

To Faculty Council Members: Your critical study of these minutes is requested. If you find errors, please call, send a memorandum, or E-mail immediately to Diane L. Maybon, ext 1-5693.

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

MINUTES
FACULTY COUNCIL
October 5, 2004

CALL TO ORDER

The Faculty Council meeting was called to order at 4:20 p.m. by Mr. C. W. Miller, Chair.

ANNOUNCEMENTS

Mr. Miller welcomed the new members joining Faculty Council.

Mr. Miller announced that the next regularly scheduled Faculty Council meeting will be held on Tuesday, November 2, 2004 in Room A103 Clark Building at 4:15 p.m.

Mr. Miller announced that the Administration/Faculty Council Dialogue for November 2, 2004 will be presented by Mr. Keith Ickes, Interim Vice President for Administrative Services.

Mr. Miller announced that the Faculty Council Current Issues Topic for November 2, 2004 will be presented by Ms. Katie Clausen, President, Associated Students of Colorado State University and Ms. Courtney Cage, Director of Academics, Associated Students of Colorado State University. They will be discussing student issues with Faculty Council.

Mr. Miller announced that he and Mr. Robert Jones will be attending the Colorado's Future 2004: Economic Development and Public Policy, on Friday, October 15, 2004 at the University Park Holiday Inn. He noted that if anyone was interested in attending this event to contact the Faculty Council office.

MINUTES TO BE APPROVED

A. FACULTY COUNCIL MEETING MINUTES - SEPTEMBER 7, 2004

Mr. Richard Eykholt MOVED TO APPROVE THE FACULTY COUNCIL MEETING MINUTES OF SEPTEMBER 7, 2004.

THE SEPTEMBER 7, 2004 FACULTY COUNCIL MINUTES WERE APPROVED.

UNFINISHED BUSINESS

A. FACULTY COUNCIL REPRESENTATIVE TO THE BOARD OF GOVERNORS - REPORTS ON MAY 5, JUNE 22, AND AUGUST 24, 2004 BOG MEETINGS - MR. PAUL KUGRENS, FACULTY REPRESENTATIVE

Mr. Miller recognized Mr. Paul Kugrens, Faculty Council Representative to the Board of Governors, to present reports on the May 5, and June 22 and August 24, 2004 Board of Governors meetings. Mr. Kugrens noted that written reports are found on pages 50-57 of the September 7, 2004 Faculty Council agenda materials.

Mr. Kugrens noted one correction in the August 24, 2004 Board of Governors' Report, the second page the \$147,240 figure needs to be changed to \$160,472. Mr. Kugrens explained that the Vice President for Student Affairs and Dean of Admissions for Colorado State University received a salary increase in June 2004 and a supplement salary increase in August 2004 to total \$170,000.

Mr. Kugrens reported that the Board of Governors next meeting is on Wednesday, October 6, 2004, in Ammons Hall, beginning at 8:00 a.m. In addition, the Board hosted a retreat today, October 5, 2004, to review the University Strategic Planning process. Mr. Kugrens reported that the Board also hosted a retreat at Grand Lake, Colorado on September 23-24, 2004. Mr. Kugrens reported that the following issues were discussed at this retreat:

1. Academic Freedom
2. Grievance Process
3. College Opportunity Fund
4. Performance Contracts
5. First Generation Program

Mr. Kugrens explained that the grievance procedure at Colorado State University was discussed at length. The Board has decided that it will hear appeals on dismissal and denial of tenure only. The Board members were satisfied that Colorado State University has an appropriate grievance process in place.

Mr. Kugrens reported that Governor Owens has invited Mr. Jerry Martin, Chairman of American Council of Trustees and Alumni, (ACTA), and Ms. Anne Neal, President of American Council of Trustees and Alumni (ACTA) to give extensive presentations on Academic Freedom to all governing boards of Colorado higher learning institutions. The American Council of Trustees and Alumni is a private consulting firm that offers recommendations to governing boards. Mr. Kugrens asked that the Faculty Council members become familiar with their agenda and activities by visiting the web site for ACTA - www.goacta.org and, in addition, the web site for The Institute for Effective Governance - A Service Organization for Responsible Trustees - www.iegov.org.

Mr. Kugrens reported that the Board is planning to take a more active role in legislative issues as they arise and inserting its opinion to the legislation before the passage of legislation.

MR. KUGRENS REPORT WAS RECEIVED.

B. GRIEVANCE PANEL ANNUAL REPORT 2003-04 - MR. PAUL BELL - UNIVERSITY GRIEVANCE OFFICER

Mr. Miller noted that Mr. Paul Bell, University Grievance Officer, was present to answer questions regarding the 2003-2004 Grievance Panel Annual Report found on pages 58-602 of the September 7, 2004 Faculty Council agenda materials.

MR. BELL'S REPORT WAS RECEIVED.

