition Management Concentration
Childhood Nutrition Option

Effective Fall 2014

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FRESHMAN			
<i>Select four credits from the following courses:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 ^P	Animal Biology Laboratory	1	3A
OR			
LIFE 102 ^P	Attributes of Living Systems	4	3A

32

Course	Title	Cr	AUCC
<i>Select one set from following:</i>			
CHEM 107 ^P	Fundamentals of Chemistry	4	3A
CHEM 108 ^P	Fundamentals of Chemistry Laboratory	1	3A
OR			
CHEM 111 ^P	General Chemistry I	4	3A
CHEM 112 ^P	General Chemistry Laboratory I	1	3A
CHEM 113 ^P	General Chemistry II	3	
CO 150 ^P	College Composition	3	1A
BUS 150	Business Computing Concepts and Applications	3	
OR			
CS 110	Personal Computing	4	
FSHN 150	Survey of Human Nutrition	3	
MATH 117 ^P	College Algebra in Context I	1	1B
MATH 118 ^P	College Algebra in Context II	1	1B
MATH 124 ^P	Logarithmic and Exponential Function	1	1B
PSY 100	General Psychology	3	3C
SOC 100	General Sociology	3	3C
	Foundations and Perspectives ¹	3	3B, 3D, 3E
TOTAL		30-34	
SOPHOMORE			
BMS 300 ^P	Principles of Human Anatomy and Physiology	4	
BMS 302 ^P	Laboratory in Principles of Physiology	2	
CHEM 245 ^P	Fundamentals of Organic Chemistry	4	
CHEM 246 ^P	Fundamentals of Organic Chemistry Laboratory	1	
FSHN 300 ^P	Food Principles and Applications	3	
FSHN 301 ^P	Food Principles and Applications Laboratory	2	
OT 215	Medical Terminology	1	
SPCM 200	Public Speaking	3	
STAT 201 ^P	General Statistics	3	
OR			
STAT 204 ^P	Statistics for Business Students	3	
	Foundations and Perspectives ¹	9	3B, 3D, 3E
Electives		3	
TOTAL		32	
JUNIOR			
BC 351 ^P	Principles of Biochemistry	4	
<i>Select one course from the following:</i>			
CO 300 ^P	Writing Arguments	3	2
CO 301B ^P	Writing in the Disciplines-Sciences	3	2
CO 301C ^P	Writing in the Disciplines-Social Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
FSHN 350 ^P	Human Nutrition	3	4C
FSHN 360 ^P	Nutrition Assessment	2	
FSHN 386	Practicum in Food Service Management	2	
FSHN 392 ^P	Dietetic Practice Seminar	1	
HDFS 310 ^P	Infant and Child Development in Context	3	
LIFE 205	Survey of Microbial Biology	3	
LIFE 206 ^P	Microbial Biology Laboratory	2	
MGT 305	Fundamentals of Management	3	
RRM 310	Food Service Systems Operations	3	
RRM 311 ^P	Food Service Systems—Production and Purchasing	3	

33

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
STAT 201^P	General Statistics	3	
	OR		
STAT 204^P	Statistics for Business Students	3	
	TOTAL	3229	
SENIOR			
FSHN 386C	Practicum—School Nutrition	3	
FSHN 428 ^P	Nutrition Teaching and Counseling Techniques	3	
FSHN 450 ^P	Medical Nutrition Therapy	5	4B
FSHN 451 ^P	Community Nutrition	3	4A
FSHN 459 ^P	Nutrition in the Life Cycle	3	
FSHN 470 ^P	Integrative Nutrition and Metabolism	3	
FSHN 492 ^P	Seminar in Dietetics and Nutrition	2	4C
FSHN 496A-1^P	Group Study in Dietetics and Nutrition	3	
HDFS 311 ^P	Adolescent/Early Adult Development in Context	3	
	Electives ²	1-5 0-4	
	TOTAL	22-26 25-29	

PROGRAM TOTAL = 120 credits

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

¹ Select one course each from the lists in categories 3D and 3E, and two courses from category 3B of the All-University Core Curriculum (AUCC), for a total of 12 credits. Only 3 of the 6 credits required for arts and humanities may come from intermediate (L* 200 and L* 201) foreign language courses.

² Enough elective credits need to be selected to bring program total to 120 credits with 42 upper-division credits.



Major in Nutrition and Food Science
Dietetics and Nutrition Management Concentration
Gerontology Option

Effective Fall 2014

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FRESHMAN			
<i>Select four credits from the following courses:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 ^P	Animal Biology Laboratory	1	3A
	OR		
LIFE 102 ^P	Attributes of Living Systems	4	3A
<i>Select one set from following:</i>			
CHEM 107 ^P	Fundamentals of Chemistry	4	3A
CHEM 108 ^P	Fundamentals of Chemistry Laboratory	1	3A
	OR		
CHEM 111 ^P	General Chemistry I	4	3A
CHEM 112 ^P	General Chemistry Laboratory I	1	3A
CHEM 113 ^P	General Chemistry II	3	
CO 150 ^P	College Composition	3	1A
BUS 150	Business Computing Concepts and Applications	3	
	OR		

34

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
CS 110	Personal Computing	4	
FSHN 150	Survey of Human Nutrition	3	
MATH 117 ^P	College Algebra in Context I	1	1B
MATH 118 ^P	College Algebra in Context II	1	1B
MATH 124 ^P	Logarithmic and Exponential Function	1	1B
PSY 100	General Psychology	3	3C
SOC 100	General Sociology	3	3C
	Foundations and Perspectives ¹	3	3B, 3D, 3E
TOTAL		30-34	
SOPHOMORE			
BMS 300 ^P	Principles of Human Anatomy and Physiology	4	
BMS 302 ^P	Laboratory in Principles of Physiology	2	
CHEM 245 ^P	Fundamentals of Organic Chemistry	4	
CHEM 246 ^P	Fundamentals of Organic Chemistry Laboratory	1	
FSHN 300 ^P	Food Principles and Applications	3	
FSHN 301 ^P	Food Principles and Applications Laboratory	2	
OT 215	Medical Terminology	1	
SPCM 200	Public Speaking	3	
STAT 201 ^P	General Statistics	3	
		OR	
STAT 204 ^P	Statistics for Business Students	3	
	Foundations and Perspectives ¹	9	3B, 3D, 3E
Electives		3	
TOTAL		32	
JUNIOR			
AHS 201 ^P	Perspectives in Gerontology	3	
BC 351 ^P	Principles of Biochemistry	4	
Select one course from the following:			
CO 300 ^P	Writing Arguments	3	2
CO 301B ^P	Writing in the Disciplines-Sciences	3	2
CO 301C ^P	Writing in the Disciplines-Social Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
FSHN 350 ^P	Human Nutrition	3	4C
FSHN 360 ^P	Nutrition Assessment	2	
FSHN 386	Practicum in Food Service Management	2	
FSHN 392 ^P	Dietetic Practice Seminar	4	
LIFE 205	Survey of Microbial Biology	3	
LIFE 206 ^P	Microbial Biology laboratory	2	
MGT 305	Fundamentals of Management	3	
RRM 310	Food Service Systems Operations	3	
RRM 311 ^P	Food Service Systems-Production and Purchasing	3	
STAT 201 ^P	General Statistics	3	
		OR	
STAT 204 ^P	Statistics for Business Students	3	
TOTAL		32-39	
SENIOR			
FSHN 386(3)	Practicum—Gerontology	3	
FSHN 428 ^P	Nutrition Teaching and Counseling Techniques	3	
FSHN 450 ^P	Medical Nutrition Therapy	5	4B
FSHN 451 ^P	Community Nutrition	3	4A

35

Course	Title	Cr	AUCC
FSHN 459 ^P	Nutrition in the Life Cycle	3	
FSHN 470 ^P	Integrative Nutrition and Metabolism	3	
FSHN 492 ^P	Seminar in Dietetics and Nutrition	2	4C
FSHN 496A-1^P	Group Study in Dietetics and Nutrition	2	
HDFS 312 ^P	Adult Development—Middle Age and Aging	3	
HES 444 ^P	Successful Aging: Role of Physical Activity	2	
	Electives ²	4-5	
	TOTAL	22-26	29
PROGRAM TOTAL = 120 credits ¹			

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

¹ Select one course each from the lists in categories 3D and 3E, and two courses from category 3B of the All-University Core Curriculum (AUCC), for a total of 12 credits. Only 3 of the 6 credits required for arts and humanities may come from intermediate (L* 200 and L* 201) foreign language courses.

² Enough elective credits need to be selected to bring program total to 120 credits with 42 upper-division credits.

³ Students may complete this major/option at 120 credits by selecting CHEM 107, CHEM 108, and BUS 150 in the freshman year. Students wishing to complete the Gerontology Interdisciplinary Minor should consult with advisors about course selection. Completion of the major/option and the minor will exceed the 120 credit total.



Warner College of Natural Resources
Department of Forest and Rangeland Stewardship
Master of Natural Resources Stewardship (Plan C)
Sustainable Military Lands Management Specialization

Effective Fall 2014
CoSRGE 2/6/14

(The entire program is shown.)

Course	Title	Cr
CORE COURSES		
<i>Select one of the following courses:</i>		
F 520 ^P	Advanced Quantitative Methods in Forestry I	3
NR 566	Natural Resources Inventory and Data Analysis	3
RS 532 ^P	Rangeland Ecosystem Sampling	3
NR 444 ^P	Fire Economics and Policy	2
OR		
NR 568	Economics of Forests, Restoration and Fire	3
NR 565	Principles of Natural Resources Ecology	3
OR		
NR 578	Ecology of Disturbed Lands	3
NR 567	Analysis of Environmental Impact	3
NR 693 ^P	Natural Resources Stewardship Seminar	2
	TOTAL	14
SUSTAINABLE MILITARY LANDS MANAGEMENT SPECIALIZATION		
NR 550 ^P	Sustainable Military Lands Management	3
NR 551 ^P	Cultural Resource Mgmt on Military Lands	3
NR 552 ^P	Ecology of Military Lands	2
	Electives ¹	7
	TOTAL	16
PROGRAM TOTAL = 30 credits		

36

Course Title

Cr

^P 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.
¹ Select elective courses with approval of advisor and graduate committee.



College of Veterinary Medicine and Biomedical Sciences
Department of Biomedical Sciences
Master of Science in Biomedical Sciences (Plan B)
Reproductive Technology Specialization

Effective Spring 2014
CoSRGE 2/6/14

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
CORE COURSES		
BMS 409 ^P	Human and Animal Reproductive Biology	3
BMS 642 ^P	Research Techniques for Gametes and Embryos	1
BMS 792 ^P	Seminar ¹	2
BMS 795E ^P	Independent Study: Reproductive Physiology ^{2,4}	3-4
	TOTAL	9-10
SELECTED COURSES		
	<i>Select 20-21 credits from the following:</i>	
ANEO 510 ^P	Bovine Reproduction Management	4
ANEO 520 ^P	Applied Comparative Nutrition	3
BC 463 ^P	Molecular Genetics ³	3
BMS 430 ^P	Endocrinology ³	4
BMS 500 ^P	Mammalian Physiology I	4
BMS 501 ^P	Mammalian Physiology II	4
BMS 631 ^P	Mechanisms of Hormone Action	2
BMS 632 ^P	Metabolic Endocrinology	2
BMS 640 ^P	Reproductive Physiology and Endocrinology	4
BZ 455 ^P	Human Heredity and Birth Defects	3
CM 666 ^P	Science and Ethics	2
PHIL 666 ^P		2
FW 469 ^P	Conservation and Management of Large Mammals ³	3
FW 555 ^P	Conservation Biology	2
FW 565 ^P	Managing Human-Wildlife Conflicts ¹	4
STAT 511 ^P	Design and Data Analysis for Researchers I	2
VS 626 ^P	Infertility and Genital Disease	2
SCHOLARLY PAPER		0
	Scholarly Paper ¹	
PROGRAM TOTAL = minimum 30 credits³		

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

¹ Students must take one credit of BMS 792, Seminar for two semesters.

² Students must undertake an extensive laboratory project or internship working with oocyte culture IVF, embryo development, or cryopreservation.

³ No more than 6 credits at the 400-level will count toward the master's degree.

¹ Students must complete a scholarly paper detailing the research results from BMS 795E.

Department of Environmental and Radiological Health Sciences
Master of Science in Environmental Health (Plan B)
Environmental Health and Safety Specialization

Effective Fall 2014
CoSRGE 2/6/14

(The entire program is shown.)

Course	Title	Cr
CORE COURSES		
ERHS 503 ^P	Toxicology Principles	1
ERHS 504 ^P	Occupational and Environmental Toxicology	2
ERHS 526 ^P	Industrial Hygiene	2
ERHS 528 ^P	Occupational Safety	2
ERHS 637 ^P	Environment, Safety and Health Management	2
ERHS 675 ^P	Environmental Health Regulatory Compliance	2
TOTAL		15
<i>Select at least two of the following courses:</i>		
ERHS 400 ^P	Radiation Safety	2
OR		
ERHS 530 ^P	Radiological Physics and Dosimetry I	3
ERHS 410 ^P	Environmental Health Waste Management	2
ERHS 536 ^P	Advanced Occupational Health	2
ERHS 540	Principles of Ergonomics	2
ERHS 549 ^P	Environmental Health Risk Assessment	2
<i>Select a minimum of 11 credits from the following courses:</i>		
ATS 555 ^P	Air Pollution	2
ATS 560 ^P	Air Pollution Measurement	2
CIVE 547 ^P	Statistics for Environmental Monitoring	2
STAT 547 ^P		2
OR		
VS 562 ^P	Applied Data Analysis	3
ERHS 527 ^P	Industrial Hygiene Laboratory	1
ERHS 531 ^P	Nuclear Instruments and Measurements	2
ERHS 541 ^P	Ergonomics in Product and Process Design	2
ERHS 546 ^P	Environmental Exposure Assessment	2
ERHS 636 ^P	Industrial Hygiene Control Methods	2
ERHS 656 ^P	Occupational Noise Control	2
ERHS 658 ^P	Environmental/Occupational Epidemiology	2
ERHS 695B	Independent Study: Occupational and Environmental Health ²	Var.
ERHS 726 ^P	Aerosols and Environmental Health	2
TOTAL		32
PROGRAM TOTAL = 32 minimum credits³		

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

¹ Additional courses from this list may be taken to count toward the program total.

² Students may take a maximum of 3 credits that may apply toward the degree.

³ A comprehensive exam is required.

38

Major Changes to Curricula

College of Business
Department of Management
Major in Business Administration
Organization and Innovation Management Concentration

Effective Fall 2014

(Only the years with changes are shown, not the entire program. Deletions are in ~~strikeout~~; additions are in underline.)

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
JUNIOR			
<i>Select three courses from the following:</i>			
MGT 310	Human Resource Management	3	
MGT 340	Entrepreneurship in the Contemporary World	3	
MGT 375^p	Advanced Supply Management	3	
MGT 410 ^p	<u>Leadership and Organizational Behavior</u>	3	
OR			
MGT 411 ^p	<u>Leading High Performance Teams</u>	3	
Electives		12	
TOTAL		<u>21</u>	
SENIOR			
<i>Select four courses from the following:</i>			
MGT 325^p	Leadership Communication	3	
MGT 330 ^p	Corporate Innovation and Entrepreneurship	3	
MGT 350	Employment Relations: The Legal Environment	3	
MGT 360	Social and Sustainable Venturing	3	
MGT 376 ^p	<u>Advanced Service and Manufacturing Operations</u>	3	
MGT 410 ^p	<u>Leadership and Organizational Behavior</u>	3	
MGT 411 ^p	<u>Leading High Performance Teams</u>	3	
MGT 420 ^p	New Venture Creation	3	
MGT 425^p	Organizational Communication Strategies	3	
MGT 430	Leadership and Social Responsibility	3	
MGT 440 ^p	New Venture Management	3	
MGT 470^p	Managerial Decisions: Issues and Analysis	3	
MGT 471^p	Micro Issues in Supply Chain Management	3	
MGT 472^p	Macro Issues in Supply Chain Management	3	
MGT 473	Employment Relations: Labor and Management	3	
MGT 474^p	Human Resource Planning and Development	3	
MGT 475 ^p	International Business Management	3	
MGT 476 ^p	Negotiation and Conflict Management	3	
MGT 477^p	Advanced Logistics	3	
MGT 486^p	Practicum in Supply Chain Management	3	
Electives ¹		7	
TOTAL		<u>19</u>	
CONCENTRATION TOTAL		<u>46</u>	
PROGRAM TOTAL = 120 credits			

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

¹ Course not selected in the junior year may be taken as one of the four courses to be selected in the senior year.

² Students must take 25 credits of electives to make up 120 credits. Three of these credits must be at the 300- to 400- level.



College of Engineering
Department of Mechanical Engineering
Major in Mechanical Engineering

Effective Fall 2014

(Only the years with changes are shown, not the entire program. Deletions are in ~~strikeout~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
SENIOR			
MECH 402 ^P	Mechanical Engineering Experimental Analysis	3	
	<u>Select one of the following pairs of courses:</u>		
MECH 486A ^P	Engineering Design Practicum I	4	4A, 4C
MECH 486B ^P	Engineering Design Practicum II	4	4C
	<u>OR</u>		
MECH 498A ^P	Engineering Research Practicum I	4	4A, 4C
MECH 498B ^P	Engineering Research Practicum II	4	4C
	Global and Cultural Awareness ³	3	3E
	Historical Perspectives ⁴	3	3D
	Social and Behavioral Sciences ⁵	3	3C
	Technical Electives ⁶	9	
	Additional Requirements for Graduation ⁷	0	
	TOTAL	29	

PROGRAM TOTAL = 129 credits

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

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

⁴ Select from the list of courses in category 3D in the AUCC.

⁵ Select from the list of courses in category 3C in the AUCC.

⁶ Select from department list of approved courses.

⁷ Students are required to participate in the Professional Learning Institute (PLI) program as a requirement for graduation. The program consists of eleven PLI workshops distributed by focus areas as follows: Global and Cultural Diversity (2 workshops), Innovation (2 workshops), Leadership (2 workshops), Civic and Public Engagement (2 workshops), and Ethics (3 workshops). Each workshop is between 1-2 hours long and no outside preparation is required to attend any of the workshops. Attendance at the required workshops may be spread over the student's four-year program.



College of Health and Human Sciences
School of Education
Ph.D. in Education and Human Resource Studies
Organizational Learning, Performance, and Change Specialization

Effective Fall 2014
CoSRGE 2/6/14

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

40

Course	Title	Credits
A maximum of 30 credits may be accepted from a master's degree.		
RESEARCH		3
EDRM 700 ¹	Quantitative Research Methods	3
EDRM 702	Foundations of Educational Research	3
EDRM 704 ¹	Qualitative Research	3
EDRM 705 ¹	Qualitative Data Analysis	3
EDRM 707 ¹	Quantitative Data Collection Methods/Analysis	3
EDRM 792B	Seminar: Proposal Development	3
EDUC 792	Seminar	3
Quantitative Track¹		
<i>Select two of the following courses:</i>		
EDRM 701 ¹	Applied Linear Models – Educational Research	3
EDRM 703 ¹	Applied Longitudinal Data Analysis	3
EDRM 706 ¹	Analysis of Variance – Education Research	3
EDRM 707 ¹	Quantitative Data Collection Methods/Analysis	3
OR		
Qualitative Track¹		
<i>Select two of the following courses:</i>		
EDRM 705 ¹	Qualitative Data Analysis	3
EDRM 708 ¹	Narrative Inquiry	3
EDRM 711 ¹	Ethnographic Research	3
TOTAL		15-18
HRD-Specialization-StudiesOLPC CONTENT COURSES		
EDOD 665 ¹	HRD Consultation and Analysis of Organizations	3
EDOD 706 ¹	Organizational Learning, Performance, Change	3
EDOD 761 ¹	Evaluation and Assessment of Interventions	3
EDOD 765 ¹	Strategic Planning of Education for Work	3
EDOD 766 ¹	Scenario Planning in Organizations	3
EDOD 768 ¹	Workforce Development	3
EDOD 769 ¹	Theory and Practice of Change	3
EDOD 771 ¹	Social Foundations of the Workplace	3
EDOD 772 ¹	Theory Building in Applied Disciplines	3
EDOD 773 ¹	Systems Leadership	3
EDOD 792	Seminar: Human Resource Development	3
EDRM 702	Foundations of Educational Research	3
EDUC 675 ¹	Analyzing Education Literature	3
EDUC 709	Leadership Development	3
TOTAL		24-27
HRD-Concentration-Studies		
Select five to six 3-credit courses from the following areas: Business, Psychology, Education, Sociology, Agriculture, Economics, or other areas as approved by the student's academic committee.		15-18
TOTAL		15-18
DISSERTATION		
EDOD 792	Seminar: Human Resource Development	6-9
EDRM 799	Dissertation	6-9
EDOD 799		
TOTAL		6-9/15
PROGRAM TOTAL = 90/60-credits		

¹ This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at

41

<http://catalog.colostate.edu/> to see the course prerequisites.

¹ Students select the Quantitative or Qualitative track with approval of advisor and graduate committee.



Department of Human Development and Family Studies
Ph.D. in Applied Developmental Science

Effective Fall 2014
CoSRGE 2/6/14

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
CORE COURSES		
HDFS 500	Issues in Human Development and Family Studies	3
HDFS 524 ^P	Family Theory	3
HDFS 610 ^P	Risk and Resilience	3
HDFS 710 ^P	Theories of Applied Developmental Science	3
	TOTAL	<u>12</u>
APPLIED DEVELOPMENTAL SCIENCE ELECTIVE COURSES		
	<i>Select a minimum of 24<u>18</u> credits from the following courses:</i>	
HDFS 528 ^P	Child and Family Assessment	4
HDFS 592 ^P	Grant Writing-Human Services and Research	3
HDFS 600D ^P	Advanced Studies: Program Planning and Evaluation	3
HDFS 612 ^P	Adolescent Development	3
HDFS 613 ^P	Adult Development and Aging	3
HDFS 630 ^P	Socioemotional Development	3
HDFS 631 ^P	Cognitive Development	3
HDFS 740 ^P	Family Policy and Programming	3
	Out-of-Department Electives ¹	3-12
	TOTAL	<u>24<u>18</u></u>
RESEARCH METHODS/STATISTICS		
HDFS 501 ^P	Readings in the Discipline	1
HDFS 549^P	<u>Research Methods I</u>	<u>3</u>
HDFS 550 ^P	Research Methods II	3
HDFS 650 ^P	Research Methods II <u>Multivariate Research Methods I</u>	3
HDFS 750 ^P	Multivariate Research Methods II	3
	Methodology/Statistics Elective	3
	TOTAL	<u>13<u>16</u></u>
RESEARCH/APPRENTICE/INTERNSHIP		
	<i>Select a minimum of 6 credits from the following courses:</i>	
HDFS 684	Supervised College Teaching	Var.
HDFS 687 ^P	Internship	Var.
HDFS 698A-B	Research	6
	TOTAL	<u>12</u>
THESIS and DISSERTATION		
HDFS 699 ^P	Thesis	6
HDFS 799	Dissertation	12
	TOTAL	<u>18</u>
PROGRAM TOTAL = 76 minimum credits		

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

¹ Select courses with approval of advisor and graduate committee.