C. FACULTY COUNCIL STANDING COMMITTEE 2003-2004 ANNUAL REPORTS

a. Executive Committee - Chair, Mr. C. W. Miller

Mr. Miller asked if there were any questions regarding the 2003-2004 Executive Committee Annual Report found on pages 61-62 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

b. Committee on Faculty Governance - Chair, Mr. Stephen Davies

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on Faculty Governance Annual Report found on pages 63-65 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

c. Committee on Intercollegiate Athletics - Chair, Ms. Jackie Hartman

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on Intercollegiate Athletics Annual Report found on pages 66-67 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

d. Committee on Libraries - Chair, Mr. Todd Queen

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on Libraries Annual Report found on pages 68-69 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

e. Committee on Responsibilities & Standing of Academic Faculty - Chair, Mr. Richard Eykholt

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on Responsibilities and Standing of Academic Faculty Annual Report found on pages 70-71 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

f. Committee on Scholarship, Research & Graduate Education - Chair, Mr. Jerry Eckert

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on Scholarship, Research and Graduate Education Annual Report found on pages 72-73 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

g. Committee on Scholastic Standards & Awards - Chair, Mr. Boris Kondratieff

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on Scholastic Standards and Awards Annual Report found on pages 74-75 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

- h. Committee on Strategic & Financial Planning - Chair, Mr. Kirk Hallahan

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on Strategic and Financial Planning Annual Report found on page 76 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

- i. Committee on Teaching & Learning - Chair, Mr. James Madl

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on Teaching and Learning Annual Report found on page 77 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

- j. Committee on University Programs - Chair, Mr. Philip Chapman

Mr. Miller asked if there were any questions regarding the 2003-2004 Committee on University Programs Annual Report found on page 78 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

- k. University Curriculum Committee - Chair, Mr. James Lindsay

Mr. Miller asked if there were any questions regarding the 2003-2004 University Curriculum Committee Annual Report found on pages 79-81 of the September 7, 2004 Faculty Council agenda materials.

THE REPORT WAS RECEIVED.

- D. CHANGES IN CURRICULUM TO BE APPROVED: UNIVERSITY CURRICULUM COMMITTEE MINUTES: APRIL 23 AND 30, 2004

Mr. Lindsay asked for unanimous consent to change the order of the Faculty Council agenda to include the University Curriculum Committee Minutes listed under Special Actions: May 7, August 27 and September 20, 2004. There were no objections.

Mr. Lindsay, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE ACTION ITEMS IN THE APRIL 23, 30, MAY 7, AUGUST 27, AND SEPTEMBER 10, 2004 UNIVERSITY CURRICULUM COMMITTEE MEETING MINUTES CHANGES IN CURRICULUM.

Mr. Lindsay noted the following exemptions in the April 30, 2004 University Curriculum Committee minutes on page 4 - the Request to Change the Name of the Master of Forestry.

Mr. Lindsay noted the following exemptions in the August 27, 2004 University Curriculum Committee minutes on page 10 - the Request to Change the Name of the Major in Consumer and Family Studies and the Request to Change the Name of the Department of Chemical Engineering.

MR. LINDSAY'S MOTION WAS ADOPTED WITH THE EXEMPTIONS.

- E. CONFIRMATION OF THE FACULTY COUNCIL PARLIAMENTARIAN (TERM 2004-2005) - MR. PAUL KUGRENS

BY UNANIMOUS CONSENT FACULTY COUNCIL CONFIRMED THE APPOINTMENT OF MR. KUGRENS AS THE FACULTY COUNCIL PARLIAMENTARIAN.

- F. CONFIRMATION OF THE FACULTY COUNCIL EXECUTIVE ASSISTANT (TERM 2004-2005) - MS. DIANE MAYBON

BY UNANIMOUS CONSENT FACULTY COUNCIL CONFIRMED THE APPOINTMENT OF MS. MAYBON AS THE FACULTY COUNCIL EXECUTIVE ASSISTANT.

- G. REVISIONS TO THE MASTER OF FORESTRY (M.F.) PROFESSIONAL PROGRAM - UNIVERSITY CURRICULUM COMMITTEE

Mr. Lindsay, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE REQUEST TO CHANGE THE MASTER OF FORESTRY PROFESSIONAL PROGRAM (M.F.) TO BE EFFECTIVE FALL 2005 AS FOLLOWS:

The name of the Master of Forestry (M.F. degree program) in the Department of Forest, Rangeland, and Watershed Stewardship be changed to Master of Natural Resources Stewardship (M.N.R.S.) and that six specializations - conservation biology; ecological reconstruction; forest sciences; rangeland ecosystems; spatial information systems; and watershed science - be added to the degree program.

MR. LINDSAY'S MOTION WAS ADOPTED.

- H. REVISIONS TO THE *MANUAL*, NEW SECTION K.18 - MEDIATION, GRIEVANCE PROCEDURES, AND REVIEW PROCESSES - COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

Mr. Richard Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty MOVED THAT FACULTY COUNCIL ADOPT THE ADDITION TO THE *MANUAL*, SECTION K.18 - EXPECTATIONS FOR MEMBERS OF THE UNIVERSITY COMMUNITY, TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions are underlined - Deletions ~~overscored~~

SECTION K. MEDIATION, GRIEVANCE PROCEDURES, AND REVIEW PROCESSES

K.18 Expectations for Members of the University Community

- A. Cooperation and participation by the members of the University Community in the resolution of a complaint under these procedures is necessary.
- B. All witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of established 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 established University sanctions.

Mr. Eykholt explained that these additions make it clear that there can be penalties for certain actions.

Mr. Kugrens MOVED TO AMEND THE MAIN MOTION AS FOLLOWS:

- B. All witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of ~~established~~ 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 ~~established~~ University sanctions.

Mr. Kugrens explained that since there are no established University sanctions of record, established should be removed from the language.

Mr. Kugrens' MOTION WAS ADOPTED.

MR. EYKHOLT'S AMENDED MAIN MOTION WAS ADOPTED.

The amended main motion reads as follows:

Additions are underlined - Deletions ~~overscored~~

SECTION K. MEDIATION, GRIEVANCE PROCEDURES, AND REVIEW PROCESSES

K.18 Expectations for Members of the University Community

- A. Cooperation and participation by the members of the University Community in the resolution of a complaint under these procedures is necessary.
- B. 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.

I. REVISIONS TO THE *MANUAL*, APPENDIX 1: SEXUAL HARASSMENT POLICY - NEW SECTION IV. - EXPECTATIONS FOR MEMBERS OF THE UNIVERSITY COMMUNITY - COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

Mr. Richard Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty MOVED THAT FACULTY COUNCIL ADOPT THE ADDITION TO THE *MANUAL*, APPENDIX 1: SECTION IV - EXPECTATIONS FOR MEMBERS OF THE UNIVERSITY COMMUNITY, TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions are underlined - Deletions ~~overscored~~

APPENDIX 1: SEXUAL HARASSMENT POLICY

IV. Expectations for Members of the University Community

- I. Cooperation and participation by the members of the University Community in the resolution of a complaint under these procedures is necessary.
- II. The Complainant, Respondent, and all witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of established University sanctions.
- III. 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 established University sanctions.

Mr. Eykholt explained that these additions make it clear that there can be penalties for certain actions. In addition the section was added because similar language was adopted for the grievance policy and the Committee on Responsibilities and Standing of Academic Faculty agreed that the language would be an important part of the Sexual Harassment Policy and the Grievance policy.

Mr. Kugrens asked Mr. Eykholt if there are established University sanctions. Mr. Eykholt responded that there is not an actual listing of University sanctions but employees of the University are disciplined for improper behavior and the severity of the discipline depends on the action.

Mr. Kugrens MOVED TO AMEND THE MAIN MOTION AS FOLLOWS:

- IV. Expectations for Members of the University Community
 - I. Cooperation and participation by the members of the University Community in the resolution of a complaint under these procedures is necessary.
 - II. The Complainant, Respondent, and all witnesses shall be truthful in their testimony. Failure to comply with this expectation may result in the imposition of ~~established~~ University sanctions.
 - III. 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 ~~established~~ University sanctions.

Mr. Kugrens explained that since there are no established University sanctions of record, established should be removed from the language.

Mr. Kugrens' MOTION WAS ADOPTED.

MR. EYKHOLT'S AMENDED MAIN MOTION WAS ADOPTED.

The amended main motion reads as follows:

Additions are underlined - Deletions ~~overscored~~

APPENDIX 1: SEXUAL HARASSMENT POLICY

- IV. Expectations for Members of the University Community
 - I. Cooperation and participation by the members of the University Community in the resolution of a complaint under these procedures is necessary.

- II. 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.
- III. 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.

J. REVISIONS TO THE 2004-05 GRADUATE AND PROFESSIONAL BULLETIN - TRACK III ADMISSIONS - COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION

Mr. Jerry Eckert, Chair, Committee on Scholarship, Research and Graduate Education MOVED THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE 2004-05 GRADUATE AND PROFESSIONAL BULLETIN SECTION ENTITLED TRACK III (PAGE 16) TO BE EFFECTIVE UPON FACULTY COUNCIL APPROVAL AS FOLLOWS:

ADDITIONS - UNDERLINED - DELETIONS ~~OVERSCORED~~

Track III Admissions

Undergraduates enrolled in a bachelor's degree program at Colorado State University and who have completed at least 75 credits of course work toward their degrees, including 15 credits in upper division courses required by their major, with a cumulative GPA of 3.0 or above, may apply for admission to combined bachelor's/master's degree programs within their majors. Such programs have been established to encourage students with strong scholarly and/or research interests to begin their graduate programs during their junior year and to provide flexibility in the scheduling and completion of upper division undergraduate requirements along with the graduate course requirements for the master's degree. The graduate degree will be awarded only after, or concurrently with, the award of a Baccalaureate. In addition to the white copy of GS Form 1 and the application fee, students applying for admission to combined bachelor's/master's programs must send the following materials directly to the department in which they plan to study:

No other changes to this section.