42

Master of Science in Human Development and Family Studies (Plan A)
Family and Developmental Studies Specialization

Effective Fall 2014
CoSRGE 2/6/14

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
Required Courses		
HDFS 500	Issues in HDFS	3
HDFS 501 ^P	Readings in the Discipline	1
HDFS 524 ^P	Family Theory	3
HDFS 549 ^P	<u>Research Methods I</u>	3
HDFS 550 ^P	Research Methods II	3
HDFS 650 ^P	<u>Multivariate Research Methods II</u>	3
	TOTAL	<u>16</u>
Selected Courses		
<i>Select at least two of the following:</i>		
HDFS 610 ^P	Risk and Resilience	3
HDFS 612 ^P	Adolescent Development	3
HDFS 613 ^P	Adult Development and Aging	3
HDFS 630 ^P	Sociocemotional Development	3
HDFS 631 ^P	Cognitive Development	3
HDFS 710 ^P	Theories of Applied Developmental Science	3
<i>Select at least two of the following:</i>		
HDFS 592 ^P	Grant Writing-Human Services and Research	3
HDFS 684	Supervised College Teaching	3
HDFS 687 ^P	Internship	3
	Electives	<u>4 11</u>
	TOTAL	<u>23</u>
Thesis		
HDFS 699	Thesis	6
PROGRAM TOTAL = 45 credits		

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

¹ Select enough 500-level or above elective credits with approval of advisor and graduate committee to bring the program total to 45 credits.

Master of Science in Human Development and Family Studies (Plan A)
Marriage and Family Therapy Specialization

Effective Fall 2014
CoSRGE 2/6/14

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>
Required Courses		
EDCO 693	Seminar ¹	3
HDFS 500	Issues in HDFS	3
HDFS 501 ^P	Reading in the Discipline	1

43

<u>Course</u>	<u>Title</u>	<u>Cr</u>
HDFS 520 ^P	Family therapy Theory and Practice : Common Factors	3
HDFS 521 ^P	Family Therapy Theory and Practice: Treatment Planning	3
HDFS 524 ^P	Family Theory	3
HDFS 534 ^P	Marriage and Family Therapy	3
HDFS 549 ^I	<u>Research Methods I</u>	3
HDFS 550 ^P	Research Methods II	3
HDFS 620 ^P	Family Therapy Practice: Addictions	3
HDFS 621 ^P	Family Therapy Practice: Topics in Sexuality	3
HDFS 624 ^P	Skills and Techniques in Family Therapy	3
HDFS 644 ^P	Foundations in Family Therapy	3
HDFS 650^P	Research Methods II	3
HDFS 676 ^P	Professional Skills Development	3
HDFS 677	Ethical and Legal Issues	3
HDFS 687	Internship	5
	TOTAL	48

Selected Courses

<i>Select one of the following:</i>		
HDFS 610 ^P	Risk and Resilience	3
HDFS 612 ^P	Adolescent Development	3
HDFS 613 ^P	Adult Development and Aging	3
HDFS 630 ^P	Socioemotional Development	3
HDFS 631 ^P	Cognitive Development	3
HDFS 710 ^P	Theories of Applied Developmental Science	3
<i>Select at least one of the following:</i>		
HDFS 600B ^P	Grief and Loss	3
HDFS 600E ^P	Parenting	3
HDFS 600C ^P	Intimacy and Human Sexuality	3
	TOTAL	6

Thesis		6
HDFS 699	Thesis	
PROGRAM TOTAL = 60 credits		

^P This course has at least one prerequisite. Check the Courses of Instruction section of the catalog at <http://catalog.colostate.edu/> to see the course prerequisites.
^I Select seminar when topic is Guidance and Counseling only.



Warner College of Natural Resources
Department of Ecosystem Science and Sustainability
Major in Watershed Science

Effective Fall 2014

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

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
FRESHMAN			
AGRI 110	Technology in Agriculture	3	
BUS 150	Business Computing Concepts and Applications	3	
	<u>OR</u>		
CS 110	Personal Computing	4	

44

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<i>Select one of the following for 4 credits:</i>			
BZ 110	Principles of Animal Biology	3	3A
BZ 111 ^P	Animal Biology Laboratory	1	3A
OR			
BZ 120	Principles of Plant Biology	4	3A
OR			
LIFE 102	Attributes of Living Systems	4	3A
OR			
LIFE 103 ^P	Biology of Organisms-Animals and Plants ¹	4	
<i>Select one pair from the following:</i>			
CHEM 107 ^P	Fundamentals of Chemistry	4	3A
CHEM 108 ^P	Fundamentals of Chemistry Laboratory	1	3A
OR			
CHEM 111 ^P	General Chemistry I	4	3A
CHEM 112 ^P	General Chemistry Laboratory I	1	3A
OR			
CO 150 ^P	College Composition	3	1A
ESS 130 ^P	System Theory and Information Management	1	
<i>Select one of the following:</i>			
GEOL 120	Exploring Earth: Physical Geology	3	3A
GEOL 122	The Blue Planet: Geology of Our Environment	3	3A
GEOL 124	Geology of Natural Resources	3	3A
GEOL 150	Physical Geology for Scientists and Engineers	4	
OR			
MATH 155 ^P	Calculus for Biological Scientists I	4	1B
OR			
MATH 160 ^P	Calculus for Physical Scientists I	4	1B
	Arts and Humanities ²	3	3B
	Global and Cultural Awareness ³	3	3E
TOTAL		29-31	
SOPHOMORE		3	
ESS 210/	Physical Geography		
GR 210		3	
ESS 211 ^P	Foundations in Ecosystem Science		
OR			
LIFE 320 ^P	Ecology	3	
MATH 161 ^P	Calculus for Physical Scientists II	4	1B
OR			
MATH 255 ^P	Calculus for Biological Scientists II	4	1B
OR			
NR 322	Introduction to Geographic Information Systems	4	
PH 121 ^P	General Physics I	5	3A
OR			
PH 141 ^P	Physics for Scientists and Engineers I	5	3A
OR			
SOCR 240 ^P	Introductory Soil Science	4	
STAT 301 ^P	Introduction to Statistical Methods	3	
OR			
STAT 315 ^P	Statistics for Engineers and Scientists	3	
	Arts and Humanities ²	3	3B
TOTAL		29	
SUMMER		5	
NR 220 ^P	Natural Resources Ecology and Measurements	5	
TOTAL		5	
JUNIOR		3	
AREC 342	Water Law, Policy, and Institutions		

45

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
<i>Select one of the following:</i>			
CO 301B ^P	Writing in the Disciplines: Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
LB 300 ^P	Specialized Professional Writing	3	2
ESS 330 ^P	Quantitative Reasoning for Ecosystem Science	3	
SOCR 322 ^P	Principles of Microclimatology	3	
OR			
WR 474 ^P	Snow Hydrology	3	
SOCR 470 ^P	Soil Physics	1	
SOCR 471 ^P	Soil Physics Laboratory	3	3A
WR 304	Principles of Watershed Management	3	
WR 418 ^P	Land Use and Water Quality ⁴	2	
WR 419 ^P	Water Quality Laboratory for Wildland Managers	3	3C
	Social and Behavioral Sciences ⁵	3	
	Watershed Science Department List ⁶	3	
	TOTAL	30	
SENIOR			
WR 416 ^P	Land Use Hydrology ⁴	3	4B
WR 417 ^P	Watershed Measurements ⁴	3	
WR 440 ^P	Watershed Problem Analysis	3	4A, 4B, 4C
		2	
WR 486 ^P	Watershed Field Practicum	6	
	Watershed Science Department List ⁶	3	3D
	Historical Perspectives ⁷	5-7	
	Electives ⁸	25-27	
	TOTAL		

PROGRAM TOTAL = 120 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 In order to take this course, students may need to obtain a registration override from the appropriate department.

² Select from the list of courses in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L* 200 and L* 201) foreign language courses.

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

⁴ Partially satisfies requirements of the Water Resources Interdisciplinary Studies Program. (Refer to CSU Catalog.)

⁵ Select from the list of courses in category 3C in the All-University Core Curriculum (AUCC).

⁶ Select courses not taken elsewhere in the program from the Watershed Science Department List, for a program minimum total of 9 credits.

⁷ Select from the list of courses in category 3D in the AUCC.

⁸ Select elective courses in consultation with advisor.

WATERSHED SCIENCE DEPARTMENT LIST

<u>Course</u>	<u>Title</u>	<u>Cr</u>	<u>AUCC</u>
Earth Sciences			
ATS 350	Introduction to Weather and Climate	3	
ATS 351 ^P	Introduction to Weather and Climate Laboratory*	1	
CIVE 322 ^P /	Basic Hydrology	3	
ENVE 322 ^P			
CIVE 413 ^P	Environmental River Mechanics	3	
CIVE 423 ^P	Groundwater Engineering	2	
CIVE 425 ^P	Soil and Water Engineering	3	
CIVE 440 ^P	Nonpoint Source Pollution	3	

46

WATERSHED SCIENCE DEPARTMENT LIST

Course	Title	Cr	AUCC
GEOL 452 ^P	Hydrogeology	4	
GEOL 454 ^P	Geomorphology	4	
GR 323/	Remote Sensing and Image Interpretation	3	
NR 323		4	
NR 422 ^P	GIS Applications in Natural Resource Management	3	
SOCR 322 ^P	Principles of Microclimatology	4	
SOCR 440	Pedology	2	
WR 406 ^P	<u>Seasonal Snow Environments</u>	3	
WR 474	Snow Hydrology		
Ecology		4	
BSPM 445 ^P	Aquatic Insects	3	
BZ 440 ^P	Plant Physiology	1	
BZ 441 ^P	Plant Physiology Laboratory*	3	
BZ 471 ^P	Stream Biology and Ecology	1	
BZ 472 ^P	Stream Biology and Ecology Laboratory*	3	
BZ 474 ^P	Limnology	3	
CIVE 330 ^P	Ecological Engineering	3	
ESS 311 ^P	Ecosystem Ecology	3	
ESS 411 ^P	Earth Systems Ecology†	3	
RS 478 ^P	Ecological Restoration†		
Sustainability		3	
AREC 442 ^P	Water Resource Economics†	4	
ESS 400 ^P	Sustainability and Ecosystem Science†	2	
NR 310 ^P	<u>Ecosystem Services and Human Well-Being</u>	2	
NR 320 ^P	<u>Natural Resources History and Policy</u>	3	
NRRT 330	Social Aspects of Natural Resource Management	3	
NRRT 362 ^P	Environmental Conflict Management†	3	
SOC 461 ^P	Water, Society, and Environment†		

* This laboratory course requires taking its respective lecture course as a prerequisite or corequisite.
† This course has at least one prerequisite not included in the Watershed Science program of study.



Department of Forest and Rangeland Stewardship
Master of Natural Resources Stewardship (Plan C), Core

Effective Fall 2014
CoSRGE 2/6/14

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

Course	Title	Cr
COURSEWORK COMMON TO THE DEGREE CORE CORE COURSES		
RS 693	Seminar	1
	OR	
RS 693	Seminar	1
	<u>Select one of the following courses:</u>	
F 520 ^P	<u>Advanced Quantitative Methods in Forestry I</u>	2
NR 566	<u>Natural Resources Inventory and Data Analysis</u>	2
RS 532 ^P	<u>Rangeland Ecosystem Sampling</u>	3

47

Course	Title	Cr
NR 444 ^p	Fire Economics and Policy	3
	OR	
NR 568	Economics of Forests, Restoration and Fire	3
NR 565	Principles of Natural Resources Ecology	3
	OR	
NR 578	Ecology of Disturbed Lands	3
NR 567	Analysis of Environmental Impact	3
NR 693 ^p	Natural Resources Stewardship Seminar	2
	TOTAL	14
	Specialization-Concept Course ¹	3
	Specialization-Applications Course ¹	2
	Specialization-Additional Courses ²	5
	Brand Requirements ³	9
	Specialization Requirements	9
	Electives ⁴	6
	TOTAL	16

PROGRAM TOTAL = 30 credits

^p 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.

¹ Select elective courses with approval of advisor and graduate committee.

² Choose at least one concept course and one applications course from among courses listed under the selected specialization.

³ Choose courses under the selected specialization to bring the specialization credit total to 12.

⁴ Select at least 9 credits at the 400-level or higher from among the other five specializations course lists. Students may take appropriate courses from other departments with approval from their advisor and the MNRS-Plan G Committee.

⁵ Select at least 6 credits of electives to meet university requirements. University requirements include a minimum of 21 credits at the 500-level or higher, with 12 of these credits being in regular courses, and a total of 30 credits of formal coursework.



Master of Natural Resources Stewardship (Plan C)
Ecological Restoration Specialization

Effective Fall 2014
CoSRGE 2/6/14

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

Course	Title	Cr
COURSEWORK COMMON TO THE DEGREE CORE COURSES		
NR 693	Seminar	4
	OR	
RS 693	Seminar	4
	<u>Select one of the following courses:</u>	
F 520 ^p	Advanced Quantitative Methods in Forestry I	2
NR 566	Natural Resources Inventory and Data Analysis	2
RS 532 ^p	Rangeland Ecosystem Sampling	2
NR 444 ^p	Fire Economics and Policy	2
	OR	
NR 568	Economics of Forests, Restoration and Fire	3
NR 565	Principles of Natural Resources Ecology	3
	OR	

48

Course	Title	Cr
NR 578	Ecology of Disturbed Lands	3
NR 567	Analysis of Environmental Impact	3
NR 693 ^P	Natural Resources Stewardship Seminar	2
	TOTAL	14
	Specialization-Concept Course ¹	3
	Specialization-Applications Course ¹	2-4
	Specialization-Additional Courses ²	5-7
	Broad-Requirements ³	9
ECOLOGICAL RESTORATION SPECIALIZATION		
<i>Select 9 credits from the following courses:</i>		
BSPM 528 ^P	Invasive Plants/Weeds: Ecosystems to Molecules	3
BSPM 550 ^P	Molecular-Plant-Microbe Interactions	3
BSPM 551 ^P	Advanced Integrated Pest Management	4
BSPM 556	Biological Control of Plant Pests	3
BZ 561 ^P	Landscape Ecology	3
BZ 572 ^P	Phytoremediation	3
CIVE 440 ^P	Nonpoint Source Pollution	3
CIVE 553 ^P	Slope Stability and Retaining Structures	3
CIVE 613 ^P	Stream Rehabilitation Design	3
CIVE 658	Remediation Systems—Subsurface Contamination	2
ECOL 505 ^P	Foundations of Ecology	4
EGOL 600 ^P	Population and Community Ecology	4
ESS 575 ^P	Models for Ecological Data	2
ESS 660 ^P	Biogeochemical Cycling in Ecosystems	2
MHP 624 ^P	Advanced Topics in Microbial Ecology	2
NR 552 ^P	Ecology of Military Lands	3
NR 575 ^P	Systems Ecology	4
NR 622 ^P	Analysis of Environmental Impact	3
NR 678 ^P	Advanced Ecological Restoration	3
RS 478 ^P	Restoration Ecology	3
RS 532 ^P	Range Ecosystem Sampling	3
SOGR 478 ^P	Environmental Soil Sciences	3
SOGR 540 ^P	Soil-Plant-Nutrient Relationships	3
SOGR 550 ^P	Advanced Soil Genesis	3
SOGR 567 ^P	Environmental Soil Chemistry	3
	Electives ⁴	6-7
	TOTAL	16
PROGRAM TOTAL = 30 credits		

^P 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.

¹ Select elective courses with approval of advisor and graduate committee.

² Choose at least one concept course and one applications course from among courses listed under the selected specialization.

³ Choose courses under the selected specialization to bring the specialization credit total to 12.

⁴ Select at least 9 credits at the 400-level or higher from among the other five specializations course lists. Students may take appropriate courses from other departments with approval from their advisor and the MNRS Plan C Committee.

⁵ Select at least 6 credits of electives to meet university requirements. University requirements include a minimum of 21 credits at the 500-level or higher, with 12 of these credits being in regular courses; and a total of 30 credits of formal coursework.

49

Master of Natural Resources Stewardship (Plan C)
Forest Sciences Specialization

Effective Fall 2014
CoSRGE 2/6/14

(The entire program is shown. Deletions are in ~~strike-out~~; additions are in underline.)

<u>Course</u>	<u>Title</u>	<u>Cr</u>
COURSEWORK COMMON TO THE DEGREE CORE COURSES		
RS 693	Seminar	1
	OR	
RS 693	Seminar	1
	<u>Select one of the following courses:</u>	
F 520 ^p	<u>Advanced Quantitative Methods in Forestry I</u>	3
NR 566	<u>Natural Resources Inventory and Data Analysis</u>	3
RS 532 ^p	<u>Rangeland Ecosystem Sampling</u>	3
NR 444 ^p	<u>Fire Economics and Policy</u>	3
	OR	
NR 568	<u>Economics of Forests, Restoration and Fire</u>	3
NR 565	<u>Principles of Natural Resources Ecology</u>	3
	OR	
NR 578	<u>Ecology of Disturbed Lands</u>	3
NR 567	<u>Analysis of Environmental Impact</u>	2
NR 693 ^p	<u>Natural Resources Stewardship Seminar</u>	2
	<u>TOTAL</u>	<u>14</u>
	Specialization-Concept Course ¹	3
	Specialization-Applications Course ¹	2
	Specialization-Additional Courses ²	5
	Broad-Requirements ³	9
FOREST SCIENCES SPECIALIZATION		
	<u>Select 9 credits from the following courses:</u>	
BSPM 521	Forest Health Issues	3
F 421 ^p	Timber Forest Stand Management	3
F 422 ^p	Quantitative Methods in Forest Management	3
F 424 ^p	Wildland Fire Behavior and Management	3
F 425 ^p	Advanced Wildland Fire Behavior and Management	3
F 430 ^p	Forestry Field Practices	3
F 540 ^p	Geophysiology of Trees	3
F 520 ^p	Advanced Quantitative Methods in Forestry I	3
F 521 ^p	Advanced Quantitative Methods in Forestry II	3
F 522 ^p	Advanced Forest Economics	3
F 524 ^p	Forest Fire Meteorology and Behavior	3
F 544 ^p	Decision Methods for Fire Managers	3
F 625 ^p	<u>Ecology of Forest Production</u>	3
F 721 ^p	Forest Policy	3
NR 425 ^p	Natural Resource Policy and Sustainability	3
	Electives ⁴	6
	<u>TOTAL</u>	<u>16</u>

PROGRAM TOTAL = 30 credits

^p 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.

¹ Select elective courses with approval of advisor and graduate committee.

² Choose at least one concept course and one applications course from among courses listed under the selected specialization.

50

- ¹ Choose courses under the selected specialization to bring the specialization credit total to 12.
² Select at least 9 credits at the 400 level or higher from among the other five specializations course lists. Students may take appropriate courses from other departments with approval from their advisor and the MNRS Plan C Committee.
³ Select at least 6 credits of electives to meet university requirements. University requirements include a minimum of 21 credits at the 500 level or higher, with 12 of these credits being in regular courses, and a total of 30 credits of formal coursework.

Master of Natural Resources Stewardship (Plan C)
Rangeland Ecosystems Specialization

Effective Fall 2014
CoSRGE 2/6/14

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

Course	Title	Cr
COURSEWORK COMMON TO THE DEGREE CORE COURSES		
F 693	Seminar	1
	OR	
RS 693	Seminar	1
	<u>Select one of the following courses:</u>	
F 520 ^p	<u>Advanced Quantitative Methods in Forestry I</u>	2
NR 566	<u>Natural Resources Inventory and Data Analysis</u>	2
RS 532 ⁿ	<u>Rangeland Ecosystem Sampling</u>	2
NR 444	<u>Fire Economics and Policy</u>	2
	OR	
NR 568	<u>Economics of Forests, Restoration and Fire</u>	3
NR 565	<u>Principles of Natural Resources Ecology</u>	2
	OR	
NR 578	<u>Ecology of Disturbed Lands</u>	3
NR 567	<u>Analysis of Environmental Impact</u>	2
NR 693 ⁿ	<u>Natural Resources Stewardship Seminar</u>	2
	<u>TOTAL</u>	<u>14</u>
	Specialization-Concept Course ¹	3
	Specialization-Applications Course ¹	2
	Specialization-Additional Courses ²	7
	Broad Requirements ³	9
RANGELAND ECOSYSTEMS SPECIALIZATION		
	<u>Select 9 credits from the following courses:</u>	
BZ 440 ⁿ	<u>Plant Physiology</u>	3
NR 625 ^p	<u>Community-Based Natural Resource Management</u>	2
RS 400 ⁿ	<u>Rangeland Improvements</u>	2
RS 420 ⁿ	<u>Grass Taxonomy</u>	3
RS 452 ^p	<u>Rangeland Herbivore Ecology and Management</u>	3
RS 470 ^p	<u>Rangeland Economics and Analysis</u>	2
RS 474 ⁿ	<u>Rangeland Planning and Grazing Management</u>	2
RS 500 ^p	<u>Advanced Rangeland Management</u>	3
RS 504 ⁿ	<u>Range Habitat Manipulation</u>	3
RS 531 ^p	<u>World Grassland Ecogeography</u>	2
RS 552 ^p	<u>Range Animal Production and Management</u>	4
RS 565 ⁿ	<u>Riparian Ecology and Management</u>	3
RS 630 ⁿ	<u>Ecology of Grasslands and Shrublands</u>	2
RS 651 ⁿ	<u>Primary Production and Decomposition</u>	1
SOCR 440	<u>Pedology</u>	4

51

Course	Title	Cr
SOCR 540 ^p	Soil-Plant-Nutrient Relationships	3
SOCR 571 ^p	Foundations of Soil Science	2
	Electives ¹	67
	TOTAL	16
PROGRAM TOTAL = 30 credits		

^p 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.

¹ Select elective courses with approval of advisor and graduate committee.

² Choose at least one concept course and one applications course from among courses listed under the selected specialization.

³ Choose courses under the selected specialization to bring the specialization credit total to 12.

⁴ Select at least 9 credits at the 400 level or higher from among the other five specializations course lists. Students may take appropriate courses from other departments with approval from their advisor and the MNRS Plan G Committee.

⁵ Select at least 6 credits of electives to meet university requirements. University requirements include: a minimum of 21 credits at the 500 level or higher, with 12 of these credits being in regular courses, and a total of 30 credits of formal coursework.

Request to Change the Name of the Dietetics Concentration and Add Three New Options

A request by the Department of Food Science and Human Nutrition to change the name of the Dietetics concentration to Dietetics and Nutrition Management was approved. Also approved was the addition of three options under the major: Accredited Didactic Program, Childhood Nutrition, and Gerontology Nutrition. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2014.

Request to Add a Minimum Grade Requirement for the Accredited Didactic Program Option under the Major in Nutrition and Food Science, Dietetics and Nutrition Management Concentration

A request by the Department of Food Science and Human Nutrition add a minimum grade requirement for majors in Food Science and Human Nutrition, Dietetics and Nutrition Management concentration, Accredited Didactic Program option, was approved. The new requirement will read as:

Admission to the Accredited Didactic Program requires a minimum 3.0 GPA and grades of B or better in LIFE 102, CHEM 107 and CHEM 108, or CHEM 111, CHEM 112, and CHEM 113; CHEM 245, CHEM 246, BMS 300, BMS 302, FSHN 150, FSHN 300, and FSHN 301.

The recommended effective date, subject to special action by Faculty Council, is Fall Semester 2014.

Request to Add a Specialization under the Master of Natural Resources Stewardship

A request by the Department of Forest and Rangeland Stewardship to add a specialization in Sustainable Military Lands Management under the Master of Natural Resources Stewardship (M.N.R.S. degree) was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2014.

Request to Drop Specializations under the Master of Natural Resources Stewardship

A request by the Department of Forest and Rangeland Stewardship to drop specializations in Conservation Biology, Spatial Information Systems, and Watershed Science under the Master of Natural Resources Stewardship (M.N.R.S.

degree) was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2014.

Request to Add a Specialization under the Master of Science in Biomedical Sciences

A request by the Department of Biomedical Sciences to add a specialization in Reproductive Technology under the Master of Science in Biomedical Sciences (M.S. degree, Plan B) was approved. The recommended effective date, subject to approval by Faculty Council, is Spring Semester 2014.

Request to Add a Specialization under the Master of Science in Environmental Health

A request by the Department of Environmental and Radiological Health Sciences to add a specialization in Environmental Health and Safety under the Master of Science in Environmental Health (M.S. degree, Plan B) was approved. The recommended effective date, subject to approval by Faculty Council, is Fall Semester 2014.

Request to Add a New Special Academic Unit

A request by the Director of the Graduate Degree Program in Ecology (G.D.P.E.) to establish a new special academic unit called the Graduate Degree Program in Ecology which will house the Master of Science in Ecology (M.S. degree), the Ph.D. in Ecology, and future graduate courses in ecology was approved. The recommended effective date, subject to special action by Faculty Council and approval by the Board of Governors, is July 1, 2014.

The meeting adjourned at 4:22 p.m.

(FC) 2/14/14

Carole Makela, Chair
Tom Hoehn, Secretary

REVISED BALLOT
Academic Faculty Nominations to Faculty Council Standing Committees
April 1, 2014

Committee on Faculty Governance

_____	Agricultural Sciences	2017
(Nominated by Committee on Faculty Governance)		
_____	Health and Human Sciences	2017
(Nominated by Committee on Faculty Governance)		
<u>Emily Moore</u>	Liberal Arts	2015
(Nominated by Committee on Faculty Governance)		

Committee on Intercollegiate Athletics

_____	Business	2017
(Nominated by Committee on Faculty Governance)		
<u>Gregory Florant</u>	Natural Sciences	2017
(Nominated by Committee on Faculty Governance)		
<u>Shea Swauger</u>	University Libraries	2017
(Nominated by Committee on Faculty Governance)		

Committee on Libraries

_____	Agricultural Sciences	2017
(Nominated by Committee on Faculty Governance)		
_____	Health and Human Sciences	2017
(Nominated by Committee on Faculty Governance)		
<u>Antero Garcia</u>	Liberal Arts	2017
(Nominated by Committee on Faculty Governance)		

Committee on Responsibilities and Standing of the Academic Faculty

_____	Health and Human Sciences	2017
(Nominated by Committee on Faculty Governance)		
_____	Natural Resources	2017
(Nominated by Committee on Faculty Governance)		
<u>Bill Hanneman</u>	Veterinary Medicine and Biomedical Sciences	2017
(Nominated by Committee on Faculty Governance)		

Committee on Scholarship, Research, and Graduate Education

(Nominated by Committee on Faculty Governance)	Health and Human Sciences	2017
<u>William Sanford</u> (Nominated by Committee on Faculty Governance)	Natural Resources	2017

Committee on Scholastic Standards

(Nominated by Committee on Faculty Governance)	Natural Resources	2017
<u>Debbie Crans</u> (Nominated by Committee on Faculty Governance)	Natural Sciences	2017
<u>Melinda Frye</u> (Nominated by Committee on Faculty Governance)	Veterinary Medicine and Biomedical Sciences	2017

Committee on Non-Tenure Track Faculty

(Nominated by Committee on Faculty Governance)	Engineering	2017
<u>Torsten Eckstein</u> (Nominated by Committee on Faculty Governance)	Veterinary Medicine and Biomedical Sciences	2017
(Nominated by Committee on Faculty Governance)	Regular Faculty-Natural Sciences	2017

Committee on Strategic and Financial Planning

(Nominated by Committee on Faculty Governance)	Agricultural Sciences	2017
<u>Antonio Pedros-Gascon</u> (Nominated by Committee on Faculty Governance)	Liberal Arts	2017
<u>Daniel Draper</u> (Nominated by Committee on Faculty Governance)	University Libraries	2017

Committee on Teaching and Learning

(Nominated by Committee on Faculty Governance)	Business	2017
<u>Jennifer McLean</u> (Nominated by Committee on Faculty Governance)	Veterinary Medicine and Biomedical Sciences	2017
<u>Catherine Cranston</u> (Nominated by Committee on Faculty Governance)	University Libraries	2017

Committee on University Programs

University Curriculum Committee

<u>(Nominated by Committee on Faculty Governance)</u>	Agricultural Sciences	2017
<u>(Nominated by Committee on Faculty Governance)</u>	Liberal Arts	2017
<u>Howard Ramsdell</u> <u>(Nominated by Committee on Faculty Governance)</u>	Veterinary Medicine and Biomedical Sciences	2017

56

**ELECTIONS FOR APPOINTED ACADEMIC FACULTY REPRESENTATIVES
UNIVERSITY COMMITTEES
(3 year terms)**

Committee	Appointee/Representative	Term
Benefits Committee	TBD	2017
	TBD	2017
Discipline Panel	Dawn Grapes (MTD)	2017
	TBD	2017
	TBD	2017
	TBD	2017
Grievance Panel	Zach Hutchins (English)	2017
	TBD	2017
	TBD	2017
	TBD	2017
	TBD	2017
	TBD	2017

57

MEMORANDUM

Date: February 24, 2014

To: Tim Gallagher, Chair
Executive Committee and Faculty Council

From: Carole J. Makela, Chair
University Curriculum Committee

Subject: Revised Undergraduate English Proficiency Catalog Language

The University Curriculum Committee moves Faculty Council revise the Catalog language for Undergraduate English Proficiency to reflect historically acceptable practices for assessing English proficiency.

This Catalog copy change was approved by UCC, December 13, 2013.

The following changes to Catalog language reflecting alternative measures of English Proficiency are proposed:

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

1.3 Page 1 2014-2015 General Catalog under Freshman Applicants

... Please note: International applicants are not required to submit SAT or ACT scores, but must submit official TOEFL, ~~or~~ IELTS Academic, or PTE Academic results.

1.3 Pages 9 & 10 General Catalog under FOR INTERNATIONAL STUDENTS and 1.5 Page 5 under English Proficiency

~~While alternative English language proficiency measurements may be considered for conditional admission, the TOEFL (Test of English as a Foreign Language) and the IELTS (International English Language Testing Service) exams are preferred. To be considered for clear (unconditional) admission, undergraduate applicants must present strong academic preparation and a minimum TOEFL score of 71 on the internet-based exam, 525 on the paper-based exam, or a minimum IELTS score of 6. To be considered for conditional admission, applicants must present strong academic preparation and a minimum TOEFL score of 44 on the internet-based exam, 450 on the paper-based exam or a minimum IELTS score of 5.~~

To be considered for admission, undergraduate applicants must present strong academic preparation and one of the minimum scores presented in the table below.

<u>English Proficiency Exam</u>	<u>Conditional Admission*</u>	<u>Clear Admission**</u>
<u>TOEFL IBT (Test of English as a Foreign Language Internet Based Test)</u>	<u>45</u>	<u>79</u>
<u>TOEFL PBT (Test of English as a Foreign Language Paper Based Test)</u>	<u>450</u>	<u>550</u>
<u>IELTS Academic (International English Language Testing Services)</u>	<u>5.0</u>	<u>6.5</u>
<u>PTE Academic (Pearson Test of English)</u>	<u>39</u>	<u>53</u>

*Conditional admission is offered to students whose overall academic record shows their readiness to be successful as degree-seeking students with some level of English proficiency support. Students who may benefit from additional academic preparation in addition to English proficiency support are encouraged to begin with INTO CSU Pathways. The INTO CSU Academic English option is available to students who need more extensive English proficiency support, either because they do not have TOEFL/IELTS or because their results are too low for Pathways or Conditional Admission qualification.

**Applicants with minimum 71 TOEFL IBT or 525 TOEFL PBT, 6.0 IELTS, or 48 PTE scores still may be offered clear admission based on consistency in the test subscores or bands and the overall strength of their academic credentials.

While alternative English language proficiency indicators may be considered for conditional or clear admission, the TOEFL, the IELTS Academic, and the PTE Academic exams are preferred. Possible exceptions may include successful completion of the INTO CSU Academic English Program (AEP) Level 6, participation in an INTO CSU Pathways program, or completion of high school or college/university level work in a school system based in the United States, Australia, Canada, Ireland, New Zealand, or the United Kingdom with English as the primary language of instruction.

1.5 Page 4 2014-2015 General Catalog under International Applicants

- Official TOEFL, IELTS Academic, or PTE Academic results

RATIONALE:

After reviewing the undergraduate English proficiency Catalog language with the Provost and the INTO CSU Center Director, it was determined that current practices regarding English proficiency assessment do not align with current Catalog language. Admissions was tasked by the Provost to revise language to include INTO Academic English completion as a way to satisfy English proficiency as well as to include alternative measurements to assess English proficiency. For at least the past 18 years, INTO Academic English (formerly Intensive English Program (IEP)) has been considered an acceptable measurement of English proficiency for undergraduate admissions. For at least the past 8 years, other forms of English proficiency measurement have been considered on a case by case basis. The proposed language outlines examples of acceptable measurements of English proficiency and is supported by the Provost and INTO CSU Center Director.

59A

February 20, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request for new major in Early Childhood Education, B.S.

The University Curriculum Committee moves Faculty Council adopt the following:

A new major in Early Childhood Education (B.S.) be established effective Spring Semester 2015.

The proposed a major in Early Childhood Education, pending approval of the Board of Governors and CCHE, would be effective Spring Semester 2014.

The proposal was reviewed and approved by University Curriculum Committee (UCC) on January 31, 2014.

Rationale:

The Department of Human Development and Family Studies (HDFS), in collaboration with the School of Teacher Education and Principal Preparation (STEPP), currently provides a competitive-entry two-year Early Childhood Education Licensure Program option that prepares students for licensure. This proposal involves converting the existing Early Childhood Education Licensure Program option in HDFS to the degree program that is now allowed by the state (BS in Early Childhood Education)..."

This 120-credit degree will prepare students for licensure in Early Childhood Education (preparation to teach birth through grade three) granted through the Colorado Department of Education. The degree will enable students to apply for licensure, and will thus qualify students to engage in a number of early childhood professions: teaching grades P-3 in public or private schools in Colorado, teaching in Head Start or other preschool or childcare programs, establishing a business as a family child care or center child care provider, or serving as director of a childcare center.

There is a unique opportunity for this degree based on changes in the landscape in Colorado higher education related to early childhood education. On April 5, 2012, the Colorado Commission on Higher Education (CCHE) reversed its 1986 decision that had prohibited institutions of higher education from offering bachelor's degrees in Early Childhood Education. This reversal happened in response to a number of factors related to ensuring a qualified workforce in Early Childhood Education:

- (1) New requirements for Head Start teachers that require bachelor's degrees in Early Childhood Education or proof that the degree they earned was comparable to a degree in Early Childhood Education;
- (2) federal and state initiatives that are increasing preschool and early childhood programs and thus require additional workforce to meet these needs; and
- (3) Lack of understanding by preschool and childcare providers in Colorado that Colorado prohibited this degree. Due to this lack of understanding, many positions currently require a bachelor's degree in Early Childhood Education, thus excluding all students who earned degrees in Colorado after 1986, unless they go through cumbersome justification paperwork that may or may not allow them a fair shot at the job.

The proposed degree addresses these issues.

Enclosures

xc Carole Makela

NOV 9 2012 60

12

NEW/MAJOR/MINOR PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME Karen C. Barrett EMAIL karen.barrett@colostate.edu PHONE 1-7382(REQUIRED)
CHECK THE APPROPRIATE LINE ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at <http://www.colostate.edu/orgs/ucc> for instructions.**ADDS**☐ ADD a new department and/or college. (Complete Section I-Column B and Sections II and V.)
☒ ADD a new degree or major or concentration or option or minor or interdisciplinary studies program. (Complete Section I-Column B, Section II, Section III-Column B, Section IV as needed, and Section V.)**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, Section IV as needed.)
☐ 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 IV as needed.)
☐ CHANGE courses 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 / EXISTING ONLY

B. REQUESTED NAME / NEW OR CHANGES ONLY

Health and Human Sciences	COLLEGE
Human Development and Family Studies	DEPARTMENT
	MAJOR
Teacher Licensure in Early Childhood Education and Elementary Education	Early Childhood Education
	UNDERGRADUATE CONCENTRATION/ GRADUATE SPECIALIZATION
	OPTION
	MINOR
	INTERDISCIPLINARY STUDIES PROGRAM
B.S.	DEGREE

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Spring 2015**SECTION II-JUSTIFICATION FOR REQUEST**

The Department of Human Development and Family Studies (HDFS), in collaboration with the School of Teacher Education and Principal Preparation (STEPP), currently provides a competitive-entry two-year Early Childhood Education Licensure Program option that prepares students for licensure. This request involves converting the existing Early Childhood Education Licensure Program option in HDFS to the degree program that is now allowed by the state (BS in Early Childhood Education). The curriculum is identical to that already in place for the ECE licensure program with four exceptions:

1. It is proposed that the ECE major requirements will also prepare students for Early Childhood Director Qualification in Colorado. This is for two reasons: first, in order for graduates to teach in early childhood in Colorado public schools, they need to be director qualified because site administrators (such as principals) often do not meet these qualifications. Second, having Director Qualification will afford more different career possibilities for graduates.
2. Students will have two more options for coursework than currently in place to meet requirements for the degree. Two relevant courses have been developed since the program curriculum was devised: HDFS 317 Early childhood special education and HDFS 351 Promoting positive socioemotional development. These courses are very applicable and valuable to early childhood educators and can be used to meet Director Qualifications.
3. Students will be required to take SOC 100 OR PSY 100, rather than both.
4. Students will no longer be required to take HDFS 312 Middle Adulthood and Aging in Context. A survey of curricula of peer institutions' Early Childhood Education majors indicated that this course was not required in any of these other programs. Although we believe that it is important for students to take a lifespan perspective and to learn about all parts of the lifespan, they will have at least some exposure to adult development in HDFS 101 Individual and Family Development and in HDFS 311 Adolescent and Early Adult Development.

CHANNELS FOR APPROVAL

Department Head/Chairperson* [Signature] 9/11/13
 Chairperson, College Curriculum Committee [Signature] 10/21/13
 Dean of College* [Signature] 10/23/13
 University Curriculum Committee Representative [Signature] 10/24/13
 Chair, CoSRGE† [Signature]

*Signature indicates approval and a commitment of resources
 †Graduate programs only.

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

CURRICULUM & CATALOG USE ONLY

Approval Date

Comm. On Strategic and Financial Planning (CoSFP) _____
 Council of Deans _____
 University Curriculum Committee _____
 Faculty Council _____
 Board of Governors _____
 CCHE _____
 Approved Effective Date _____

62

3 & 12

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.

College of Health and Human Sciences
Department of Human Development and Family Studies Effective Summer 2012
Major in Human Development and Family Studies
Teacher Licensure in Early Childhood Education
and Elementary Education Concentration
UCC 12/9/11

Course	Title	Cr	AUCC
FRESHMAN			
<i>Select one course from among the following:</i>			
BZ 101	Humans and Other Animals	3	1A
BZ 110	Principles of Animal Biology	3	1A
LIFE 102 ^P	Attributes of Living Systems ¹	4	3A
CO 150 ^P	College Composition	3	1A
HDFS 101	Individual and Family Development	3	3C
PSY 100	General Psychology	3	3C
SOC 100	General Sociology	3	3B
	Arts and Humanities ¹	3	3A
	Biological and Physical Sciences ²	3	3D
	Historical Perspectives ¹	3	1B
	Mathematics ⁴	0	
	Elective	2	
	TOTAL	29	
SOPHOMORE			
HDFS 217 ^P	Creative Experiences for Children	3	
HDFS 277	Professional Skills Development	1	
HDFS 310 ^P	Infant and Child Development in Context	3	
HDFS 311 ^P	Adolescent/Early Adult Development in Context	3	
HDFS 312 ^P	Adult Development-Middle Age and Aging	3	
HDFS 350 ^P	Applied Research Methods	3	
HDFS 375 ^P	Programming for Children and Families	3	
STAT 201 ^P	General Statistics	3	
OR			
STAT 301 ^P	Introduction to Statistical Methods	3	
	Arts and Humanities ¹	3	3B
	Global and Cultural Awareness ³	3	3E
	Electives	3	
	TOTAL	31	
JUNIOR			
<i>Select one course from the following:</i>			
BMS 300 ^P	Principles of Human Anatomy and Physiology	4	
FSHN 150	Survey of Human Nutrition	3	
HES 145	Health and Wellness	3	
LIFE 201A-B ^P	Introductory Genetics ²	1	
LIFE 210 ^P	Introductory Eukaryotic Cell Biology	3	
<i>Select one course from the following:</i>			
CO 300 ^P	Writing Arguments	3	2
CO 301C ^P	Writing in the Disciplines-Social Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
EDUC 273 ^P	Schooling in the United States	3	3C
EDUC 331 ^P	Educational Technology and Assessment	2	

College of Health and Human Sciences
Department of Human Development and Family Studies Effective Fall 2014
Major in Early Childhood Education with
Teacher Licensure

Course	Title	Cr	AUCC
FRESHMAN			
<i>Select one course from among the following:</i>			
BZ 101	Humans and Other Animals	3	3A
BZ 110	Principles of Animal Biology	3	3A
LIFE 102 ^P	Attributes of Living Systems ¹	4	3A
CO 150 ^P	College Composition	3	1A
HDFS 101	Individual and Family Development	3	3C
PSY 100	General Psychology	3	3C
OR			
SOC 100	General Sociology	3	3C
OR			
	Arts and Humanities ¹	3	3B
	Biological and Physical Sciences ²	3	3A
	Historical Perspectives ¹	3	3D
	Mathematics ⁴	3	1B
HLS 145	Health and Wellness	3	
	Elective	2	
	TOTAL	30	
SOPHOMORE			
<i>Select one course from the following:</i>			
CO 300 ^P	Writing Arguments	3	2
CO 301C ^P	Writing in the Disciplines-Social Sciences	3	2
JTC 300 ^P	Professional and Technical Communication	3	2
HDFS 217 ^P	Creative Experiences for Children	3	
HDFS 277	Professional Skills Development	1	
HDFS 310 ^P	Infant and Child Development in Context	3	
FSHN 150	Survey of Human Nutrition	3	
HDFS 311 ^P	Adolescent/Early Adult Development in Context	3	
HDFS 350 ^P	Applied Research Methods	3	
STAT 201 ^P	General Statistics	3	
OR			
STAT 301 ^P	Introduction to Statistical Methods	3	
	Arts and Humanities ¹	3	3B
	Global and Cultural Awareness ³	3	3E
	Electives	3	
	TOTAL	31	
JUNIOR			
HDFS 318	Infant & Toddler Development	3	

603

4 of 12

EDUC 340 ^P	Literacy and the Learner	3	
EDUC 400 ^P	Diagnostic Teaching of Reading	3	
EDUC 425 ^P	Early Childhood Education I	4	
HDFS 320 ^P	Cognitive and Language Development	3	
HDFS 334 ^P	Parenting Across the Lifespan	3	4A, 4B
PSY 460 ^P	Childhood Exceptionality and Psychopathology Elective ⁴	3	
		0-	
		1	
	TOTAL	31	
SENIOR			
EDUC 426 ^P	Early Childhood Education II	4	
EDUC 485C ^P	Student Teaching-Early Childhood	12	
EDUC 493A ^P	Seminar-Professional Relations	1	
<i>Select two of the following courses:</i>			
HDFS 302 ^P	Marriage and Family Relationships	3	
HDFS 402 ^P	Family Studies	3	
HDFS 403	Families in the Legal Environment	3	
HDFS 401 ^P	Childhood Socialization	3	
HDFS 492 ^P	Seminar-Program Proposal Development	3	4C
	TOTAL	29	
PROGRAM TOTAL = 120 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 Select from departmental list of courses in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L* 200 and L* 201) foreign language courses.