Mr. Eckert explained that the Track III policy was developed to allow students the opportunity to fast track toward completion of a bachelors and masters degree program simultaneously. Because students can be admitted to Track III prior to completion of the bachelors degree, policy change is necessary to assure that all candidates complete the bachelors either prior to or concurrently with the award of the graduate degree.

MR. ECKERT'S MOTION WAS ADOPTED.

K. 2004 GRIEVANCE PANEL ELECTIONS - COMMITTEE ON FACULTY GOVERNANCE

Mr. Stephen Davies, Chair, Committee on Faculty Governance, MOVED THAT FACULTY COUNCIL ELECT THE FOLLOWING NOMINATIONS TO THE GRIEVANCE PANEL WITH THREE YEAR TERMS ENDING IN 2007.

William Sanford Natural Resources 2007

Mr. Miller asked for nominations from the floor. Hearing none, the nominations were closed.

Mr. William Sanford was elected to serve a three year term (2004-2007) on the Grievance Panel by unanimous consent.

L. 2004 SEXUAL HARASSMENT PANEL ELECTIONS - COMMITTEE ON FACULTY GOVERNANCE

Mr. Davies, Chair, Committee on Faculty Governance, MOVED THAT FACULTY COUNCIL ELECT THE FOLLOWING NOMINATIONS TO THE SEXUAL HARASSMENT PANEL WITH THREE YEAR TERMS ENDING IN 2007.

| | | |
|---------------|------------------------|------|
| Dennis Child | Natural Resources | 2007 |
| John Littrell | Applied Human Sciences | 2007 |

Mr. Miller asked for nominations from the floor. Hearing none, the nominations were closed.

Mr. Dennis Child and Mr. John Littrell were elected to serve three year terms on the Sexual Harassment Panel (2004-2007) by unanimous consent.

REPORTS TO BE RECEIVED

A. Provost/Academic Vice President Report - Mr. Tom Gorell, Interim Vice Provost for Faculty Affairs

Mr. Miller recognized Mr. Tom Gorell, Interim Vice Provost for Faculty Affairs to present the Provost/Academic Vice President Report.

Mr. Gorell reported that the Provost's Office has sent an email notification for nominations the following awards:

Oliver P. Pennock Distinguished Service Award
University Distinguished Professor (UDP)
Board of Governors Excellence in Undergraduate Teaching
Jack E. Cermak Advising Award
Monfort Professors
Provost's N. Preston Davis Award for Instructional Innovation

Mr. Gorell explained that information regarding these awards can be found on the Provost's Office website and all nominations are due February 1, 2005.

Mr. Gorell reported that the Provost's Office is involved with the implementation of the College Opportunity Fund. He noted that six committees are involved in the implementation of this program. There have been no final decisions to date.

Mr. Gorell reported that the Provost's Office is working with the Colorado Commission on Higher Education regarding the performance contracts.

MR. GORELL'S REPORT WAS RECEIVED.

SPECIAL ACTIONS

A. PROPOSED ACADEMIC CALENDAR - FALL SEMESTER 2009 THROUGH SUMMER 2010 - EXECUTIVE COMMITTEE

Mr. Robert Jones, Vice Chair, Faculty Council, MOVED THAT FACULTY COUNCIL ADOPT THE PROPOSED CALENDAR FOR FALL SEMESTER 2009 THROUGH SUMMER 2010 (TO BE PRESENTED AS A REPORT TO THE BOARD OF GOVERNORS AT ITS JUNE 2005 MEETING) AS FOLLOWS:

PROPOSED ACADEMIC CALENDAR FALL SEMESTER 2009 THROUGH SUMMER 2010

Fall Semester - 2009

| | |
|---|---|
| Aug. 24 Monday | Classes Begin |
| Aug. 27 Thursday | Special course drop deadline |
| Aug. 30 Sunday | Special course add deadline |
| Sept. 7 Monday | Labor Day – Holiday, no classes – University offices closed |
| Sept. 9 Wednesday | Registration closes – Regular course add/drop deadline with tuition and fee adjustment. |
| | Deadline to request changes in grade option |
| Oct. 19 Monday | Regular course withdrawal deadline* |
| Nov. 23 Monday | Fall break begins, no classes this week |
| Nov. 26-27 Thursday-Friday | Holiday – University offices closed |
| Nov. 30 Monday | Classes resume |
| Dec. 11 Friday | Last day of classes |
| Dec. 14-18 Monday-Friday | Final examinations |
| Dec. 18-19 Friday (eve) Saturday | Commencement |
| Dec. 22 Tuesday | Grades due |
| Dec. 23-25 Wednesday-Friday | Holiday – University offices closed |
| (79 days, including final examinations) | |