² AUCC 3A, Biological/Physical Sciences requirement must include 7 credits and at least one course with a lab component.

³ Select from HIST courses in category 3D in the AUCC.

⁴ Select from departmental list of courses in category 1B in the AUCC.

⁵ Select from departmental list of courses in category 3E in the AUCC.

⁶ Students taking a 3-credit course (FSHN 150, HES 145, LIFE 201A-B, or LIFE 210) must add 1-credit of elective.

HDFS 373 ^P	Programming for Children and Families	3	
HDFS 351 ^P	OR Promoting Socioemotional Competence	3	
EDUC 275 ^P	Schooling in the United States	3	3C
EDUC 331 ^P	Educational Technology and Assessment	2	
EDUC 340 ^P	Literacy and the Learner	3	
EDUC 400 ^P	Diagnostic Teaching of Reading	3	
EDUC 425 ^P	Early Childhood Education I	4	
HDFS 320 ^P	Cognitive and Language Development	3	
HDFS 334 ^P	Parenting Across the Lifespan	3	4A, 4B
PSY 460 ^P	Childhood Exceptionality and Psychopathology	3	
HDFS 317 ^P	OR Special Needs in Early Childhood	3	
	TOTAL	30	
SENIOR			
EDUC 426 ^P	Early Childhood Education II	4	
EDUC 485C ^P	Student Teaching-Early Childhood	12	
EDUC 493A ^P	Seminar-Professional Relations	1	

<i>Select one of the following courses:</i>			
HDFS 302 ^P	Marriage and Family Relationships	3	
HDFS 402 ^P	Family Studies	3	
HDFS 439 ^P	Administration of Early Childhood Programs	3	
HDFS 401 ^P	Childhood Socialization	3	
HDFS 492 ^P	Seminar-Program Proposal Development	3	4C
	TOTAL	29	
PROGRAM TOTAL = 120 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 Select from departmental list of courses in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L* 200 and L* 201) foreign language courses.

² AUCC 3A, Biological/Physical Sciences requirement must include 7 credits and at least one course with a lab component.

³ Select from HIST courses in category 3D in the AUCC.

⁴ Select from departmental list of courses in category 1B in the AUCC.

⁵ Select from departmental list of courses in category 3E in the AUCC.

64

100
5/8/12

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:

Signature	<u>Donna Corner</u>	Department	<u>School of Teacher Education - +</u>	Date	<u>9/12/13</u>
			<u>Donna Principal Preparation</u>		
Signature	<u>Richard D. Israel</u>	Department	<u>Health & Exercise Science</u>	Date	<u>9/26/13</u>
Signature	<u>my Pugh</u>	Department	<u>Food Science & Human Nutrition</u>	Date	<u>9-26-13</u>

SECTION V - COPY FOR THE GENERAL CATALOG

(Required for all new colleges, departments, and programs. Contact Curriculum and Catalog for examples and assistance. Copy and paste here or attach separate page(s).)

65

6/12

Major in Early Childhood Education (Birth through grade 3)

The Department of Human Development and Family Studies (HDFS), in collaboration with the School of Teacher Education and Principal Preparation (STEPP), provides a competitive-entry two-year Early Childhood Education Major. The degree enables students to apply for Early Childhood teacher licensure and to become Director Qualified, and will thus qualify students to engage in a number of early childhood professions: teaching grades P-3 in public or private schools in Colorado, teaching in Head Start or other preschool or childcare programs, establishing a business as a family child care or center child care provider, or serving as director of a childcare center. An understanding of human development and family studies provides a strong foundation for students desiring a license to teach young children between the ages of 0 and 8. Knowledge of lifespan developmental processes and family systems prepares future teachers to work in partnership with parents and grandparents in educating children. Students aspiring to work with children between the ages of 0 and 8 can apply during their sophomore year to the major in Early Childhood Education. If accepted, students take course work in the School of Education and Department of Human Development and Family Studies as a part of their degree requirements. Students are encouraged to check the program of study as a small number of pre-requisites are required prior to entry in the major. The Early Childhood Education major uses a cohort model, and admits a limited number of students, typically between 25-30, each year. The admission process takes place once a year in the spring, with the admitted candidates starting in the fall.

Students in the Early Childhood Education major achieve both Early Childhood Education core learning outcomes, obtained through HDFS and SOE courses, and all learning outcomes required by the Colorado Department of Education for Early Childhood Education licensure.

660 7 of 12

Department of Human Development and Family Studies (HDFS)
Undergraduate Program Requirements
Specifically for HDFS Students preparing to apply to and/or completing the
Teacher Licensure in Early Childhood Education Program.

Student Name: _____

Date: _____

***Curriculum:** The sequence of classes listed during each academic year allows for meeting the All University Core Curriculum (AUCC) Requirements, the Human Development and Family Studies (HDFS) Major Requirements, and the Teacher Licensure in Early Childhood Education (ECE) Requirements. This particular checksheet includes sequencing of courses suggested, and in some cases required, for anyone planning to apply to and/or completing the ECE Program. Students who veer from these course recommendations and timetable may experience unnecessary delays in their graduation.

While Professional Advisors and Peer Advisors are available to assist you in your class scheduling, it is your responsibility to follow all requirements on this checksheet and in the online University Catalog. Students must complete 120 total credits, which MUST include 42 upper division credits (300/400 level courses), of which 30 upper division credits MUST be completed through CSU. Fifteen of the last 30 credits must also be completed through CSU. Both the cumulative GPA and AUCC GPA must be at least 2.0.

***The Teacher Licensure in Early Childhood Education Program option (available on-campus only):** Students who are registered in the HDFS major have the opportunity to apply for the ECE Program. This program is preparation for teaching ages birth-age 8 (infants-3rd grade). Please see the Teacher Licensure in Early Childhood Education Program handout for more details about the program and application process, available on the HDFS Undergraduate Program website: <http://www.hdfs.chhs.colostate.edu/students/undergraduate/ecc-licensure.aspx>

Note: Some courses within this checksheet are designated "REQUIRED for Director Qualifications". These courses, although not required for the major or for licensing, may be necessary in order to obtain a job in the public school system and are also required in order to be a director of a child care center. As a result, we strongly encourage ECE licensure students to complete these requirements.

Pre-ECE Advising: If you are interested in the ECE Program, meet with the pre-ECE advisor as early as possible. You may arrange an appointment online at: <http://www.hdfs.chhs.colostate.edu/students/undergraduate/advising.aspx>. For quick questions you may use email: pre-eccadvisor@colostate.edu.

HDFS Advising: Professional and Peer Advisors are available throughout the year to assist you with your academic questions in regard to the HDFS major and AUCC requirements. To schedule an appointment go online at: <http://www.hdfs.chhs.colostate.edu/students/undergraduate/advising.aspx>. The Advising Office is located in 301 Behavioral Sciences Building. It is suggested that you meet with your HDFS academic advisor at least once per year. HDFS students will be added to a RamCT advising "course" called My HDFS Advising Portal, in which they will have access to a wealth of information and announcements. Announcements relative to most or all HDFS students will be emailed to students' @rams email accounts. Students should check the announcements within the HDFS Advising Portal regularly for additional announcements not relevant to as many students. If you experience difficulty accessing the HDFS Advising Portal please email hdfsadvising@chhs.colostate.edu for assistance.

Faculty members are available throughout the year to assist you with your career interest planning. Office hours may vary; check the HDFS Advising & Faculty Resources Handout available on the Undergraduate Program website (<http://www.hdfs.chhs.colostate.edu/students/index.aspx>) or see the Faculty and Staff Directory online at <http://www.hdfs.chhs.colostate.edu/faculty-staff/index.aspx> for information on how to contact HDFS Faculty. Once students are added to My HDFS Advising Portal they can find all of the faculty information within as well as watch brief faculty interviews to better determine whom to contact.

It is also suggested that students visit the CSU Career Center for career exploration and planning as well as graduate program and/or job search and application assistance. Career counselors are available throughout the year to assist you with exploring careers and searching and applying for jobs and graduate programs, including writing resumes and cover letters, and practicing interviewing skills. HDFS students are encouraged to meet with the College of Health and Human Sciences Career Liaison, Kara Johnson. To schedule an appointment call (970)491-5707. Kara's office location and direct contact information, plus numerous resources, can be found on the website: <http://career.colostate.edu/>.

Updated: 5/21/2013

67

8 & 12

Human Development and Family Studies (HDFS) Undergraduate Program Requirements					
Freshman Year					
Course	Title (AUCC Category)	Prereqs/Restrictions	Credits	Completed	Comments
CO 150	College Composition (1A)	CO130 or SAT verbal score of 600 and above or ACT English score of 26 & above or Composition Placement Exam (CPE)	3		**Must be completed by 60 credits CPE details at: http://compexam.colostate.edu
See catalog	Mathematics (1B)	*MPE or transfer credit (college algebra or above). **Must be completed by 60 credits	3		MATH 130 is sufficient, however MATH 117, 118, 124 are recommended. 118 required for pre-health
PSY 100	General Psychology (3C)		3		
SOC 100	General Sociology (3C)		3		
•HDFS 101	Individual and Family Dev. (3C)		3		Requires "C" or better
***BZ 101 OR ***BZ 110/111 OR ***LIFE 102 See catalog	Biological/Physical Science + Lab (3A): Humans and Other Animals (3A) OR Principles of Animal Biology (and laboratory) (3A) OR Attributes of Living Systems (3A) AND Biological/Physical Science (+ lab, if needed)	Students must take BZ 101, BZ 110 or LIFE 102 AND an additional course The additional course <u>MUST</u> include a lab if the student took BZ 101 or BZ 110 without the lab	7-8 (7 credits required)		CHEM 103/104 OR 107/108 OR 111/112 AND LIFE 102 are recommended for Child Life Specialist and pre-health students. Pre-health students specifically need CHEM 111/112 BZ 101 can be taken on campus or online through www.online.colostate.edu
•HDFS 277	Professional Skills Dev. I		1		HDFS 277 must be taken before HDFS 477 (Prof. Skills Dev. II). Requires "C" or better
•HDFS 217 (CI)	Creative Experiences w/ Children	HDFS 101	3		Requires "C" or better
See catalog	Historical Perspectives (3D)		3		HIST 150 recommended for students interested in elem. education
Total Freshmen Credits			29-30		

*MPE - Mathematics Placement Examination - see <http://www.math.colostate.edu/dept/placement.html> for more details.

** Composition (3 credits) and Mathematics (3 credits) must be completed within the first 60 credits or a HOLD will be placed on your account.

*** LIFE 102 is strongly suggested for students who plan to pursue a career in the health or education professions, and is required for Child Life Specialist and pre-health career interest options. Students should NOT take BZ 101 after LIFE 102 or BZ 110 (if they choose to take both) because they will not receive credit for both.

Sophomore Year					
Course	Title (AUCC Category)	Prereqs/Restrictions	Credits	Completed	Comments
See catalog	Arts & Humanities (3B)		6		
See catalog	Global/Cultural Awareness (3E)		3		This requirement can also be fulfilled through study abroad when taking at least 12 cr.
STAT 201 OR STAT 301	Statistics	AUCC Math	3		STAT 201 recommended for those who have taken MATH 130
••HDFS 310 Recommend FA	Infant and Child Development	HDFS 101 or PSY 100 or HDFS 175 or PSY 260 Freshmen not allowed.	3		Requires "C" or better
HDFS 318 (CI) SP ONLY RI	Infancy and Toddlerhood	HDFS 101 or PSY 100 or HDFS 175 or PSY 260	3		Requires "C" or better REQ. URED for Director Qualifications
EDUC 275 FA	Schooling in the US		3		Requires "C" or better
•HDFS 320 (CI) SP ONLY RI	Cognitive and Language Development	HDFS 310 or PSY 260 Freshmen not allowed.	3		Requires "C" or better
HDFS 311	Adolescent Development	HDFS 101 or PSY 100 or HDFS 175 or PSY 260	3		Requires "C" or better
HES 145 (CI) AND/OR FSIN 150 (CI)	Health and Wellness Human Nutrition		3-6		Both require "C" or better ONLY 1 is required for ECE, BOTH required for Director Qualifications (ECE 205 taken at CO community college satisfies both)
Total Sophomore Credits			27-33		

Updated: 5/21/2013

208

4 of 12

Junior Year					
Course	Title	Prereqs/Restrictions	Credits	Completed	Comments
♦HDFS 330	Applied Research Methods	HDFS101 or PSY 100 AND STAT 201 or 301; Juniors and Seniors only	3		Must be completed before HDFS 492. Requires "C" or better
HDFS 312	Adult Dev. Middle Age & Aging	HDFS 101 or PSY 100 or HDFS 175 or PSY 260	3		Requires "C" or better
CHOOSE 1 HDFS 302 OR HDFS 402	CHOOSE 1 Marriage & Family Relationship Family Studies	HDFS 101 or SOC 100 HDFS 101 or SOC 100 Juniors or Seniors only	3		Requires "C" or better
CO 300 OR CO 301C OR JTC 300	Advanced Writing (2)	CO 150 Freshmen not allowed.	3		
EDUC 331 FA	Ed Tech & Assessment		2		Requires "C" or better
EDUC 340 FA	Literacy & the Learner		3		Requires "C" or better
HDFS 439 FA ONLY RI	Administration of Child Care Centers		0-3		Requires "C" or better REQUIRED for Director Qualifications
PSY 460 (CI) SP ONLY	Child Except & Psychopathology	PSY 100	3		Requires "C" or better
EDUC 400 SP	Diagnostic Teaching of Reading		3		Requires "C" or better
EDUC 425 SP	Early Childhood Education I		4		Requires "C" or better
Total Junior Credits			27-30		

Students may choose to take summer courses on campus or online through CSU OnlinePlus (www.online.colostate.edu) before or after junior year to lighten junior and senior academic years. All of the HDFS required courses plus Career Interest (CI) courses are offered online. Students should consult with Student Financial Services prior to taking online courses (970.491.6321).

Senior Year					
Course	Title	Prereqs/Restrictions	Credits	Completed	Comments
HDFS 334	Parenting Across the Lifespan	HDFS 310 or PSY 260 Freshmen and Sophomores not allowed.	3		Requires "C" or better
HDFS 401 (CI)	Childhood Socialization	HDFS 310 or PSY 260 Freshmen and Sophomores not allowed.	3		Requires "C" or better
HDFS 375 (CI) FA ONLY RI	Programming-Children & Families	HDFS 310 or PSY 260 Freshmen and Sophomores not allowed.	3		Requires "C" or better
EDUC 426 FA	Early Childhood Education II		4		Requires "C" or better
♦HDFS 492 FA	Senior Seminar Program Proposal Development	EDUC 400 AND HDFS 350	3		Should be taken right before student teaching Requires "C" or better
EDUC 485C SP	Student Teaching		12		Requires "C" or better
EDUC 493A SP	Seminar Professional Relations		1		Requires "C" or better
Total Senior Credits			29		

♦Indicates important HDFS sequencing.

(CI) Indicates Career Interest

♦Indicates recommended prior to applying to the ECF program.

69

10 of 12

College of Health and Human Sciences
 Department of Human Development and Family Studies
 Major in Human Development and Family Studies Early Childhood Education
~~Teacher Licensure in Early Childhood Education~~
~~and Elementary Education Concentration~~

Effective Spring 2015

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

Students must complete the following courses with a C or better to fulfill requirements for the major:
 all EDUC courses, FSHN 150, HES 145, all HDFS courses, and PSY 460.

Course	Title	Cr	AUCC
FRESHMAN			
<i>Select one course from the following:</i>			
BZ 101	Humans and Other Animals	3	3A
BZ 110	Principles of Animal Biology	3	3A
LIFE 102 ^p	Attributes of Living Systems	4	3A
CO 150 ^p	College Composition	3	1A
HES 145	<u>Health and Wellness</u> ²	2	
HDFS 101	Individual and Family Development	3	3C
PSY 100	General Psychology	3	3C
OR			
SOC 100	General Sociology	3	3C
	Arts and Humanities ^{3,4}	3	3B
	Biological and Physical Sciences ¹	3-4	3A
	Historical Perspectives ^{2,3}	3	3D
	Mathematics ^{2,4}	3	1B
	Elective	0-2	
	TOTAL	<u>29</u>	<u>30</u>
SOPHOMORE			
<i>Select one course from the following:</i>			
CO 300 ^p	<u>Writing Arguments</u>	2	2
CO 301C ^p	<u>Writing in the Disciplines—Social Sciences</u>	2	2
JTC 300 ^p	<u>Professional and Technical Communication</u>	3	2
FSHN 150	<u>Survey of Human Nutrition</u> ¹	2	
HDFS 217 ^p	Creative Experiences for Children	3	
HDFS 277	Professional Skills Development	1	
HDFS 310 ^p	Infant and Child Development in Context	3	
HDFS 311 ^p	Adolescent/Early Adult Development in Context	3	
HDFS 312 ^p	Adult Development—Middle Age and Aging	3	
HDFS 350 ^p	Applied Research Methods	3	
HDFS 375 ^p	Programming for Children and Families	3	
STAT 201 ^p	General Statistics	3	
OR			
STAT 301 ^p	Introduction to Statistical Methods	3	
	Arts and Humanities ^{3,4}	3	3B
	Global and Cultural Awareness ^{5,6}	3	3E
	Electives	3	
	TOTAL	<u>31</u>	
JUNIOR			
<i>Select one course from the following:</i>			
BMS 300 ^p	<u>Principles of Human Anatomy and Physiology</u>	4	
FSHN 150	<u>Survey of Human Nutrition</u>	2	
HES 145	<u>Health and Wellness</u>	2	

70

Major in Human Development and Family ~~Childhood Education~~
Teacher Licensure in Early Childhood Education Option

Page 2 of 3

11 of 12

Course	Title	Cr	AUCC
LIFE 201A-B^p	Introductory Genetics¹	3	
LIFE 210^p	Introductory Eukaryotic Cell Biology	3	
Select one course from the following:			
GO 300^p	Writing Arguments	3	2
GO 301C^p	Writing in the Disciplines: Social Sciences	3	2
JTC 300^p	Professional and Technical Communication	3	2
EDUC 275 ^p	Schooling in the United States	3	3C
EDUC 331 ^p	Educational Technology and Assessment	2	
EDUC 340 ^p	Literacy and the Learner	3	
EDUC 400 ^p	Diagnostic Teaching of Reading	3	
EDUC 425 ^p	Early Childhood Education I	4	
HDFS 317 ^p	Special Needs in Early Childhood	3	
<u>OR</u>			
PSY 460 ^p	Childhood Exceptionality and Psychopathology	3	
HDFS 318 ^p	Infancy and Toddlerhood	3	
HDFS 320 ^p	Cognitive and Language Development	3	
HDFS 334 ^p	Parenting Across the Lifespan	3	4A, 4B
HDFS 351 ^p	Promoting Early Socioemotional Competence	3	
<u>OR</u>			
HDFS 375 ^p	Programming for Children and Families	3	
PSY 460 ^p	Childhood Exceptionality and Psychopathology	3	
	Elective [*]	0-1	
	TOTAL	34-30	
SENIOR			
EDUC 426 ^p	Early Childhood Education II	4	
EDUC 485C ^p	Student Teaching—Early Childhood	12	
EDUC 493A ^p	Seminar—Professional Relations	1	
Select two of the following courses:			
HDFS 302 ^p	Marriage and Family Relationships	3	
<u>OR</u>			
HDFS 402 ^p	Family Studies	3	
HDFS 403	Families in the Legal Environment	3	
HDFS 401 ^p	Childhood Socialization	3	
HDFS 439 ^p	Administration of Early Childhood Programs ⁷	3	
HDFS 492 ^p	Seminar—Program Proposal Development	3	4C
	TOTAL	29	

PROGRAM TOTAL = 120 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 Students must select a total of 7 credits and a minimum of two courses, one of which must include a laboratory component, to fulfill the requirement for category 3A of the All-University Core Curriculum (AUCC). Select from among BZ 101, BZ 110, or LIFE 102 required for the major in the freshman year. Select the remaining credits and course(s) from the list of courses in category 3A of the AUCC.

² ECE 205 taken at Colorado community college satisfies the requirement for both HES 145 and FSHN 150.

^{3,4} Select from departmental the list of courses in category 3B in the All-University Core Curriculum (AUCC). Only 3 of the 6 credits required for arts and humanities may come from intermediate (L*** 200 and L*** 201) foreign language courses.

⁵ AUCC 3A, Biological/Physical Sciences requirement must include 7 credits and at least one course with a lab component.

⁶ Select from the list of HIST courses in category 3D of the AUCC.

71

~~Major in Human Development and Family Studies~~ Early Childhood Education
~~Teacher Licensure in Early Childhood Education Option~~

Page 3 of 3

12 of 12

²⁴ Select from departmental the list of courses in category 1B of the AUCC. Any course listed under category 1B is acceptable. Recommended are MATH 117, MATH 118, MATH 124; or MATH 130; or MATH 135.

²⁵ Select from departmental the list of courses in category 3E of the AUCC.

²⁶ ~~Students taking a 3-credit course (HISN 150, HES 145, LIFE 201A-B, or LIFE 210) must add 1 credit of elective.~~

⁷ This course is required for Director Qualifications.

72

December 2, 2013

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement for the Minor in Applied
Environmental Policy Analysis.

The University Curriculum Committee moves Faculty Council adopt the following:

**A minimum grade of C is required for each course counted toward the minor
in Applied Environmental Policy Analysis**

The minimum grade statement was reviewed and approved by the University Curriculum Committee on October 25, 2013.

Rationale:

The Department of Political Science would like to establish a minimum grade requirement of C for each of the seven courses required to satisfy the newly approved Applied Environmental Policy Analysis Minor. The Department believes that since the overarching purpose of the Minor is to impart a set of skills for students to use in a capacity of public and private sector employment in the field, that proficiency should be demonstrated in each of the courses. We believe that our commitment to both student achievement and public service requires no less.

A similar requirement is in place for the Political Science Major. Instituted several years ago, this requirement had a positive effect on the overall quality of the Political Science student achievement without unduly or unreasonably burdening the students. We are confident that this requirement should also be instituted for the Applied Environmental Policy Analysis Minor.