Spring Semester 2010

| | |
|--|---|
| Jan. 1 Thursday | New Years Day – Holiday – University offices closed |
| Jan. 18 Monday | Martin Luther King Day – Holiday – University offices closed |
| Jan. 19 Tuesday | Classes begin |
| Jan. 24 Sunday | Special course drop deadline |
| Jan. 25 Monday | Special course add deadline |
| Feb. 3 Wednesday | Registration closes – Regular course add/drop deadline with tuition and fee adjustment. |
| | Deadline to request changes in grade option. |
| Mar. 15 Monday | Spring break begins – no classes this week |
| Mar. 22 Monday | Regular course withdrawal deadline* |
| Mar. 22 Monday | Classes resume |
| May 7 Friday | Last day of classes |
| May 10-14 Monday-Friday | Final examinations |
| May 14-15 Friday(eve)- Sat. | Commencement |
| May 18 Tuesday | Grades due |
| (79 days including final examinations) | |

Summer Term 2010

| | |
|---------------|---------------------------------------|
| May 17 Monday | 1st 4-week and 12-week session begins |
|---------------|---------------------------------------|

| | |
|-----------------|---|
| May 31 Monday | Memorial Day – Holiday – no classes, University offices closed |
| Jun. 11 Friday | 1 st 4-week session ends, examination day |
| Jun. 14 Monday | 2 nd 4-week and 8-week sessions begin |
| Jul. 5 Monday | Independence Day – Holiday – no classes, University offices closed |
| Jul. 9 Friday | 2 nd 4-week session ends, examination day |
| Jul. 12 Monday | 3 rd 4-week session begins |
| Aug. 6 Friday | 3 rd 4-week, 8-week, and 12-week sessions end, examination day |
| Aug. 10 Tuesday | Grades due |

*WITHDRAWAL PERIOD: Because Summer Term classes have different time periods, the last day a student can withdraw from a course is exactly halfway through the course. For example, if the course is offered as a 4-day intensive course, the student must request a course withdrawal by the end of the second day; if the course is offered as an 8-week course, the student must request a course withdrawal by the end of the 4th week. If there are any questions, please consult the Registrar's office.

Mr. Jones explained that this calendar is basically the same as the 1998-99 academic calendar. He noted that some of the terminology has been updated and all the summer sessions have been included. In addition, this academic calendar was reviewed by the Registrar's Office, Conference Services, Housing and Food Services, Front Range Community College and Poudre School District.

MR. JONES' MOTION WAS ADOPTED.

B. APPROVAL OF DEGREE CANDIDATES - DECEMBER 2004 COMMENCEMENT - MR. TOM GORELL, INTERIM VICE PROVOST FOR FACULTY AFFAIRS

Mr. Gorell, Interim Vice Provost for Faculty Affairs, MOVED THAT FACULTY COUNCIL APPROVE THE CANDIDATES WHO MEET DEGREE REQUIREMENTS FOR GRADUATION AT THE CLOSE OF THE FALL 2004 SEMESTER.

MR. GORELL'S MOTION WAS ADOPTED BY UNANIMOUS CONSENT.

C. BALLOT - UNDERGRADUATE STUDENT REPRESENTATIVE ELECTIONS TO THE FACULTY COUNCIL STANDING COMMITTEES - COMMITTEE ON FACULTY GOVERNANCE

Mr. Davies, Chair, Committee on Faculty Governance, MOVED THAT FACULTY COUNCIL ELECT THE UNDERGRADUATE STUDENT REPRESENTATIVES NOMINATED TO THE FACULTY COUNCIL STANDING COMMITTEES AS FOLLOWS:

Committee on Intercollegiate Athletics

Jon Muller

Committee on Libraries

Wayne Lewis

Committee on Strategic and Financial Planning

Kelly Piltz

Committee on Teaching and Learning
Courtney Cage

Committee on University Programs
Robert Steele

University Curriculum Committee
Courtney Cage

Mr. Miller asked for nominations from the floor. Hearing none, the nominations were closed.

THE UNDERGRADUATE STUDENT REPRESENTATIVES NOMINATED TO THE FACULTY COUNCIL STANDING COMMITTEES WERE ELECTED FOR A ONE YEAR TERM - 2004-2005.

- D. REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.1.9.5.f - MEMBERSHIP ON THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION - COMMITTEE ON FACULTY GOVERNANCE

Mr. Davies, Chair, Committee on Faculty Governance MOVED THAT FACULTY COUNCIL ADOPT THE PROPOSED REVISIONS TO THE *MANUAL*, CODE, SECTION C.2.1.9.5.f - MEMBERSHIP ON THE COMMITTEE ON SCHOLARSHIP, RESEARCH AND GRADUATE EDUCATION TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS AS FOLLOWS:

Additions - Underlined Deletions - ~~Over scored~~

C.2.1.9.5.f Membership on the Committee of Scholarship, Research and Graduate Education

Committee on Scholarship, Research and Graduate Education - The Committee on Scholarship, Research and Graduate Education shall consist of one academic faculty representative from each college and the Libraries, ~~one undergraduate student, and~~ one graduate student, and the ~~Dean of the Graduate School~~ Vice Provost for Graduate Studies and Assistant Vice President for Research (*ex officio*). Annually, the standing committee, in consultation with the Provost and the Chairperson of Faculty Council, shall name *ex officio* members who are expected to actively participate in standing committee deliberations.