Enclosures

73 MAY 23 2013

SEP 20 2012

UPDATED

143

NEW/MAJOR/MINOR PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME Scott Moore EMAIL Scott.Moore@ColoState.EDU PHONE 491-5157CHECK THE APPROPRIATE BOX ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at <http://www.colostate.edu/org/shucc> for instructions.

ADDS

☐ 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 AUGC 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

B. REQUESTED NAME

Liberal Arts	COLLEGE
Political Science	DEPARTMENT
	MAJOR
	UNDERGRADUATE CONCENTRATION/ GRADUATE SPECIALIZATION
	OPTION
	Applied Environmental Policy Analysis
	MINOR
	INTERDISCIPLINARY STUDIES PROGRAM
	DEGREE

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Spring 2014

SECTION II-JUSTIFICATION FOR REQUEST

This distance Minor in Applied Environmental Policy Analysis responds to a charge from the Provost and is intended to serve in-service public administrators with a full set of public policy courses in both policy formation, substantive environmental policy and energy policy as well as analytic skills tailored to the community of environmental policy practitioners.

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

CHANNELS FOR APPROVAL

DATE

Department Head/
Chairperson* [Signature] 4-16-13

Chairperson, College
Curriculum Committee [Signature] 4-13-13

Dean of
College* [Signature]

*Signature indicates approval and a commitment of resources.

CURRICULUM & CATALOG USE

Approval Date

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

University Curriculum Committee

Faculty Council

Approved Effective Date

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

74

2 & 3

SECTION III-LISTING OF CURRICULUM REQUIREMENTS

<p>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.</p>	<p>B. For NEW PROGRAMS, put the ENTIRE NEW PROGRAM below in this column. For changes to EXISTING PROGRAMS, LIST <u>ONLY</u> PROPOSED CHANGES (CHANGES, DROPS, AND ADDS). (For examples, see Appendices in the <i>Curricular Policies and Procedures Handbook</i>.) <u>INCLUDE:</u> Course subject code, number, title, number of credits, and AUCC designation (if appropriate). Note superscript "P" after course number if course has a prerequisite.</p>
	<p>Students must complete courses in the minor with a grade of C or better:</p> <p>Lower Division</p> <p>POLS101 American Government POLS103 State and Local Government and Politics</p> <p>Upper Division</p> <p>POLS361 U.S. Environmental Politics and Policy * POLS364 U.S. Energy Policy Analysis * POLS459 Program Evaluation for Public Administrators * POLS460 Public Policy Process * POLS465 Applied Public Policy Analysis *</p> <hr/> <p>* Each upper division course in the Minor has POLS101 as prerequisite.</p>

75

383

College of Liberal Arts
 Department of Political Science
Minor in Applied Environmental Policy Analysis

Effective Spring 2014

(The entire program is shown.)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
Students must complete all courses in the minor with a grade of C or better.		
LOWER DIVISION		
POLS 101	American Government and Politics	3
POLS 103	State and Local Government and Politics	3
	TOTAL	6
UPPER DIVISION¹		
POLS 361 [†]	U.S. Environmental Politics and Policy	3
POLS 364 [†]	U.S. Energy Policy Analysis	3
POLS 459 [†]	Program Evaluation for Public Administrators	3
POLS 460 [†]	Public Policy Process	3
POLS 465 [†]	Applied Public Policy Analysis	3
	TOTAL	15
PROGRAM TOTAL = 21 credits		

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

¹ Each upper division course in the minor has POLS 101 as its prerequisite.

76

February 20, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement for the Business minor

The University Curriculum Committee moves Faculty Council adopt the following:

The establishment of a minimum grade of "C" in all Business courses required in the Business minor.

The minimum grade statement was reviewed and approved by the University Curriculum Committee on January 31, 2014. The effective date is Fall 2014.

Rationale:

1. The Business minor is designed to help students acquire knowledge in basic (and distinct) areas of business. On its face, it doesn't seem appropriate to award students the Business minor credential if they pass courses with the grade of 'D'. It is in the COB's best interest to establish a requirement that would ensure a higher level of competency;
2. It has become clear that many students seeking the minor are purely after the credential and exhibit behaviors that allow them to just squeak by in their business courses (low attendance, submitting low-quality work, low effort in minor courses);
3. The COB's brand (and the Institution's as well) is threatened by ill-prepared students who earn the credential under current requirements (passing grade only and no minimum course or program GPA requirement).

Enclosures

77
DEC 06 2013



Department of Management
College of Business
213 Rockwell Hall
Fort Collins, Colorado 80523-1275
(970) 491-5323
FAX: (970) 491-3522
www.blz.colostate.edu

To: Carole Makela, Tom Hoehn
From: Paul Mallette, College of Business

Date: 12/5/13


Re: Establishment of a minimum grade requirement for courses in the Business minor

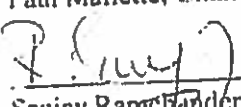
Proposal:

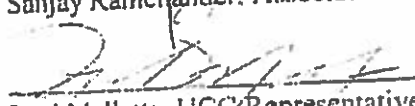
The College of Business proposes the establishment of a minimum grade of 'C' in all Business minor courses to receive the credential. Preferred effective date is Fall 2014.

Rationale:

1. The Business minor is designed to help students acquire knowledge in basic (and distinct) areas of business. On its face, it doesn't seem appropriate to award students the Business minor credential if they pass these courses with the grade of 'D'. It is in the COB's best interest to establish a requirement that would ensure a higher level of minimum competency;
2. It has become clear that many students seeking the minor are purely after the credential and exhibit behaviors that allow them to just squeak by in their business courses to obtain it (low attendance, submitting low-quality work, low effort in minor courses);
3. The COB's brand (and the Institution's as well) is threatened by ill-prepared students that earn the credential under current requirements (passing grade only and no minimum course or program GPA requirement).


Paul Mallette, Chair, College Curriculum Committee


Sanjay Ramchand, Associate Dean


Paul Mallette, UCC Representative

12/6/13
Date

12/6/13
Date

12/6/13
Date

78

☒ Existing CIOSU
☒ New CIOSU

Application/Registration **Colorado State University Centers, Institutes and Other Special Units**

Name of individual completing this application: Margit Hentschel

Telephone Number: 970-491-2032 Date: 12-5-13

Requested Start Date for this Center/Institute/Laboratory:

1. Name of proposed Center or Institute or Other Special Unite (CIOSU):

Center for Mindfulness (C4M)

2. Name, Title, telephone number, and signature of administrative director(s) of proposed CIOSU (See Academic Faculty/Administrative Professional Manual, Section B.2.6.5, last paragraph).

Margit Hentschel, Director, Service-Learning	491-2032	
Name	Title	Tel # Signature

801 Oval Drive, #235, Fort Collins, CO 80523	491-3483	margit@colostate.edu
Address	Fax #	E-mail Address

Debora Colbert, Director, Professional Development	491-2645	
Name	Title	Tel # Signature

801 Oval Drive, #145, Fort Collins, CO 80523	491-3483	Debora.Colbert@colostate.edu
Address	Fax #	E-mail Address

3. Mission of proposed unit and how this mission relates to the mission and strategic goals of Colorado State University. (Concise summary of 100 words or less)

The Center for Mindfulness (C4M) mission is to promote overall well-being in students, faculty, staff, and community members through the cultivation of mindfulness skills and practices, education, innovative research, and assessment. This mission aligns with CSU's teaching, research and service including, but not limited to, positive contributions in: **Teaching:**

Existing and emerging, new courses and programs in mindfulness are designed to promote engaged teaching and experiential learning; **Research:** Research on student skills development including focus and concentration, developing emotional capacity, and improved classroom and campus climate; **Service:** Community partnerships through workshops, presentations, and events centered in the fields of suicide prevention, trauma healing, stress reduction and public civility.

4. Statement of goals and/or objectives of the proposed unit.
The CSU C4M will offer a supportive environment and network of resources to support faculty teaching and research, and effectively engage community partners through service-learning programs and community-based research. The primary goals and objectives of CSU's C4M are to:
 - Offer a central network of mindfulness resources to support students, faculty, and staff;
 - Meet diverse audience needs through a variety of mindfulness teaching approaches;
 - Develop a curriculum infusion program including distance learning;
 - Generate cutting edge evidence-based mindfulness research;
 - Establish learning communities with mindfulness practices as a foundation;
 - Strengthen and expand community partnerships in creating mindful communities;
 - Build academic skills in mental capacity such as focus and concentration;
 - Enhance professional and personal growth with increased stress management and emotional regulation skills, and resiliency;
 - Share healthy mindfulness practice spaces both on- and off-campus for experiential learning opportunities; and,
 - Activate University-community partnerships to grow shared initiatives locally, regionally, and globally.

5. The purpose/mission of this CIOSU does not overlap/duplicate that of other existing CIOSUs.
True ☒ False ☐
(If it does, please attach a separate page describing/explaining the duplication and how the proposed CIOSU will be coordinated with other CIOSUs with similar or complementary functions.)

6. Name(s) of Colorado State University unit(s) [Department(s)/College(s)] with which this CIOSU will be affiliated.
The Institute for Learning and Teaching (TiLT)

7. On a separate single sheet, using both front and back if needed, please provide a description of (a) the organizational and administrative structure and responsibilities, (b) the personal involved, (c) how the CIOSU will be internally governed, and (d) a summary budget showing funding sources and amounts, and expenses such as space, personnel salaries, equipment and other resources required. The budget should include sufficient detail to indicate program viability for a period of at least five years. If funding sources have not been secured, the applicant should indicate potential sources, amounts and an approximate time-frame for securing such funds. (*see Attachment 1 Below*)

Signatures (See Section B.2.6.3 of the Manual)

_____	<u>Institute for Learning & Teaching</u>	<u>12-5-13</u>
Dept. Chair	Department	Date
_____	_____	_____
Dept. Chair	Department	Date
_____	<u>Vice Provost for Faculty Affairs</u>	_____
Dean	College	Date
_____	_____	_____
Dean	College	Date

Date Received: Click here to enter text. Month/Year for start of CIOSU: Click here to enter text.

Anticipated month/year for formal evaluation: Click here to enter text.

Signatures:	_____	_____
	Chair, Faculty Council	Date of FC/Committee Action
	_____	_____
	Provost or Vice President for Research	Date of Approval

Applicant: Forward this application to the Office of Faculty Council, which will forward a copy to the Provost. The Provost shall act as or assign the Responsible Administrator for the proposed CIOSU based on its primary mission (See Section B.2.6.3 of the Manual).

If approved, the CIOSU will be subject to periodic evaluations.
(See Section B.2.6.6 of the Manual).

(Revised 8/11)

ATTACHMENT 1**Center Name**

Colorado State University Center for Mindfulness (CSU C4M)

Organizational Structure

The CSU C4M Working Group reached a unanimous decision on the organizational structure assignments listed below. The internal governance structure of the Center will reflect equal voting rights for all charter administrators (Colbert, Hentschel, Kees, Palmquist, Stallones), members of the CSU C4M working group, and for Advisory Board members. The Advisory Board will be constituted within six months of C4M's startup and will be formed of approximately eight faculty, staff, and students in the field of mindfulness research, teaching, and building mindful community.

The internal administrative structure and initial responsibilities of C4M administrators include the following:

Mike Palmquist, Overseeing Administrator, takes responsibility for overall Center integrity, and budget oversight, and represents Center interests at key meetings and events.

Margit Hentschel, Administrative Director, oversees all administrative functions, generates calls for meetings, and communicates directly with the Board on behalf of the Directors.

Debora Colbert, Director of Campus & Community Engagement, markets all trainings and workshops to faculty, staff, students and the public, and coordinates social media network and distance learning.

Nathalie Kees, Director of Teaching, oversees course design and curriculum infusion program for mindfulness practices.

. 82

Lorann Stallones, Director of Research, oversees community-based research partnerships and evidence-based mindfulness research.

Center Rationale

The faculty, staff, and students at Colorado State University (CSU) are actively engaged in a wide range of scholarly activities that both anticipate and respond to the interests and needs of the people of Colorado, the nation, and the world. In these endeavors, we are recognized as one of the most highly rated public research universities in the United States. Faculty, staff, and students at CSU are innovators in a variety of disciplines that move our global environment in positive directions. A rapidly expanding and exciting area of teaching, research and service for CSU is in the field of mindfulness. In the context of promoting mindfulness practices at CSU, *mindfulness* is defined as a practice to intentionally bring non-judgmental awareness to a present moment experience to enhance learning, self-regulation, build resiliency, reduce stress, and deepen compassion for self and others. The CSU Center for Mindfulness (C4M) emphasizes a non-sectarian approach to mindfulness practices drawing from a variety of diverse traditions and academic disciplines.

Over the past year, campus and community-wide mindfulness initiatives brought together a eleven-member working group of CSU faculty and staff to bridge an identified gap in the coordination of research, teaching, and service initiatives to effectively expand our work and advance our initiatives. In an effort to harness CSU's collective efforts and unite our C4M Working Group's activities, we decided to request formal Center recognition from Colorado State University. This request to formalize the C4M stems from a desire to support the diverse

programs spearheaded by this working group and also to respond to an increasing number of campus and community leaders interested in furthering this work both on- and off- campus.

The C4M Working Group has already identified several key community and academic partners outside of the university such as UniverCity Connections, City of Fort Collins, The Garrison Institute, National Institute on Drug Abuse, and the National Health Institute. Housed within a CSU Center, these relationships will strengthen and enhance outcomes in our research, teaching, and service applications. Presently, there is no identified central CSU organizational structure with a mindfulness teaching, research, and/or service mission.

Aligning C4M with CSU's Mission:

The CSU C4M mission aligns with the **teaching, research, and service** missions of the university and contributes in the following ways:

Teaching: The CSU C4M's *teaching* focus is on engaged teaching and experiential learning. Research shows that the implementation of mindfulness pedagogy contributes to a person's learning through skills building designed to enhance mental focus, emotional development, and spiritual growth. Mindfulness tools are quickly emerging as a cornerstone in best practices of teaching and learning by offering learners practices to improve concentration, focus, and emotional self-regulation. Mindfulness practices encourage self-inquiry and may inspire learners' ownership of their process. This can help learners build confidence in their own abilities to maintain resiliency in the face of complex challenges, and deepen the capacity for compassion for self and others.

For many years, CSU staff and faculty have shown an interest in professional development in the area of mindfulness. The mindfulness courses offered during the January

Professional Development Institute's (PDI), through the department of Training and Organizational Development courses each semester, and through annual training in the Division of Student Affairs, have all filled to capacity with added wait lists. There have been growing requests for mindfulness training and tailored certification programs for faculty, staff and students from departments across the university. Existing and emerging new courses and programs in mindfulness are planned to reach a multitude of diverse audiences including our faculty, staff, students and public community.

Research: Contributions to CSU's *research* include investigating various aspects of mindfulness techniques and practices which are currently applied in CSU departments including, but not limited to; Human Development and Family Studies, Applied Social and Health Psychology, School of Social Work, School of Education, College of Veterinary Medicine and Biomedical Sciences (Neuroscience), and the Colorado School of Public Health. For instance, assessing the CSU Health Network workshop approach for students, *Mindfully Managing Stress*, is a viable research opportunity for CSU.

Ample opportunities for research on the benefits of mindfulness for student well-being are also available. As one of our target audiences, CSU students consistently report that stress is the number one factor negatively impacting their academic success. It is evident that they are increasingly in need of learning new ways to reduce the negative effects of stress and enhance mental acuity to build academic skills such as focus, concentration, and self-regulation. Research on student skills development including, but not limited to, focus and concentration, developing socio- emotional capacity, improved classroom and campus climate, all of which may increase academic performance and graduation rates.

85

As a land grant institution, opportunities exist to build a global research network to study the effects of mindfulness and publish findings. A unified CSU C4M will strengthen our research partnerships, build cross-disciplinary campus collaboration, and generate new ideas for cutting edge research. The CSU C4M designation also contributes to both faculty and staff retention, and will help to attract both national and global mindfulness leaders to join our CSU campus team.

Service: CSU C4M *service* offerings will include engaging new audiences to widen opportunities through workshops, events, trainings, conferences, renowned national presenters, and creative community activities with partnering businesses, non-profit organizations, government agencies, and the general public. Through our existing and expanding community network, we plan to strengthen our local, regional and global network of mindfulness organizational partnerships. The community benefits that may be realized by mindfulness programs include the deepening of civil, healthy, and compassionate societies. CSU's mindfulness community service- and experiential- learning, faculty and staff led programs, showcase examples of intensive programs such as suicide risk reduction research and healing trauma for both survivors and caretakers. Participating students deepen their learning through hands-on, experiential, community-based research and action. Finally, our local community partners recently approached our CSU C4M Working Group to collaborate on creating a City of Fort Collins mindful community.

Sustaining Resources: Budget, Space, Personnel, and Equipment

A budget from CSU's Institute of Learning and Teaching (TiLT) in the amount of \$30,000 annually will sustain the C4M through the first five years. Opportunities to expand funding streams will be actively pursued through grant application partnerships with CSU

faculty, staff and community organizations. Existing space, personnel and equipment, both on- and off-campus, will be utilized to meet the needs of the C4M for the next five years.

Short Bios for Working Group

Christina Berg is the CSU Health Network Director of Health Education and Prevention Services (HEPS). HEPS is designed to foster and support healthy behavior, lifestyles and learning for the CSU campus community through targeted mental health, alcohol and other drug, nutrition and fitness, and sexual health initiatives. Christina has been at CSU for three years and was in a similar role for eight years at Boise State University. It is her vision and passion to provide the vehicle to foster mindfulness, heart-centered awareness and resiliency capacity building for CSU student success in and outside the classroom. She has been trained in Mindfulness-Based Stress Reduction (MBSR) and other variations of mindfulness and meditation, as well as with the Institute of Heart Math to help enhance well-being, resiliency and performance. Christina has taught mindfulness and meditation at the college level for numerous years and at various professional trainings and conferences. She brings an embodied understanding and wisdom to the field of mindfulness, with its capacity to help us better navigate our inner and outer experiences. Christina is currently working on creating her own mindfulness coaching business. She has a Master's in Public Health and her undergraduate focus was in organizational communication and psychology.

Kim Bundy-Fazioli Kim Bundy-Fazioli is an Associate Professor and a Licensed Clinical Social Worker in CSU's School of Social Work. She received training in Mindfulness-Based Stress Reduction (MBSR) through the University of San Diego teacher training program. She has a daily meditation and yoga practice using the principles of mindfulness with a focus on breathing and presence. As an on-going practice she will co-facilitate mindfulness-based skills groups on- and off- campus. Additionally, she teaches graduate students in social work practice skills in working with individuals, families, and groups. Each class begins with a mindfulness-based activity. Her mindfulness research focus will include a community-based focus in her work with grandparents and/or other family members raising relative children. Kim holds a Master's in Social Work and a Ph.D. in Social Welfare from University at Albany, State University of New York.

J. Douglas Coatsworth is a Professor in Human Development and Family Studies serving as a prevention scientist with a research focus on wellness in adolescence and family-based preventive interventions to promote positive parenting. Over the past 20 years, Doug has studied family treatment for substance using adolescents and helped apply that successful treatment model in a preventive mode focused on youth competence/resilience. One line of his research involves studying mindfulness in the family context. Most recently, he is completing a five-year, clinical trial, funded by the National Institute on Drug Abuse, that tests a mindful parenting intervention. He and his research team adapted the *Strengthening Families Program: For Parents and Youth 10-14* by infusing mindfulness techniques and principles into the parent training curriculum. They are also piloting a new intervention that teaches mindfulness to both

youth and parents. Doug holds a B.A. from Harvard College and a Ph.D. from the University of Minnesota.

Debora Colbert is the Director of Professional Development at The Institute of Learning and Teaching (TILT) and has worked in the field of distance education for over 15 years. Debora develops high quality programs for students globally and works collaboratively with faculty to implement best practices based on Universal Design for Learning (UDL) Principles into course design. Working with faculty development from across the university has given her a working understanding of pedagogy, scholarship, critical thinking, engagement, and many other academic tools. She has been practicing mindfulness meditation for many years, a yogi for the past five years, and as a first generation and non-traditional student has witnessed the powerful effects of mindfulness in higher education. Debora developed and taught the "Calm within Guided Meditation" for faculty and staff at the Professional Development Institute (PDI) for the past four years. She received her BA in Political Science in 1994 from the University of Northern Colorado, an MS in Management in 1999 from Regis University, and completed a Ph.D. in Organizational Performance and Change at CSU.

Viviane Ephraimson-Abt is the Assistant Director for the culturally diverse residential community of Apartment Life at Colorado State University. Viviane has offers various professional development trainings and academic classes for the CSU community. Since 1998, Viviane has taught mindful practices for groups and individuals and completed training in a variety of mindfulness interventions. Since 2002, she has led a weekly Fort Collins mindfulness meditation group. She is a leader in the Community for Mindful Living, a trainer for the Center for Council Dialogue, a facilitator for Personal Leadership: Making a World of Difference and a graduate of the Hakomi Institute. Viviane is particularly interested in how mindfulness can foster resilience and well-being. She was on the research team for a mindfulness intervention for youth from military families and presented a poster at the 2012 International Scientific Conference for Clinicians Researchers and Educators at the University of Massachusetts Medical School Center for Mindfulness and at the 2012 Mind Life's International Symposium of Contemplative Education in Denver. Viviane presents mindfulness workshops for CSU Training and Development and by request for students, staff and faculty on campus. She holds a BS in Political Science and Psychology from American University, an MS in Intercultural Communication from the University of Pennsylvania, and master's in Counseling from CSU and is pursuing her Ph.D. in CSU's School of Education with a mindfulness focus for educators and helping professionals.

Margit Hentschel is the Director of the Office of Service-Learning at Colorado State University's (CSU) Institute for Learning and Teaching (TiLT). Her office is dedicated to carrying out the university's commitment to service-learning through outreach, diversity, enhanced student learning, instructional innovation and effectiveness, student retention, and directs CSU's Community Engagement Leaders program. Margit teaches mindfulness practices in campus classrooms and community workshops. She was the founder of the Western States Regional office for the International Council for Local Environmental Initiatives and developed legislative initiatives and community sustainability action plans in partnership with over fifty US cities. She has an 80% success rate in winning grant awards, and has several publications as a book contributor on global community sustainability and climate change adaptation strategies.

She has a Ph.D. from CSU's School of Education with a focus on Peace and Reconciliation Leadership, holds an MS in Natural Resources Management from CSU and a BS in Agriculture from the University of Florida.

Nathalie Kees is an Associate Professor of Counseling and Career Development in the School of Education at CSU for the past 26 years. Her areas of teaching and research include women's issues in counseling, spirituality and counseling, group work, peace education, counseling skills training and supervision. She created a graduate course called Contemplative Practices in Counseling and Education which she has offered for the past 10 years at CSU. Dr. Kees also served as a co-chair for the CSU President's Commission on Women and Gender Equity and was a director of the Women's Leadership Institute at CSU founded by Ellie Gilfoyle. She founded the *Women's Interest Network for the American Counseling Association* and served as guest editor for special issues on women's issues for the *Journal for Specialists in Group* and the *Journal of Counseling and Development* and has co-authored 3 book including *Manager as Facilitator* and *147 Tips for Teaching Peace*. She has studied with Thich Nhat Hanh and Parker Palmer and is a member of the Peace Studies faculty at CSU.

Jenn Matheson is an Associate Professor in the Department of Human Development & Family Studies and Director of Center for Family & Couples Therapy. Her current research centers on substance abuse treatment, and she teaches courses such as grief and loss and adolescent development. She has published dozens of chapters and empirical articles in peer reviewed journals and has received funding for her research through the National Institutes Drug Abuse (NIDA) and is an award-winning teacher in the MFT Master's program. Clinically, Jenn is a Licensed Marriage & Family Therapist in Colorado. She has received training in mindful breathing, walking, and eating in 2000 with disciples of Thich Nhat Hanh in Washington, DC. She was recently trained in "Learning to BREATHE," a curriculum for adolescents using a modified Mindfulness Based Stress Reduction curriculum. Jenn plans to incorporate her knowledge of mindfulness into her teaching and clinical training in the classroom and through groups in the Center for Family and Couple Therapy (CFCT), as well as incorporating mindfulness interventions in her research with substance abusing young adults in the Back on TRAC (BOT) program at CSU. She holds both a master's and doctoral degree in Marriage & Family Therapy (MFT) from Virginia Tech and a Master's degree in Sociology from George Mason University.

Mac McGoldrick is an Adjunct Faculty in the Department of Philosophy at CSU, and an Associate Director and a research anthropologist at the Colorado State University Energy Institute. Since 2002, he has taught a variety of courses in Asian religions. In 2010, Mac began to teach courses in mindfulness meditation (IU193: Introduction to Mindfulness Meditation). He is a former Buddhist monk, a certified meditation instructor in two Buddhist traditions, and has practiced daily meditation for over 23 years. He is a member of a group that is working to create and extend mindfulness programs in the Fort Collins community. He did his graduate work in Buddhist Studies and Anthropology at Cornell University, and has a BS in International Relations and Japanese from Villanova University.

Janelle Patrias is the Coordinator of Mental Health Initiatives for the CSU Health Network. For the past two years, her primary responsibilities include planning and implementing prevention

89

and outreach initiatives for the University focusing on the full continuum of mental health from wellness and resiliency, stress management all the way to suicide prevention. She currently leads numerous campus-wide workshops to introduce students to the benefits of mindfulness and meditation practices in order to take a proactive approach to managing stress. She also spearheads a staff mindfulness workshop series each semester. Janelle is involved in many campus initiatives to support students and integrates both formal and informal practices wherever possible. She has a Master's degree in Social Work and BS in Human Development and Family Studies from CSU.

Lorann Stallones is a Professor and the Director of the Graduate Degree Program in Public Health at CSU, which is part of the inter-institutional Colorado School of Public Health. She is co-author of a textbook entitled *Global Health: Ecological Foundations* (Oxford University Press). Her mindfulness-related work has focused on the use of mindfulness in suicide prevention among adolescents living on reservations in the United States. She is interested in developing a research program involved in the evaluation of mindfulness practice in promoting health and well-being. Lorann graduated from the University of Texas, School of Public Health in Houston with an MPH in international health in 1975 and served as a health planner in the Peace Corps in Palau. She received a PhD in epidemiology from the University of Texas, School of Public Health in Houston in 1982.

90

February 7, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: New Special Academic Unit (SAU)

The University Curriculum Committee moves Faculty Council adopt the following:

The Graduate Degree Program in Ecology be established as a Special Academic Unit effective July 1, 2014.

The request was reviewed and approved by the Committee on Scholarship, Research, & Graduate Education on February 6, 2014 and the University Curriculum Committee on February 7, 2014.

Rationale:

According to the request submitted:

We are proposing to become a SAU to conform with university guidelines for intrauniversity, interdisciplinary programs. Our move into the Graduate School will also provide us with a more consistent platform and advocate (Dean of Graduate School) for requesting budget adjustments....

GDPE is the oldest and largest interdisciplinary graduate program at CSU. We have been a degree-granting program since our official inception in 1992. We have awarded 150 PhD and 175 MS degrees in Ecology through Fall of 2013. We currently have 110 PhD and 56 MS students in our program (up from ca. 100 in 2008), and they are housed in home academic departments of their major advisors. The GDPE accepts 25-35 new students per academic year from a pool of around 150 applications.

Faculty participate in GDPE to advise students enrolled in our program and/or to serve on the graduate committees of enrolled students. Currently, we have 131 participating faculty with their academic appointments in one of 19 departments from 7 colleges (CNS, WCNR, CAS, CLA, CE, HHS, VMBS). The numbers of faculty and of participating departments (and colleges) can vary slightly from year to year, and faculty are admitted based on review by the representatively elected Executive Committee, which meets once a month during the academic year. In addition to CSU faculty participants, we have 40 non-CSU faculty who serve on student committees and from state and federal agencies, non-governmental organizations, and other universities who hold affiliate positions in an academic department(s) at CSU. Both CSU faculty and non-CSU help in delivery of our curriculum....

Enclosure

DEC 18 2013

1000

91

NEW/MAJOR, MINOR CHANGES/DROPS PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME LeRoy Poff EMAIL nlroy.poff@colostate.edu PHONE 1-207
(REQUIRED)

CHECK THE APPROPRIATE LINE ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at <http://www.colostate.edu/orgs/ucc> for instructions.

ADDS

- ☐ ADD a new degree or major or graduate program or concentration or specialization or option or minor or interdisciplinary studies program. (Complete Section I-Columns A and B (only new gets listed in column B), Section II, Section III-Column B, Section IV as needed, and Section V.)
- ☒ ADD a new department and/or college or new SAU. (Complete Section I-Columns A and/or B and Sections II and V.)

MAJOR CHANGES

- ☐ CHANGE the curriculum requirements of an approved major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/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, Section IV as needed.)
- ☐ CHANGE the name of an existing department and/or college or SAU. (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 graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program. (Complete Section I-Column A, only changed item(s) in Section I-Column B, and Section II.)
- ☐ 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 graduate program or concentration or specialization or option or minor or interdisciplinary minor/studies program and requirements. (Complete Section I-Column A and Section II.)

MINOR CHANGES

- ☐ CHANGE the curriculum requirements of an approved major or graduate program or concentration or specialization or option or minor or interdisciplinary minor/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 IV as needed.)
- ☐ CHANGE courses 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 / EXISTING ONLY
College of Natural Sciences and the
Warner College of Natural
Resources

B. REQUESTED NAME / NEW OR CHANGES ONLY

COLLEGE	Graduate Degree Program in Ecology
DEPARTMENT/SAU	
MAJOR/GRADUATE PROGRAM NAME	
UNDERGRADUATE CONCENTRATION/ GRADUATE SPECIALIZATION	
OPTION	
MINOR	
INTERDISCIPLINARY MINOR/GRADUATE STUDIES PROGRAM	
M.S. and Ph.D.	DEGREE

EFFECTIVE DATE (TERM AND YEAR) REQUESTED July 1, 2014

SECTION II-JUSTIFICATION FOR REQUEST

See Attached Proposal

CHANNELS FOR APPROVAL	DATE	CURRICULUM & CATALOG USE ONLY	Approval Date
Department Head/ Chairperson*		Comm. On Strategic and Financial Planning (CoSFP)	
Chairperson, College Curriculum Committee	<u>1/30/14</u>	Council of Deans	<u>12/18/13</u>
Dean of College*	<u>1/20/14</u>	University Curriculum Committee	
University Curriculum Committee Representative		Faculty Council	
Chair, CoSRGEt		Board of Governors	
*Signature indicates approval and a commitment of resources.		CCHE	
		Approved Effective Date	

February 21, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: New Interdisciplinary Minor

The University Curriculum Committee moves Faculty Council adopt the following:

An Interdisciplinary Minor in Legal Studies be established in the College of Liberal Arts effective Fall Semester 2014.

Rationale:

According to the request submitted:

"This minor will provide students who are interested in a legal or law-related career the opportunity to complete a set of courses that will provide a broad-based academic foundation helpful in pursuit of further education and in such careers while completing any major at the University.

This balanced approach is designed for students who go on to law school as well as those who enter a wide range of careers in which some grounding in legal studies is helpful such as human resources, business communications, and many others. The minor responds to a fairly significant demand by high school students who are considering Colorado State University for a 'pre-law' academic experience so should be helpful in recruitment."

The program will be administered by the College of Liberal Arts.

The request was reviewed and approved by the University Curriculum Committee on January 31, 2014.

Enclosure

NOV 14 2013 93

1 of 4

NEW/MAJOR/MINOR PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME Ann Gill EMAIL ann.gill@colostate.edu PHONE 491-5421

(REQUIRED)

CHECK THE APPROPRIATE BOX ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at <http://www.colostate.edu/orgs/ucc> for instructions

ADDS

☐ 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 courses 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	COLLEGE	B. REQUESTED NAME
<u>Liberal Arts</u>	<u>Liberal Arts</u>	<u>Liberal Arts</u>
<u>College of Liberal Arts</u>	<u>Department</u>	<u>Interdepartmental</u>
MAJOR		
UNDERGRADUATE CONCENTRATION/ GRADUATE SPECIALIZATION		
OPTION		
MINOR		
<u>Legal Studies</u>		
INTERDISCIPLINARY STUDIES PROGRAM		
DEGREE		

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Fall, 2014

SECTION II-JUSTIFICATION FOR REQUEST

This minor will provide students who are interested in a legal or law-related career the opportunity to complete a set of courses that will provide a broad-based academic foundation helpful in such careers while completing any major at the university. This balanced approach is designed for students who go on to law school as well as those who enter a wide range of careers in which some grounding in legal studies is helpful, such as human resources, business, communications, and many others. The minor also responds to a fairly significant demand by high school students who are considering Colorado State University for a "pre-law" academic experience, so should be helpful in recruitment.

SECTION III (SEE PG. 2)

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

CHANNELS FOR APPROVAL

Department Head/
Chairperson* [Signature]

Chairperson, College
Curriculum Committee [Signature]

Dean of
College* [Signature]

DATE

10-15-13

*Signature indicates approval and a commitment of resources.

CURRICULUM & CATALOG USE

Approval Date

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

University Curriculum Committee

Faculty Council

Approved Effective Date

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

94

284

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.

Total credits: 21, of which 12 must be upper-division

- LB 205, Contemporary Legal Studies, 3 cr.

- One of the following courses:

PHIL 110, Logic and Critical Thinking, 3 cr.

PHIL 210^P, Introduction to Formal Logic, 3 cr.

SPCM 200, Public Speaking, 3 cr.

- One of the following courses:

ECON 212 Racial Inequality and Discrimination, 3 cr.

ETST 312, African American Situation, 3 cr.

ETST 332, Contemporary Chicano/a Issues, 3 cr.

ETST 404 Race Formation in the United States, 3 cr.

ETST 405 Ethnicity/Class/Gender in US, 3 cr.

SOC 205, Contemporary Race-Ethnic Relations, 3 cr.

SOC 333^P, Gender Roles in Society, 3 cr.

- 12 credits at least 2 of the following categories:

Constitution

JTC 415^P, Communications Law, 3 cr.

POLS 410^P, American Constitutional Law, 3 cr.

POLS 413^P, US Civil Rights and Liberties, 3 cr.

SPCM 349, Freedom of Speech, 3 cr.

Economics/Business

BUS 205, Legal and Ethical Issues in Business, 3 cr.

ECON 327^P, Law and Economics, 3 cr.

MGT 350, Employment Relations: The Legal Environment, 3 cr.

REL 367^P, Real Estate Law, 3 cr.

Environment/Natural Resources

AREC 342, Water Law, Policy and Institutions, 3 cr.

AREC 375^P, Agricultural Law, 3 cr.

PHIL 345^P, Environmental Ethics OR PHIL/AGRI 330 Agricultural Ethics, 3 cr.

Social/Political/International

ANTH/SOC 422^P, Comparative Legal Systems, 3 cr.

ETST 324 Asian Pacific Americans and the Law, 3 cr.

ETST/SOC 444, Federal Indian Law, Policy, 3 cr.

HPFS, HP 403, Families in the Legal Environment, 3 cr.

PHIL 312^P, Philosophy of Law, 3 cr.

POLS 431^P, International Law, 3 cr.

SOC 455^P, Sociology of Law, 3 cr.

95

3 of 4

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.

Signature: <u>[Signature]</u>	Department: <u>POLITICAL SCIENCE</u>	Date: <u>10-17-13</u>
Signature: <u>[Signature]</u>	Department: <u>COMMUNICATION STUDIES</u>	Date: <u>10/17/13</u>
Signature: <u>[Signature]</u>	Department: <u>Ethnic Studies</u>	Date: <u>10/17/13</u>
Signature: <u>[Signature]</u>	Department: <u>Economics</u>	Date: <u>10/17/13</u>
Signature: <u>[Signature]</u>	Department: <u>Sociology</u>	Date: <u>10/17/13</u>
Signature: <u>[Signature]</u>	Department: <u>Anthropology</u>	Date: <u>10/17/13</u>
Signature: <u>[Signature]</u>	Department: <u>Neuroscience + Tech Comm</u>	Date: <u>10/17/13</u>
Signature: <u>[Signature]</u>	Department: <u>Philosophy</u>	Date: <u>10/18/13</u>

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.

Signature: <u>[Signature]</u>	Department: <u>HDFS</u>	Date: <u>10/18/13</u>
-------------------------------	-------------------------	-----------------------

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.

Signature: <u>[Signature]</u>	Department: <u>Ag & Res Economics</u>	Date: <u>10/21/13</u>
-------------------------------	---	-----------------------

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.

Signature: <u>[Signature]</u>	Department: <u>Business College</u>	Date: <u>10/22/13</u>
-------------------------------	-------------------------------------	-----------------------

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.

Signature: <u>[Signature]</u>	Department: <u>Finance and Real Estate</u>	Date: <u>10/21/13</u>
-------------------------------	--	-----------------------

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.

Signature: <u>[Signature]</u>	Department: <u>Management</u>	Date: <u>10-22-13</u>
-------------------------------	-------------------------------	-----------------------

College of Liberal Arts
Legal Studies Minor

Effective Fall 2014

(The entire program is shown.)

Course	Title	Credits
Students must complete a minimum of 21 credits toward the minor, at least 12 of which must be upper-division (300- to 400-level).		
CORE COURSES		
LB 205	Contemporary Legal Studies	3
<i>Select one of the following courses:</i>		
ECON 212	Racial Inequality and Discrimination	3
ETST 312	African American Situation	3
ETST 332	Contemporary Chicano/a Issues	3
ETST 404	Race Formation in the United States	3
ETST 405	Ethnicity/Class/Gender in the U.S.	3
SOC 205	Contemporary race-Ethnic Relations	3
SOC 333 ^P	Gender Roles in Society	3
<i>Select one of the following courses:</i>		
PHIL 110	Logic and Critical Thinking	3
PHIL 210 ^P	Introduction to Formal Logic	3
SPCM 200	Public Speaking	3
TOTAL		9

SELECTED COURSES

Select a minimum of 12 credits from at least two of the following categories:

Constitution		
JTC 415 ^P	Communications Law	3
POLS 410 ^P	American Constitutional Law	3
POLS 413 ^P	U.S. Civil Rights and Liberties	3
SPCM 349	Freedom of Speech	3
Economics/Business		
BUS 205	Legal and Ethical Issues in Business	3
ECON 327 ^P	Law and Economics	3
MGT 350	Employment Relations: The Legal Environment	3
REL 367 ^P	Real Estate Law	3
Environment/Natural Resources		
AGRI 330/	Agricultural Ethics	3
PHIL 330		
OR		
PHIL 345 ^P	Environmental Ethics	3
AREC 342	Water Law, Policy and Institutions	3
AREC 375 ^P	Agricultural Law	3
Social/Political/International		
ANTH 422 ^P /	Comparative Legal Systems	3
SOC 422 ^P		
ETST 324	Asian Pacific Americans and the Law	3
ETST 444/	Federal Indian Law and Policy	3
SOC 444		
HDFS 403	Families in the Legal Environment	3
PHIL 312 ^P	Philosophy of Law	3
POLS 431 ^P	International Law	3
SOC 455 ^P	Sociology of Law	3
TOTAL		12

PROGRAM TOTAL = 21 credits*

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

* Additional coursework may be required due to prerequisites.

97

February 20, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement for the Accredited Didactic Program Option under the Major in Nutrition and Food Science, Dietetics and Nutrition Management Concentration.

The University Curriculum Committee moves Faculty Council adopt the following:

Admission to the Accredited Didactic Program requires a minimum 3.000 GPA and grades of B or better in LIFE 102, CHEM 107 and CHEM 108, or CHEM 111, CHEM 112, and CHEM 113; CHEM 245, CHEM 246, BMS 300, BMS 302, FSHN 150, FSHN 300, and FSHN 301.

The minimum grade statement was reviewed and approved by the University Curriculum Committee on February 7, 2014. The effective date is Fall 2014.

Rationale:

From the memo included in the curricular submission, the national accreditation agency for our didactic dietetics program (ACEND) has required that we limit the number of students to our dietetics program to a strictly enforced pre-approved number. The number a program is accredited for is based upon a number of factors including:

- Faculty:student ratio (no specific number set)
- Achievement of an 85% placement rate into dietetic internships (currently, acceptance into dietetic internships requires a minimum GPA of 3.000 and grades of B or better in science and nutrition classes)
- To be eligible to take a post-baccalaureate exam to obtain the NDP (Nutrition and Dietetics Professional) designation

Enclosures

98

Date: November 11, 2013
To: Tim Gallagher, Chair of Faculty Council
From: David Greene, Chair
Committee on Responsibilities and Standing of Academic Faculty
Subject: Proposed revision to Section 1.7 of the *Manual*

The Committee on Responsibilities and Standing of Academic Faculty

MOVES, THAT Section 1.7 OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL* BE REVISED AS FOLLOWS:

Please note the language: additions underlined, deletions ~~overseered~~.

1.7 Student Appeals of Grading Decisions *(last revised June 23, 2010)*

Course instructors (see footnote #1) are responsible for stating clearly the instructional objectives
... *(no changes)*

... Before making an appeal, the student should discuss the situation with the course instructor(s) involved in the decision. *(no changes)*

To appeal a grading decision, the student shall submit a written request to the department head. The request must set forth the basis for the appeal, identifying one (1) or more of the three (3) criteria listed above. The request must be submitted (or postmarked, if mailed) no later than thirty (30) calendar days after the first day of classes of the following spring semester for appeal of grades recorded for the fall, and no later than thirty (30) calendar days after the first day of classes of the following fall semester for grades received in the spring or summer semester. ~~next regular semester following the date the grade was recorded.~~ If no appeal is filed within this time period, the grade shall be considered final.

Within thirty (30) calendar days of the receipt of an appeal, the appeal shall be forwarded to the course instructor(s) who assigned the grade and an appeal committee shall be formed, unless the request is received during or shortly before the Summer Session, when the course instructor(s) who assigned the grade or members of the appeal committee will may not be available, ~~in which case,~~ In this case, the appeal committee shall be formed no later than thirty (30) calendar days after the beginning of the following Fall semester. The appeal committee shall be composed of two (2) faculty members and two (2) students from within the department and one (1) faculty member from outside the department who shall serve as the chair. All five (5) members of the appeal committee shall be voting members. ~~The procedure for the selection of the members of~~ Formation of the appeal committee shall be specified in the Department Code, and it shall be the responsibility of a departmental faculty member other than the course instructor. Additionally, the code shall specify procedures in the case that the instructor is the department chair.

Rationale: These changes allow for responsive action in the semester immediately following the grade assignment in the case that the faculty member or Disciplinary Panel members are available in the summer term, and the procedure to follow if not. The changes also reflect more specific direction regarding the formation of the grade appeal committee.

February 24, 2014

99

TO: Carole Makela, Chair
University Curriculum Committee

FROM: Kelley Brundage
Associate Registrar

SUBJECT: Proposed Revisions to the *General Catalog* – College Board Advanced Placement Credit

Background:

This program provides a two-year interdisciplinary curriculum that ties together students' individual study within the broader Advanced Placement program. AP Capstone is an innovative new diploma program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context.

AP Capstone is built on the foundation of a new, two-year high school course sequence — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

The pilot for this program began this past fall and after review with the Vice Provost for Undergraduate Affairs along with several representatives from across campus at the Advanced Placement update meeting in August 2013, the University has signed a statement of support of this new offering.

Rationale:

Based on the type of experience and exam these would most likely transfer to CSU as generic elective credit and the student would need to provide the detailed information regarding their study path and curriculum to be considered for re-evaluation. Due to the unique nature of this new exam type a change to the language in the CSU catalog specifically for Advanced Placement (AP) credit needs to be made. Current CSU AP policy indicates that equivalencies cannot be considered for re-evaluation, so a change to the wording (see below) would need to be added to allow a re-evaluation for just this examination type.

Request:

A request to add Advanced Placement language for the AP Capstone in the *College Board Advanced Placement Program* section in the 2014-2015 General Catalog as approved.

Additions - Underlined AND Deletions - ~~Strikeouts~~.

Section 1.3, page 4, 2014-2015 General Catalog, The College Board Advanced Placement Program.

The College Board Advanced Placement Program

The Advanced Placement Tests administered by The College Board are used by the University to award credit and advanced placement in any of several fields in which a student may have

participated in high school. Credit awarded is treated as transfer credit without a grade but is counted toward graduation and may be used in fulfilling specific curriculum requirements.