No other changes to this section.

Mr. Davies explained that the deletion of “one undergraduate student” was requested by the Committee on Scholarship, Research and Graduate Education because the topics of this committee do not require extensive input from undergraduate students. The second revision reflects a name change for the Dean of the Graduate School which will be reflected throughout the *Manual*.

MR. DAVIES’ MOTION WAS ADOPTED BY THE NECESSARY TWO-THIRDS VOTE.

- E. PROPOSED REVISIONS AND ADDITION TO THE *MANUAL*, SECTION D.1 - CLASSIFICATION OF UNIVERSITY EMPLOYEES - COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC

FACULTY

Mr. Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty, MOVED THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE *MANUAL*, SECTION D.1 - CLASSIFICATION OF UNIVERSITY EMPLOYEES TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

D.1 Classification of University Employees

University employees are classified as members of the academic faculty, administrative professionals, or state classified personnel. The academic faculty and the administrative professionals are exempt from the State Classified Personnel System.

D.1.1 Definition of Academic Faculty (~~See Section E.1~~)

See Section E.1 for the definition of academic faculty.

D.1.2 Definition of Administrative Professionals

Administrative Professionals include those individuals appointed by the Board as Officers of the Board, officers of administration, directors of administrative departments, and all similar designations, and all such professional assistants to these officials whose appointments are by Board action. Also included are the professional staff of the Agricultural Experiment Station, Extension Service, and the State Forest Service, and all professional assistants thereto. Certain research positions directly related to the educational process may also be included in this category.

D.1.3 Employment of Foreign Nationals

Units considering the hiring of an international employee should consult with International Student & Scholar Services regarding immigration procedures necessary for legal employment of foreign nationals..

Mr. Eykholt explained that there are detailed procedures that must be followed when hiring foreign nationals. University units considering the hiring of a foreign national should be aware of these procedures early in the search process.

MR. EYKHOLT'S MOTION WAS ADOPTED.

- F. PROPOSED REVISIONS TO THE *MANUAL*, SECTION E.13 - ADVANCEMENT IN RANK (PROMOTION) - COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC

FACULTY

Mr. Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty, MOVED, THAT FACULTY COUNCIL ADOPT THE REVISIONS TO *THE MANUAL*, SECTION E.13 – ADVANCEMENT IN RANK (PROMOTION), TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

E.13 Advancement in Rank (Promotion) (~~last revised May 5, 1999~~)

Except in unusual circumstances noted in the statement of reasons given for the promotion recommendation, when tenure is granted to an assistant professor, the individual ~~will~~ shall be promoted concurrently to associate professor.

Faculty are normally eligible for consideration for promotion from associate professor to professor after five years in rank. Advancement from associate professor to professor may occur prior to five years in those cases in which the faculty member's performance clearly exceeds the standards for promotion to professor established pursuant to the performance expectations stipulated in Section E.11.

Service at other academic institutions may or may not count toward time in rank. The appointment letter shall ~~stipulate~~ state unambiguously whether or not service at other institutions shall count towards time in rank at Colorado State University and state specifically the exact number of years of prior service credit being granted. The department head and dean are responsible for apprising the candidate of this possibility.

E.13.1 Origin and Processing of Recommendations

The head of the department shall initiate the process leading to a recommendation for the granting or denial of promotion. Because promotion is primarily a faculty responsibility, the department head shall ask the promotion committee to vote by ballot to grant or deny promotion to the faculty member being considered. A promotion recommendation shall be by a majority vote of the promotion committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The recommendation shall be forwarded successively to the department head, the dean of the college, the Provost, and the President for review and either endorsement or reversal. The Board has delegated the final decision to the President.

The promotion committee must have at least three members, and it shall consist of the all tenured department faculty of higher rank than the faculty member under consideration, or, if so specified in the department code, a duly elected committee thereof. If a committee of at least three tenured faculty of higher rank cannot be constituted, ~~the promotion committee shall include all tenured faculty of higher rank and as many additional department member/s elected from the tenured faculty as are necessary to constitute a three-member promotion committee. If the promotion committee cannot be constituted in either of these ways, the eligible faculty of the department shall develop procedures for promotion decisions. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view: then additional members shall be selected from other departments within the college so as to produce a committee of three members. These additional members shall be drawn by lot from faculty of higher rank on~~

promotion committees within the college. A department may specify in its code a procedure for narrowing the selection of additional members to faculty in disciplines similar to that of the candidate. In the absence of such a procedure, the selection will be from all faculty of higher rank on the promotion committees from all departments within the college.