The academic department responsible for the course in which test credit is granted determines what equivalency will be awarded. Department decisions are considered the final determination of equivalency for the specific examination. Therefore, a request for re-evaluation or an appeal of the decision will not be considered or accepted.

The exception to the re-evaluation process is limited to the Capstone Seminar and the Capstone Research components of the Advanced Placement offerings. The re-evaluation must be approved by the teaching department in which the Seminar and Capstone most closely align for consideration of a direct equivalency within the academic structure at Colorado State University.

Credit is granted for scores of 4 ~~four~~ or 5 ~~five~~ on the Advanced Placement Tests in government and politics, biology, computer science, English, environmental science, and human geography. Credit is granted in art, chemistry, Chinese, economics, French, German, history, Italian, Japanese, Latin, mathematics, music, physics, psychology, Spanish, and statistics for scores of 3 ~~three~~ or higher. Scores of 1 ~~one~~ and 2 ~~two~~ are not granted credit. Generic credit will be granted for the Capstone Seminar and/or the Capstone Research Project when a minimum score 4 is earned.

101

Supplemental Information/Background for AP Cambridge Capstone:

Website: <http://www.collegeboard.org/ap-capstone.html>

[ap-capstone-brochure.pdf](#)

102

MEMORANDUM

Date: March 24, 2014

To: Tim Gallagher, Chair
Executive Committee and Faculty Council

From: Carole J. Makela, Chair
University Curriculum Committee

Subject: Revised College Board Advanced Placement Credit Catalog Language

The University Curriculum Committee moves Faculty Council revise Section 1.3 of the Catalog language for the College Board Advanced Placement Program to include generic credit for the AP Capstone Seminar and/or the Capstone Research Project.

This Catalog copy change was approved by UCC, February 28, 2014.

The following changes to Catalog language reflect a change in wording to allow a re-evaluation for AP Capstone Seminar and/or the Capstone Research Project.

Additions - Underline AND Deletions - ~~Strikeouts~~.

Section 1.3, page 4, 2014-2015 General Catalog, The College Board Advanced Placement Program.

The College Board Advanced Placement Program

The Advanced Placement Tests administered by The College Board are used by the University to award credit and advanced placement in any of several fields in which a student may have participated in high school. Credit awarded is treated as transfer credit without a grade but is counted toward graduation and may be used in fulfilling specific curriculum requirements.

The academic department responsible for the course in which test credit is granted determines what equivalency will be awarded. Department decisions are considered the final determination of equivalency for the specific examination. Therefore, a request for Rere-evaluation or an-is-not applicable as it is the final determination of the department how an equivalency for an exam will apply. appeal of the decision will not be considered or accepted. Credit is granted for scores of four or five on the Advanced Placement Tests in government and politics, biology, computer science, English, environmental science, and human geography. Credit is granted in art, chemistry, Chinese, economics, French, German, history, Italian, Japanese, Latin, mathematics, music, physics, psychology, Spanish, and statistics for scores of three or higher. Scores of one and two are not granted credit.

The exception to the re-evaluation process is limited to the Capstone Seminar and the Capstone Research components of the Advanced Placement offerings. The re-evaluation must be approved

by the teaching department in which the Seminar and Capstone most closely align for consideration of a direct equivalency within the academic structure at Colorado State University.

Credit is granted for scores of ~~four~~ 4 or ~~five~~ 5 on the Advanced Placement Tests in government and politics, biology, computer science, English, environmental science, and human geography. Credit is granted in art, chemistry, Chinese, economics, French, German, history, Italian, Japanese, Latin, mathematics, music, physics, psychology, Spanish, and statistics for scores of ~~three~~ 3 or higher. Scores of ~~one~~ 1 and ~~two~~ 2 are not granted credit. Generic credit will be granted for the Capstone Seminar and/or the Capstone Research Project when a minimum score 4 is earned.

Go to the Registrar's website at registrar.colostate.edu/students/transfer/index.aspx and select "Advanced Placement (AP) Exam Equivalencies" for a complete table indicating those courses for which credit is awarded.

Rationale:

Based on the type of experience and exam these would most likely transfer to CSU as generic elective credit and the student would need to provide the detailed information regarding their study path and curriculum to be considered for re-evaluation. Due to the unique nature of this new exam type a change to the language in the CSU catalog specifically for Advanced Placement (AP) credit needs to be made. Current CSU AP policy indicates that equivalencies cannot be considered for re-evaluation, so a change to the wording would need to be added to allow a re-evaluation for just this examination type.

Enclosure

xc Carole Makela

104

March 14, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request for New Master of Greenhouse Gas Management and Accounting—Plan C

The University Curriculum Committee moves Faculty Council adopt the following:

A plan C master's program, Master of Greenhouse Gas Management and Accounting (M.G.M.A.) in the Warner College of Natural Resources be established, effective Fall Semester 2014.

The proposal was reviewed and approved by the following committees: Committee on Scholarship, Research, and Graduate Education on February 6, 2014; University Curriculum Committee (UCC) on February 14, 2014.

Rationale:

According to the program Phase II document:

"Accurate quantification of greenhouse gas mitigation efforts is central to the clean technology sector. Very soon professionals of all kinds (business people, accountants, lawyers) will need to understand carbon accounting and crediting. Over the next few decades food production is expected to double and energy production must triple in order to meet growing global demands; sustainable management of land use and agricultural systems will be critical. The food and energy supply challenges are inextricably linked to the challenge of limiting anthropogenic impacts on climate by reducing the concentration of greenhouse gases (GHG) in the atmosphere. To avoid serious disruption of the climate system and stabilize GHG concentrations, society must move aggressively to avoid emissions of CO₂, CH₄, and N₂O and to actively draw down CO₂ already in the atmosphere. A new cadre of technically adept professionals is needed to meet these challenges.

...a new professional Masters (Plan C) degree in greenhouse gas management and accounting...will leverage existing, internationally-recognized expertise from across campus, and enable students from diverse backgrounds to develop the skills needed to fill this emerging demand."

Enclosures

xc Paul Meiman

February 3, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement Russian Studies Interdisciplinary
Studies Minor

The University Curriculum Committee moves Faculty Council adopt the following:

**The establishment of minimum grade of "C" in all courses required in the
Russian Studies Interdisciplinary Minor.**

Rationale:

According to the memo received January 30, 2014:

"The Department believes that proficiency should be demonstrated in all courses included in the minor, as they pertain to the language skills, the knowledge of basic culture, history or politics of Russia.

A similar requirement is in place fall all the other minors in the department, as well as for the concentrations in the major. This requirement has a positive effect on the overall quality of the students in Foreign Languages and Literatures, with unreasonably burdening the students. "

The request was reviewed and approved by the University Curriculum Committee on October 18, 2013. The effective date is Summer 2014.

Enclosure

February 4, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

| SUBJECT: Request to Add Minimum Grade Requirement for the Statistics major

The University Curriculum Committee moves Faculty Council adopt the following:

A minimum grade of C is required in each mathematics, statistics, and computer science course required for the Statistics major

| The minimum grade statement was reviewed and approved by the University Curriculum Committee on October 11, 2013. This is effective Fall Semester 2014.

Rationale:

| The minimum grade of requirement of "C" for each mathematics, statistics, and computer science course parallels the minimum grade requirement for the program which formerly was the Major in Mathematics, Statistics Concentration.

Enclosure

February 4, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request to change the name of the Liberal Arts major

The University Curriculum Committee moves Faculty Council adopt the following:

To change the name of the Liberal Arts major to Interdisciplinary Liberal Arts major

The College of Liberal Arts proposed changing the Liberal Arts major to Interdisciplinary Liberal Arts. The name change would be effective Fall Semester 2014.

The proposal was reviewed and approved by University Curriculum Committee (UCC) on January 24, 2014.

Rationale:

As described in the Justification for the Request:

"The change distinguishes the major from other majors within the College of Liberal Arts. The proposed title better defines the breadth and purpose of the interdisciplinary major, which is to obtain a broad education across disciplines..."

Enclosures

NOV 14 2013 708

181

NEW/MAJOR/MINOR PROGRAMS OF STUDY-CURRICULAR REQUESTS

CONTACT PLEASE PRINT: NAME Kevin Foskin EMAIL kevin.foskin@colostate.edu PHONE 1-2259CHECK THE APPROPRIATE BOX ON THE FAR LEFT. See Curricular Policies and Procedures Handbook, available at <http://www.colostate.edu/orgs/ucc> for instructions

ADDS

- ☐ 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 courses 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	B. REQUESTED NAME
College of Liberal Arts	
COLLEGE	
DEPARTMENT	
Liberal Arts	Liberal Arts – Interdisciplinary Studies
MAJOR	
UNDERGRADUATE CONCENTRATION/ GRADUATE SPECIALIZATION	
OPTION	
MINOR	
INTERDISCIPLINARY STUDIES PROGRAM	
Bachelor of Arts in Liberal Arts	Bachelor of Arts in Liberal Arts – Interdisciplinary Studies
DEGREE	

EFFECTIVE DATE (TERM AND YEAR) REQUESTED Spring 2014 Fall 2014

SECTION II-JUSTIFICATION FOR REQUEST

The change distinguishes the major from other majors within the College of Liberal Arts. The proposed title better defines the breadth and purpose of the interdisciplinary major, which is to obtain a broad education across disciplines. It is not a "concentration" because there are no other options within the Liberal Arts major. It simply provides clarity for the major.

SECTION III (SEE PG. 2)

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

CHANNELS FOR APPROVAL

DATE

Department Head/
Chairperson* [Signature]
Chairperson, College
Curriculum Committee [Signature]
Dean of
College* [Signature]

10.8.2013

11-25-13

10/11/13

*Signature indicates approval and a commitment of resources

CURRICULUM & CATALOG USE

Approval Date

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

NA

University Curriculum Committee

1/24/14

Faculty Council

Approved Effective Date

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

109

February 4, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement for the General Sociology minor

The University Curriculum Committee moves Faculty Council adopt the following:

The establishment of a minimum grade of "C" in all courses required in the General Sociology minor.

The minimum grade statement was reviewed and approved by the University Curriculum Committee on November 22, 2013. The effective date is Summer 2014.

Rationale:

"This will ensure that students who complete this minor will have some minimum level of competency in the discipline. The department requires this for major, and a minor as a "credential" is like a major but the fewer credits"

Enclosures

110.

February 4, 2014

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement for the Criminology and Criminal Justice minor

The University Curriculum Committee moves Faculty Council adopt the following:

The establishment of a minimum grade of "C" in all courses required in the Criminology and Criminal Justice minor.

The minimum grade statement was reviewed and approved by the University Curriculum Committee on November 22, 2013. The effective date is Summer Session 2014.

Rationale:

"This will ensure that students who complete this minor will have some minimum level of competency in the discipline. The department requires this for major, and a minor as a "credential" is like a major but the fewer credits"

Enclosures

//

December 2, 2013

TO: Tim Gallagher, Chair
Executive Committee and Faculty Council

FROM: Carole Makela, Chair
University Curriculum Committee

SUBJECT: Request to Add Minimum Grade Requirement for the Minor in Applied
Environmental Policy Analysis.

The University Curriculum Committee moves Faculty Council adopt the following:

**A minimum grade of C is required for each course counted toward the minor
in Applied Environmental Policy Analysis**

The minimum grade statement was reviewed and approved by the University Curriculum Committee on October 25, 2013.

Rationale:

The Department of Political Science would like to establish a minimum grade requirement of C for each of the seven courses required to satisfy the newly approved Applied Environmental Policy Analysis Minor. The Department believes that since the overarching purpose of the Minor is to impart a set of skills for students to use in a capacity of public and private sector employment in the field, that proficiency should be demonstrated in each of the courses. We believe that our commitment to both student achievement and public service requires no less.

A similar requirement is in place for the Political Science Major. Instituted several years ago, this requirement had a positive effect on the overall quality of the Political Science student achievement without unduly or unreasonably burdening the students. We are confident that this requirement should be instituted for the Applied Environmental Policy Analysis Minor.

Enclosures

Date: March 25, 2014

To: Tim Gallagher, Chair Faculty Council

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

Subject: Proposed revision to Appendix I of the *Manual*

The Committee on Responsibilities and Standing of Academic Faculty
MOVES, THAT Appendix I OF THE *ACADEMIC FACULTY AND ADMINISTRATIVE*
PROFESSIONAL MANUAL BE REVISED AS FOLLOWS:

Please note the language: The current wording of Appendix I is shown as being crossed out.
The proposed new policy follows.

Rationale:

Our current sexual harassment policy as it appears in Appendix I of the Manual has been found to be legally insufficient in light of changes in the law and government regulations in this area. The proposed document was prepared by attorneys in the Office of General Counsel, Office of Equal Opportunity, Office of Policy and Compliance, among others after consultation with CoRSAF. It has been judged that the proposed new policy brings the university into compliance with the law.

APPENDIX B. SEXUAL HARASSMENT POLICY

Colorado State University strives to create and maintain a work and study environment that is fair, humane, and responsible so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. Abusive treatment of individuals on a personal or stereotyped basis is contrary to the concepts of academic freedom and equal opportunity. Sexual harassment is one form of such abuse and cannot be tolerated.

Sexual harassment is also illegal. It is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972.

Therefore, this policy shall apply to all persons affiliated with the University, including its students and employees. Persons who violate this policy shall be subject to corrective action.

This policy supplants and supersedes all other policies and procedures related to issues of sexual harassment.

I. Sexual Harassment Defined

This policy prohibits "quid pro quo" and "hostile environment" sexual harassment as defined below.

A. Quid Pro Quo Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a position of power or influence constitutes quid pro quo sexual harassment when (1) submission by an individual is made either an explicit or implicit term or condition of academic standing or of employment or (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting that student or employee. As defined here, quid pro quo sexual harassment normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to influence others who have authority over the victim.

B. Hostile Environment Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute hostile environment sexual harassment when such conduct is directed toward an individual because of her or his gender, is severe and/or pervasive, and has the purpose or effect of (1) creating an intimidating, hostile, or offensive academic or work environment or (2) unreasonably interfering with another's academic performance or work. Generally, a single sexual joke, offensive epithet, or request for a date does not constitute hostile environment sexual harassment; however, being subjected to such jokes, epithets, or requests repeatedly may constitute hostile environment sexual harassment.

In determining whether the alleged sexual harassing conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.

In cases of alleged sexual harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom.

Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited sexual harassment if it meets the definition of sexual harassment noted above and (1) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course) or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

II. **Bringing a Complaint** *(last revised June 9, 1999)*

The University can respond to harassment only if it is aware of the harassment. Any member of the University community who believes that he or she has experienced sexual harassment or reprisal shall come forward promptly with inquiries, reports, or complaints and to seek assistance from the Director or Associate Director of the Office of Equal Opportunity and Diversity (hereinafter referred to as "OEOD").

- A. Any member of the University community who believes that he or she has been subjected to sexual harassment ("Complainant") shall contact the OEOD, to request advice and information about possible ways to proceed and to put the University on notice. Such discussion will be kept confidential to the full extent permitted by law. Complainants are advised that there are some instances in which the University has a responsibility to act even if the Complainant requests that no action be taken as, for example, where other members of the University community may be at risk. In those cases, the University may investigate and take action on the basis of facts it discovers.
- B. To avoid liability to the University and the employee and to correct problems of sexual harassment, it is critical that any employee who believes that he or she has observed an incident of sexual harassment in the University's learning and working environments involving a member of the University community or who receives a report of alleged sexual harassment from an employee or student immediately report this information to the Director or Associate Director of the OEOD or to any vice president.
- C. The initial discussion between the Complainant and the Director or the Associate Director of OEOD, will be kept confidential to the full extent permitted by law. The claim should be made as promptly as possible after the alleged harassment occurs. Complaints must be filed no later than one hundred eighty (180) days after the last incident considered to be sexual harassment. One consequence of the failure to present a complaint promptly is that it may preclude recourse to legal procedures should the Complainant decide to pursue them at a later date.
- D. If the Complainant, after the initial meeting, decides to proceed with a formal complaint, he or she shall submit a written statement (the "Statement") to the Director or Associate Director of OEOD.² The Statement must describe the conduct that is the basis of the complaint, including the name of the alleged offender (hereafter termed the "Respondent"), the date(s), time(s), and location(s) of the conduct, and the names of witnesses. If the Respondent is a student, the Associate Director of OEOD will refer the matter to the Director of Conflict Resolution and Student Conduct Services in

¹ Any individual involved in a sexual harassment incident has the right to pursue the matter in Courts or before governmental agencies. The procedures herein are designed to preclude the need to utilize external agencies and to provide appropriate and effective remedies.

² Cases involving sexual harassment are particularly sensitive and demand special attention to issues of confidentiality. Dissemination of information relating to the case should be limited in order that the privacy of all individuals involved is safeguarded as fully as possible.

the Office of Student Affairs for resolution. (Hereafter, the Associate Director of OEOD and Director of Conflict Resolution and Student Conduct Services are termed the "Responsible Officer.")

- E. The Responsible Officer must promptly inform the Respondent of the allegation and the identity of the Complainant and provide a copy of the written Statement of the Complaint and any related material.
- F. Reprisals against an individual who in good faith files a charge of sexual harassment are expressly prohibited and shall be treated as a separate violation of University policy. Intentionally false or malicious charges, however, are grounds for disciplinary action against the Complainant.

III. Resolution of a Complaint *(last revised January 27, 2006)*

The University shall take immediate and appropriate steps reasonably calculated to end any harassment that has occurred, remedy its effects, and prevent harassment from occurring again.

A. Informal Resolution

Informal resolution of a sexual harassment complaint is encouraged whenever possible. The procedure might involve giving advice to the Complainant, the arrangement of a discussion between the Complainant and the Respondent in the presence of the Responsible Officer, or attempted mediation by the Responsible Officer.

Possible outcomes of an informal resolution may include explicit agreements about future conduct, changes in workplace assignments, substitution of one class for another, or other appropriate relief.

B. Formal Resolution

I. Procedures

The applicable procedure for formal resolution of a sexual harassment complaint following submission of a Statement depends upon the Respondent's status as a student, a member of the State Classified staff, a tenured faculty member, an untenured faculty member, an administrative professional, or another non-student employee.

a. Students

Complaints against students will be handled in accordance with the administrative hearing procedures established in the Office of Conflict Resolution and Student Conduct Services.

Appeals of a decision by the Hearing Officer may be made to the University Discipline Committee, and the decision of that committee is final.

For purposes of this policy, complaints against graduate students arising out of their employment status will follow the procedures specified for untenured faculty members, administrative professionals, and other non-student employees (excepting State Classified staff).

b. State Classified Staff

Complaints against State Classified staff, following an objective and impartial preliminary investigation by the Associate Director of OEOD, will be handled in accordance with the procedures in the State Personnel Board Rules. Appeal rights, together with timing limitations, are described in those rules.

c. Faculty, Administrative Professional, and Other Non-Student Employees (excepting State Classified Staff)

Complaints against faculty members, administrative professionals, and other non-student employees (excepting State Classified staff) shall be referred to the Associate Director of OEOD. That officer shall conduct an objective and impartial preliminary investigation with such assistance from an appropriate administrator as needed. The administrator shall be from a higher administrative unit than that of the Respondent. Pending the results of the preliminary investigation, the Respondent will be suspended or assigned to other duties in lieu of suspension, by his/her immediate supervisor, only if immediate harm to the Complainant or others is threatened by continuance. Salary will continue during the period of the suspension. Following the preliminary investigation, the Associate Director of OEOD shall notify the Complainant and the Respondent of the finding and shall attempt to effect an informal resolution of the complaint. The Complainant and the Respondent also shall be provided with a full copy of the report. If the Associate Director of OEOD cannot arrange a mutually acceptable resolution and/or if that Officer has concluded that there is reasonable cause for further action, the Respondent will be given five (5) business days after receipt of the report to either request a hearing or to prepare a response to the report before it is forwarded to the Respondent's immediate administrative supervisor and to the senior administrative officer of the Respondent's administrative unit (the vice president or, if the Respondent is a vice president, to the President). If the Respondent requests a hearing, the report will be referred to the Hearing Committee described below or, for cases in which the Respondent is a tenured faculty member, handled in accordance with Section E.15 Disciplinary Action for Tenured Faculty of the *Manual*.

2. Sexual Harassment Panel (last revised May 1, 2001)

The members of the Sexual Harassment Panel are elected to three (3) year terms by their respective councils, the Administrative Professional Council and the Faculty Council. Nominations shall be solicited in February with elections conducted in April. Terms of office will begin July 1 following election. Terms shall be staggered so that approximately one-third will be elected each year. The panel will consist of ten (10) administrative professionals from at least four (4) administrative units and ten (10) faculty members from at least four (4) colleges, including the libraries. Each member will receive annual training on sexual harassment by the Associate Director of OEOD. The Sexual Harassment Panel shall constitute a pool of individuals from which the Hearing Committee will be drawn.

3. Hearing Committee

A committee of five (5) members of the Sexual Harassment Panel will be chosen by lot by the Chair of Faculty Council if the Respondent is an untenured faculty member and by the Chair of the Administrative Professional Council for administrative professionals and other non-student employees (excepting State Classified staff).

The Hearing Committee for an untenured faculty member will be composed of faculty members and for administrative professionals of administrative professionals. Hearing Committees for other non-student employees (excepting State Classified staff) will be selected by lot from the entire Panel.

Any person from the same administrative unit or department as either the Complainant or the Respondent will be replaced by another drawn by lot. Members deeming themselves disqualified for bias or interest will remove themselves from the case. The Complainant and the Respondent will have a maximum of one challenge each without stated cause.

4. Formal Hearing Procedures

- a. Hearings will commence no later than ten (10) working days after the Hearing Committee chair notifies the Complainant and the Respondent. The Hearing Committee shall elect its own chair from among its members and shall be advised by legal counsel for the University or from the Colorado Department of Law.
- b. The Hearing Committee may hold organizational meetings in private, which may include meetings with the Respondent and Complainant as needed to (1) clarify the issues, (2) effect stipulations of facts, (3) provide for the exchange of documentary or other information, (4) formulate a list of potential witnesses, and (5) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.
- c. The Associate Director of OEOD will be called first to present the results of the preliminary investigation. The committee also may conduct its own informal inquiry, call witnesses, and gather whatever information it deems necessary to assist it in reaching a determination on the merits of the allegations. The hearing shall be closed, and the proceedings shall remain confidential to the extent permitted by law.
- d. Excepting pre-hearing organizational meetings and those for final deliberation, finding of fact and preparation of recommendations, the Respondent is permitted to be present during all meetings of the committee, to call witnesses, to confront and cross-examine any adverse witnesses, and to be accompanied by an advisor and/or legal counsel. Such advisor or counsel is free to advise the Respondent fully throughout the proceedings, to assist in formulating any required written documentation, and to help prepare for any oral presentation, but they may not actively participate in the proceedings such as making objections and attempting to argue the case. A full verbatim record of the hearing will be kept and made available to the Respondent upon request.