After a recommendation is received from the promotion committee, ~~the head of the department, dean of the college, or Provost~~ it shall be reversed a recommendation at a higher administrative level below the President only for compelling reasons that shall be stated in writing to the faculty member and the recommending body promotion committee. In the event of disapproval, the recommendation of the promotion committee shall be submitted to higher administrative levels for consideration at those levels. If such a reversal occurs, the promotion committee shall be given seven (7) working days from the date of notification of the reversal to respond in writing to the administrator's reasons for the reversal, and the reversal may be overturned at an even higher administrative level. The response from the promotion committee shall be forwarded to each successive administrator along with the recommendation and rationale for reversal.

In the event of a faculty committee vote to deny promotion or a reversal by an administrative officer below the President of a recommendation to grant promotion, the recommendation of the committee and the reasons for any reversal shall be made available promptly to the faculty member under consideration. If the faculty member believes that the committee's recommendation to deny promotion or an administrator's decision to recommend denial of reversal of a recommendation to grant promotion violated University policy, and the Provost has upheld the recommendation of the committee or administrator not to grant promotion, then the faculty member he or she may appeal the decision through the grievance procedure. If a promotion committee's recommendation to deny promotion is reversed by an administrative officer below the President of the University, and the Provost has upheld this reversal, the committee may appeal the decision through the grievance procedure. In any grievance proceedings, the department and/or the promotion committee shall be represented by a member of the promotion committee selected by the prevailing side of the committee. Although a grievance may not be filed until the Provost has made his or her recommendation to the President, the grievance shall be against the committee or administrator whose action is being grieved. However, the effective date of notification of the grievant shall be the date of notification of the Provost's recommendation.

When the department head is under consideration for promotion, the successive forwarding of the promotion committee's recommendation shall begin with be reported to the dean of the college, rather than the department head and to the Provost, who shall reverse the recommendation only for compelling reasons that shall be in writing. In any grievance proceedings, the department will be represented by a member of the promotion committee selected by the prevailing side of the committee.

E.13.2 Notification of Board Presidential Action on Advancement in Rank

When the Board President has ~~passed upon~~ ruled on a recommendation relating to

promotion for a faculty member, ~~the Secretary of the Board shall notify the faculty member shall be notified promptly immediately~~ in writing of the action taken. ~~The Board and President should, on questions of faculty status as in other matters where the faculty has primary responsibility, concur with the faculty judgement except in rare instances and for compelling reasons which shall be stated in writing.~~

Mr. Eykholt explained that a promotion committee should consist entirely of faculty of higher rank than the faculty member under consideration. Under the original wording, this was not necessarily the case for small departments. In particular, in a department with fewer than two full professors, the associate professors could get together and agree to promote each other.

In addition, the original wording allowed a grievance to be filed as soon as an administrator made a reversal of a recommendation. The new wording postpones any grievance until the Provost has made his or her recommendation to the President. If the original reversal has been reversed again, a grievance is not necessary. Also, filing a grievance before the process is complete creates a conflict of interest with the higher administrators that must review both the promotion recommendation and the grievance. Finally, changes have been made to reflect the fact that the Board has delegated the final decision on promotion to the President.

Mr. Miller asked for unanimous consent to go into informal ad seriatim discussion. There were no objections.

Mr. Miller asked for discussion on Section E.13.

There were no questions or discussion on this section.

Mr. Miller asked for discussion on the first paragraph of Section E.13.1.

There were no questions or discussion on this section.

Mr. Miller asked for discussion on the second paragraph of Section E.13.1.

Mr. Kugrens noted that some departments use graduate students and administrative professionals on promotion committees. He asked if this would be prohibited. Mr. Eykholt responded that if departments are doing this they are already in violations of the policy as stated in the *Manual*. Ms. Diane Margolf asked who managed the lottery. Mr. Eykholt replied that issue is not defined. Mr. Lindsay asked when the policy would become effective. Mr. Eykholt stated this issue would go to the Board of Governors for approval at its December 14, 2004 meeting so it would become effective in Spring 2005.

Mr. Miller asked for discussion on the third paragraph of Section E.13.1.

There were no questions on this section.

Mr. Miller asked for discussion on the fourth paragraph of Section E.13.1.

Mr. Eykholt explained that the grievant cannot grieve an academic judgement only the procedures/policies used in making the decision if in violation of the University policy.

Mr. Kugrens noted that the new language allows someone the ability to grieve against the committee or administrator. In addition, Mr. Kugrens noted that a grievance can be filed before the President makes the final decision.

Mr. Eykholt explained that in the past the grievance was limited to the faculty member against an administrator(s). The policy has been extended to include the committee. Mr. Eykholt explained that the faculty member can file against the prevailing side, but the committee must select a person from its membership to represent it and, therefore, only one faculty member from the committee is involved - not the entire committee.