5. Recommendations Following Formal Hearings

At the conclusion of the hearing, the Hearing Committee shall meet privately for final deliberation, finding of fact, and preparation of recommendations. These deliberations shall remain confidential to the extent permitted by law. The committee shall decide, by majority vote and by the preponderance of the evidence (more likely than not) whether (1) the complaint is substantiated, (2) the complaint is unsubstantiated, or (3) the complaint is intentionally false or malicious. The finding, together with the basis for this finding, and recommendations shall be communicated in writing to both parties, the Associate Director of OEOD, the Respondent's immediate administrative supervisor, and the senior administrative officer of the Respondent's administrative unit (the vice president or, if the Respondent is a vice president, to the President).

A finding by the majority of the Hearing Committee that the Respondent has, more likely than not, violated the Sexual Harassment policy must be accompanied by recommendations for remedial action reasonably calculated to stop the harassment or disciplinary sanctions up to and including termination of employment. If the committee finds that the complaint was deliberately false and malicious, this finding, together with a recommendation for appropriate disciplinary action against the Complainant, shall be forwarded to the senior administrative officer of the Complainant's administrative unit.

6. Administrative Action Following the Hearing Committee Recommendations *(last revised January 27, 2006)*

The senior administrative officer may accept the recommendations of the Hearing Committee or may recommend disciplinary actions more or less severe than those recommended by the Hearing Committee for persuasive reasons that shall be stated in writing to the Respondent and the Hearing Committee. If the Respondent accepts the recommendation of the senior administrative officer, the remedial action or disciplinary sanction shall be implemented without further review by the President. If the Respondent rejects such officer's recommendation, the President shall review the case and recommendation and shall make the final decision on the disposition of the case. Since the procedures herein are designed to provide appropriate relief and due process, appeals through other grievance procedures such as Section K of the *Manual* cannot be made by either party.

IV. Expectations for Members of the University Community *(new section added December 14, 2004)*

- A. Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary.
- B. The Complainant, Respondent, and all witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of University sanctions.
- C. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant under these procedures. Failure to comply with this expectation may result in the imposition of University sanctions.



POLICIES OF COLORADO STATE UNIVERSITY

UNIVERSITY POLICY

<p>Policy Title: Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation</p> <p>Effective Date:</p> <p>Policy Owner: Office of Equal Opportunity</p>	<p>Policy ID # TBD</p> <p>Category: VI. PUBLIC SAFETY/RISK MANAGEMENT</p> <p>Contact(s): Diana Prieto, Executive Director, Office of Equal Opportunity</p>
---	---

Purpose of Policy

Colorado State University is committed to providing an environment that respects the dignity and worth of every member of its community. The University strives to create and maintain a work and study environment that is fair, inclusive, and responsible so that each member of the University community is treated with dignity and respect and is rewarded for relevant considerations such as ability and performance. It is the policy of Colorado State University that no member of the University community may discriminate against another on any basis for which discrimination is prohibited by state or federal law or University policy, including, but not limited to, race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy. An environment free of discrimination and harassment is necessary to a healthy learning, working, and living atmosphere because discrimination and harassment undermine human dignity and the positive connection among all people at our University. Acts of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation are addressed consistent with this policy.

This Policy supersedes all prior University Policies on discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation.

Application of Policy

This policy applies to all members of the University community who are subject to the jurisdiction and authority of the University with respect to matters of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and retaliation. This includes, without limitation, students, faculty, employees, affiliates, visitors, and (where provided by law or contract) agents, contractors, subcontractors, and grantees of the University. All University business units, wherever located, are covered by this policy.

Exemptions

None.

Definitions

As used in this policy, the following terms are to be understood and applied as follows, unless clearly stated otherwise:

Action or conduct, as used in this policy, also includes inaction or omission where there is a responsibility to act. Action or conduct that occurs off-campus can be subject to this policy if it involves one or more Covered Persons and (a) causes an impact to any person(s) on campus, (b) reasonably relates to the health, safety and security of the campus or any person(s) on campus, or (c) reasonably relates to the Responding Party's fitness or capacity to act in accordance with his or her obligations and/or the policies of the University (e.g., the Student Conduct Code or any policy or code relating to the conduct of an employee).

Consent to sexual activity is consent that is informed, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Sexual activity with someone known, or who should be known, to be mentally or physically incapacitated by alcohol or other drug use, unconscious or in a state of blackout, or otherwise unable to give consent, is not valid consent. A person is considered to be incapable of giving consent when the person lacks the cognitive ability to make an important life decision, and this measure applies even when the same persons have engaged with one another in consensual sex in the past. Minors are unable to consent to any sexual activity with an adult; therefore, there is no such thing as consensual sexual activity between a minor and an adult member of the University community. For the purpose of this policy, a minor is any person under the age of 17 and cannot give consent except as specified in Colorado Revised Statutes. Any reports or complaints of unlawful sexual activity involving minors will be reported to appropriate law enforcement and social services agencies.

Covered Persons are all Colorado State University students, employees (including faculty), visitors, volunteers, affiliates, and (where provided by law or contract) agents, contractors, subcontractors, and grantees.

Dating violence means violence committed by a person:

1. who is or has been in a social relationship of a romantic or intimate nature with the impacted party; and
2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - a. the length of the relationship;
 - b. the type of relationship;
 - c. the frequency of interaction between the persons involved in the relationship.

Discrimination is conduct that is based upon an individual's race, age, creed, color, religion, national origin, ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy, and that (a) excludes an individual from participation in, (b) denies the individual the benefits of, (c) treats the individual differently from others in, or (d) otherwise adversely affects a term or condition of an individual's employment, education, living environment or University program or activity. It is unlawful discrimination for an employer to refuse to hire, to discharge, to promote or demote, to harass during the course of employment, or to discriminate in matters of compensation, terms, conditions, or privileges of employment against any person otherwise qualified because of any of these factors. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Colorado or other jurisdiction in which this policy applies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

Harassment covered under this policy is conduct that demonstrates hostility towards a person (or a group of persons) based upon that person's race, age, creed, color, religion, national origin, ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, or pregnancy and has the purpose or effect of:

1. Creating an intimidating or hostile environment in which to work, learn, or participate in a University activity, or unreasonably interfering with or affecting any such activities; or
2. Unreasonably affecting a person's educational or work opportunities.

Harassment may take various forms, including name-calling, verbal, graphic or written statements (including the use of electronic means), or other conduct that a reasonable person would find physically threatening, harmful, or humiliating. Harassment does not have to involve the intent to cause harm, be directed at a specific target, or involve repeated incidents in order to be prohibited. Sex-based harassment includes sexual harassment, which is further defined below, and non-sexual harassment based on stereotypical notions of what is female/feminine v. male/masculine or a failure to conform to those gender stereotypes.

Impacted Party/Complainant: The person who reports, or is reported by another person, as having been subject to acts constituting discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation by another.

Responding Party: The person reported to have been engaging in acts that may constitute a violation of this policy, including discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation in violation of this policy.

Retaliation is any overt or covert act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment, against any person or group for exercising rights under this policy, including opposing any practices forbidden under this policy, filing a complaint, testifying, assisting, or participating in any manner in an investigation or proceeding under this policy. This includes action taken against a bystander who intervened to stop or attempt to stop discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking or retaliation. Action is generally deemed retaliatory if it would deter a reasonable person in the same

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

circumstances from opposing practices prohibited by this policy or participating in the complaint processes under this policy.

Sexual harassment is harassment that is of an implicitly or overtly sexual nature, or is based on a person's actual or perceived sex, gender, sexual orientation, gender identity, or gender expression. Sexual harassment, including sexual assault, can involve persons of the same or opposite sex, and includes any unwelcome sexual advance, request for sexual favors, or other conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education or participation in a University activity;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for, or a factor in, decisions affecting that individual's employment, education or participation in a University activity; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, offensive or hostile environment for that individual's employment, education or participation in a University activity.

Sexual misconduct is any conduct that constitutes sexual assault, sexual exploitation, or sexual violence, as follows:

1. Sexual assault means an actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:
 - a. Involvement in any sexual contact when the victim is unable to consent.
 - b. Intentional and unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breast).
 - c. Sexual intercourse without consent, including acts commonly referred to as rape.

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

2. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses defined herein. Examples of behavior that could rise to the level of sexual exploitation include:

- a. Prostituting another person;
- b. Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- c. Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- d. Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- e. Engaging in non-consensual voyeurism;
- f. Knowingly transmitting a sexually transmitted disease, such as HIV, to another without disclosing your STD status;
- g. Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; and
- h. Possessing, distributing, viewing or forcing others to view illegal pornography.

3. **Sexual violence** is a severe form of sexual harassment, and refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery, sexual coercion or similar acts in violation of state or federal law.

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress.

Examples of behaviors by a person stalking another are:

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

1. Follow you and show up wherever you are.
2. Send unwanted gifts, letters, cards, or e-mails.
3. Damage your home, car, or other property.
4. Monitor your phone calls or computer use.
5. Use technology, like hidden cameras or global positioning systems (GPS), to track where you go.
6. Drive by or hang out at your home, school, or work.
7. Threaten to hurt you, your family, friends, or pets.
8. Find out about you by using public records or online search services, hiring investigators, going through your garbage, or contacting friends, family, neighbors, or co-workers.
9. Posting information or spreading rumors about you on the Internet, through social media, in a public place, or by word of mouth.
10. Other actions that control, track, or frighten you.

Statement of Policy Principles

It is the policy of Colorado State University to maintain an academic and work environment free of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation for students, faculty, and employees. Sexual harassment and sexual misconduct is contrary to the standards of the University community and common decency. It diminishes individual dignity and impedes equal employment and educational opportunities and equal access to freedom of academic inquiry. Discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation are barriers to fulfilling the University's scholarly, research, educational, and service missions. Such conduct will not be tolerated at the University.

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

Sexual harassment and sexual misconduct also violate the University's long-standing policy against discrimination on the basis of sex. Sexual harassment and sexual misconduct are also illegal; they are prohibited in the employment context by Title VII of the 1964 Civil Rights Act, in the education context by Title IX of the Educational Amendments of 1972, and, in both employment and education contexts, by Colorado's anti-discrimination laws, including, but not limited to, C.R.S. §24-34-401, et seq.

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, and pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans.

To comply with federal requirements regarding non-discrimination in admissions and operations, the University's approved non-discrimination statement must appear in major University publications such as the General Catalog. A brief required non-discrimination statement also must appear in written advertisements and University publications, including those used to inform prospective students of University programs. The required non-discrimination statements, as well as further information regarding these requirements, are available at the Office of Equal Opportunity.

The University prohibits any act of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence or stalking by a Covered Person, and any retaliation related to acts or reports of such acts. The University takes all allegations of such misconduct seriously. When allegations of such acts are reported, and a Covered Person is found to have violated this policy, consequences will result, up to and including dismissal from CSU.

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

All members of the CSU community are expected to not infringe upon the rights of others. This Policy has been adopted to reaffirm this principle and to provide support and recourse to those who are impacted by sexual harassment, sexual misconduct, domestic violence, dating violence or stalking perpetrated by a member of the University community. When the Responding Party is determined not to be a Covered Person at the time of the report, he or she may nevertheless be subject to this policy in the event that he or she becomes a Covered Person in the future, as well as being subject to other laws and policies.

Responsibilities and Procedures

1. Duty to Report

All CSU employees and volunteers, including faculty, staff and students acting in their employment or volunteer roles, are mandatory reporters under federal law, Title IX of the Education Amendments of 1972. This means that all employees are required by law to report any information about alleged or possible sexual harassment or sexual misconduct involving Covered Persons (defined above) within 24 hours of receiving the information to the Deputy Title IX Coordinator in the Office of Support and Safety Assessment (SSA) or the Office of Equal Opportunity (OEO). Mandatory reporting means that information indicating that a person has allegedly committed or been the target of sexual harassment or sexual misconduct may not be withheld, even if confidentiality is requested by the reporting party. This does not mean that the employee or volunteer receiving the report does not care about the Covered Person; rather, it signifies that campus safety is at the forefront of the community's concern. When a Covered Person discloses information, it is best for the employee or volunteer to mention they are a mandated reporter and will have to share the information with the University, but that the Covered Person will still always have the choice whether or not to share their story with others at the University whose responsibility it is to investigate. Examples of mandatory reporters include, but are not limited to:

- a. Faculty member to whom a student reveals an incident of sexual harassment or sexual misconduct involving the student or other Covered Persons protected under this policy.

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

- b. A supervisor who hears “through the grapevine” that one employee has been sexually harassing another employee, even if the conduct occurred outside of work.
- c. A Resident Assistant who receives information from one of their residents that they were assaulted by another student at an off campus party
- d. A person who is acting as a volunteer at a CSU-hosted activity who observes another person engaging in sexual contact with a child in the program.

Remember, these are just examples. Sexual harassment and sexual misconduct must be reported no matter what the circumstances if they involve persons covered under this policy.

Employees exempt from these mandatory reporting requirements are only those employees who are statutorily prohibited from reporting such information, for example, licensed healthcare professionals acting within the scope of the professional-patient relationship, and Sexual Assault Victim Assistance Team members. If you are unsure whether or not you are exempt, you must contact OEO to determine whether or not an exemption applies. Teachers are not exempt from reporting incidents involving students unless one of these special statutory exemptions applies.

2. Duty to Act

a. CSU has appointed a Title IX Coordinator and a Deputy Title IX Coordinator to oversee and coordinate its compliance with Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulations, 34 C.F.R. Part 106. Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. Reports of any violation or suspected violation of the protections of Title IX may be made to the Deputy Title IX Coordinator, whose name and contact information is always available online at <http://www.supportandsafety.colostate.edu/sexual-harassment> or by calling 970-491-7407.

Upon receiving a report of alleged or possible sexual misconduct or sexual assault, the Deputy Title IX Coordinator and/or the CSU Police Department will evaluate the information received and determine what further actions should be taken. Further action may include contacting the CSU Police Department. If, after such evaluation, it reasonably

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

appears that a violation of this policy by a student or an employee has occurred, SSA or the OEO will follow the appropriate procedures referenced below.

b. When the Responding Party is faculty, an employee, affiliate, or visitor, the OEO will take steps, either directly with the Impacted Party or through a reporting employee, to provide information about the University's procedures for filing a complaint under this policy, as well as available health and advocacy resources and options for criminal reporting. The OEO will maintain, publish and follow procedures for the review and resolution of complaints where the Responding Party is not a student.

c. When the Responding Party is a student, the Deputy Title IX Coordinator will determine what further actions shall be taken, which may include investigation of the report and referral to the Office of Conflict Resolution and Student Conduct Services for possible action under the Student Conduct Code. The Deputy Title IX Coordinator will maintain, publish and follow procedures for the review and resolution of complaints where the Responding Party is a student.

d. When the person alleged to have committed the violation is an agent or contractor of the University who is not subject to any disciplinary procedures of the University and it reasonably appears that a violation has occurred, the matter will be referred to the appropriate official or department for further action. This may include, as appropriate, any or all of the following:

- (i). The Director of Contracting Services, for action that may be taken under the terms of a university contract, such as contract suspension or termination, demanding a change of personnel working under a contract, or initiation of contractor debarment;
- (ii). The CSU Police Department, for initiation of a criminal investigation and/or complaint;
- (iii). An outside law enforcement or governmental agency with actual or apparent jurisdiction over the alleged perpetrator.

3. First Amendment

The protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited harassment or sexual harassment if it meets the definition of harassment or sexual harassment as contained in this policy and (1) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course) or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

4. Affirmative Action

The University takes affirmative action to employ qualified women, minorities, veterans, and individuals with disabilities. For information on this Affirmative Action commitment and program, contact the OEO at oed@colostate.edu or 970-491-5836.

5. Retaliation

Retaliation against members of the University community for making good faith reports of non-compliance with laws, regulations, or University policies is strictly prohibited, and is subject to disciplinary action up to and including termination or dismissal from employment or enrollment at the University. It is prohibited to discharge, demote, suspend, threaten, harass, intimidate or otherwise retaliate against an individual in the terms or conditions of employment or educational opportunity based on the individual's good faith report of potential non-compliance, or based on the individual's cooperation with an investigation or hearing regarding a report of potential non-compliance. Such retaliation is prohibited regardless of whether the matter reported is substantiated.

Colorado State University protects all participants in the complaint and grievance processes from retaliation. No person shall restrain, interfere with, coerce, attempt to intimidate, or take any reprisal against a participant under these procedures. Failure to comply with this expectation may result in the imposition of University sanctions up to and including termination or dismissal.

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

Acts or threats of retaliation constitute a serious violation of University policy, and the University encourages prompt reporting of any retaliatory action. Students should report retaliation to OEO, SSA or Conflict Resolution & Student Conduct Services (CRSCS). Employees should normally report retaliation to their supervisor, but, if the supervisor is involved in the matter, or for any reason an individual is uncomfortable speaking with his or her supervisor, the report may be made to the responsible department head, the Office of Equal Opportunity, or by using the CSU System's Compliance Reporting Hotline which may be accessed online (<http://reportinghotline.colostate.edu/>) or by calling, toll-free, 1-855-263-1884. The Hotline allows anonymous reporting if desired.

6. Required Training

Federal law requires that all newly hired CSU employees (including faculty) and incoming students participate in primary prevention and awareness programs, and that students and faculty engage in prevention and awareness programs on an ongoing basis. These programs may be offered by OEO, SSA, the President's Commission on Women and Gender Equity (PCWGE), CRSCS, and other University programs. Sexual Harassment Awareness Training is offered by OEO and may be retaken anytime as a refresher by contacting OEO at oeo@colostate.edu or by calling 970-491-5836.

7. Procedures for Complaints

The University provides fair, understandable, and legally sound procedures for handling all complaints of discrimination, harassment, sexual harassment and sexual misconduct, domestic violence, dating violence, stalking and retaliation. These procedures can vary depending on the nature of the complaint and the status of the persons involved (i.e., student, faculty, employee, or non-employed party). The responsible departments are required to maintain, publish, and follow appropriate procedures. These are summarized in the following table:

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

Type of Matter	Pertinent Status	Who Must Report?	Responsible Office and Location of Procedures
Discrimination	Student, employee or other who is aware of any incident of discrimination in employment or education occurring at CSU	Reporting is not mandatory; however, any person may report suspected discrimination to the Office of Equal Opportunity	Office of Equal Opportunity
Any form of harassment, including sexual harassment, or retaliation in employment	Impacted Party/Complainant is an employee or student employee and Responding Party is an employee or student employee or a guest or contractor of the University	Reporting is not mandatory; however, any person may report suspected harassment or retaliation to the Office of Equal Opportunity	Office of Equal Opportunity
Discrimination, any form of harassment, including sexual harassment, or retaliation in educational opportunity	Impacted Party/Complainant is a student and the Responding Party is an employee or student employee or is a guest or contractor of the University	CSU employees, including faculty and student employees, and authorized volunteers, MUST report any incident of sexual harassment, sexual misconduct, sexual assault, domestic violence, dating violence or stalking of a student which they become aware to the Office of Equal Opportunity or the Office of Support and Safety Assessment.	Office of Equal Opportunity
Sexual harassment, sexual misconduct, sexual assault, domestic violence, dating violence or stalking	Impacted Party/Complainant is a student and the Responding Party is a student	CSU employees, including all faculty, and student employees, and authorized volunteers, MUST report any such incident of which they become aware to the Deputy Title IX Coordinator in the Office of Support and Safety Assessment.	Office of Support and Safety Assessment
Domestic violence, dating violence or stalking	Impacted Party/Complainant is an employee and Responding Party is an employee, guest or contractor of the University	Reporting is not mandatory; however, any suspected incident may be reported to the Office of Support and Safety Assessment.	Office of Support and Safety Assessment

Filing with External Agencies

Persons who believe that they have been subjected to discrimination, harassment, sexual harassment, sexual misconduct, or stalking may be able to file a complaint with the Colorado Civil Rights Division, the U.S. Equal Employment Opportunity Commission or the U.S. Department of Education's Office for Civil Rights. Information regarding filing charges with any of these agencies may be obtained from the Office of Equal Opportunity.

Expectations for Members of the University Community

Cooperation and participation by the members of the University community in the resolution of a complaint under these procedures is necessary. All University community members asked to participate should do so. If an Impacted Party/Complainant does not participate, the University may continue the investigation, invoke necessary interim and permanent remedies, or conclude the complaint. If a Respondent does not participate, the University will move forward with the complaint with the information it is able to collect and ascertain.

The Impacted Party/Complainant(s), Respondent(s), and all witnesses shall be truthful in their testimony. This includes statements made verbally and in writing. Failure to comply with this expectation may result in the implementation of University sanctions.

References

- Conduct Code Colorado State University Student
- Civil Rights – Pamphlet on Sexual Harassment US Department of Education, Office of
- US Equal Employment Opportunity

Helpful Resources

An Impacted Party may report confidentially to the following campus resources that provide support and guidance:

1. Sexual Assault Victim Assistance Team (970) 492-4242
2. Women and Gender Advocacy Center (970) 491-6384
3. Women's Clinic at CSU Health Network (970) 491-1754
4. Counseling Services (970) 491-6053

The following are other campus resources. These resources do not provide complete confidentiality.

1. Deputy Title IX Coordinator/Director of Support and Safety Assessment (970) 491-7407
2. Colorado State University Police Department (970) 491-6425

134

3. Director of Student Case Management & Referral Coordination (970) 491-8051

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence,
Dating Violence, Stalking, and Retaliation

' 135

COLORADO STATE UNIVERSITY

FINAL APPROVAL:

By: original signature on file

Date: _____

HISTORY OF REVISIONS

Revision Sections

Revisions approved:

By: original signature on file

Name:

Title:

Date: _____

POLICIES OF COLORADO STATE UNIVERSITY

Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence,
Dating Violence, Stalking, and Retaliation