Mr. Eykholt explained further that the current policy allows a grievance to be filed as soon as an undesirable decision is made by any administrator. In fact, it requires that this be done within ten days after that administrator's decision, so it precludes waiting for the final decision. The proposed revisions requests that a grievant wait until the Provost has made his final recommendation before filing the grievance. Mr. Eykholt added that General Counsel did not like waiting longer to file a grievance - after the President's final decision because you cannot grieve against the President's decision as he is acting for the governing board. Also, the Provost's recommendation is the final grievable action.

Mr. Kugrens pointed out that the faculty member could go directly to court if they waited to grieve after the President's decision. Mr. Eykholt explained that all internal processes must be exhausted before going to court. Mr. Eykholt explained that it is very unlikely that the Provost's decision would be overruled by the President. He also noted that the Committee on Responsibilities and Standing of Academic Faculty has worked many months on this proposal in conjunction with the Office of the General Counsel and he would prefer the language to remain as requested.

Mr. Miller asked for discussion on the fifth paragraph of Section E.13.1.

There were no questions on this section.

Mr. Miller asked for discussion on Section E.13.2.

There were no questions on this section.

Mr. Bruce Wunder MOVED THAT FACULTY COUNCIL RETURN TO FORMAL DISCUSSION.

MR. WUNDER'S MOTION WAS ADOPTED.

MR. EYKHOLT'S MOTION WAS ADOPTED.

G. PROPOSED REVISIONS TO THE *MANUAL*, SECTION F.3.1.3 - SCHEDULING AND USAGE (ANNUAL LEAVE) - COMMITTEE ON RESPONSIBILITIES AND STANDING OF ACADEMIC FACULTY

Mr. Eykholt, Chair, Committee on Responsibilities and Standing of Academic Faculty, MOVED, THAT FACULTY COUNCIL ADOPT THE REVISIONS TO THE MANUAL, SECTION F.3.1.3 -- SCHEDULING AND USAGE, TO BE EFFECTIVE UPON APPROVAL BY THE BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM AS FOLLOWS:

Additions are underlined, and deletions are indicated by ~~strikeouts~~.

F.3.1.3 Scheduling and Usage

Scheduling annual leave is a responsibility of department heads. Annual leave should be so

scheduled as to least interfere with effective operations of the offices concerned, but desires of employees should be considered.

~~Employees are not eligible to take annual leave until they have completed six months of employment, however, computation of annual leave starts with the beginning date of employment.~~

Mr. Eykholt explained that originally, all employees had to wait six months before using any of their annual leave. Later, this restriction was removed for State Classified employees. Thus, it seems equitable to remove the restriction for all other employees. This restriction is a policy of Colorado State University, and it is not required by any state or federal regulation.

MR. EYKHOLT'S MOTION WAS ADOPTED.

H. PROPOSED REVISIONS TO THE COLORADO STATE UNIVERSITY ACADEMIC CORE CURRICULUM (AS ADOPTED BY FACULTY COUNCIL DECEMBER 1, 1998) - UNIVERSITY CURRICULUM COMMITTEE

Mr. Lindsay, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE FOLLOWING REVISIONS TO THE COLORADO STATE UNIVERSITY ACADEMIC CORE CURRICULUM - REPORT ON OBJECTIVES AND CRITERIA (ADOPTED DECEMBER 1, 1998 BY FACULTY COUNCIL) TO BE EFFECTIVE UPON FACULTY COUNCIL APPROVAL AS FOLLOWS:

Additions - Underlined Deletions - ~~Overscored~~

**Colorado State University Academic Core Curriculum
Report on Objectives and Criteria
(Adopted by Faculty Council - December 1, 1998)**

~~I. FIRST-YEAR SEMINAR~~ (2-3 credits)¹

~~The objective of the First-Year Seminar requirement is to engage students intellectually through rigorous academic study in small-class or group settings and to connect them to faculty, other students, and Colorado State University. While courses designed to achieve this objective may have many forms (for example, a two- or three-credit course specifically designed and designated to meet the criteria, designated sections of courses that satisfy Categories II or III of the Core, break-out recitation portions (designated) of larger lecture courses in which the break-out portion involves at least 100 contact minutes a week, and so on), each First-Year Seminar should develop students¹:~~

- ~~A. appreciation of the norms and values of the University as an intellectual community through a challenging and stimulating academic experience;~~
- ~~B. (in the case of those seminars designed by colleges or majors) understanding of the scope and methodology of their chosen program of study;~~
- ~~C. (in the case of those seminars designed for students who have not yet decided on specific programs of study) understanding of the breadth of educational and intellectual opportunities available at the University;~~

¹ ~~If a course taken to satisfy this requirement will also satisfy the Competencies or the Foundations and Perspectives requirements of the Core, the one course can be used to satisfy both requirements, that is, the course can be "double counted."~~

- ~~D. sense of community by fostering substantive interactions between individual students and faculty and between and among student peers;~~
- ~~E. basic competencies by involving them in active learning experiences, including oral presentations, writing papers, and explicit promotion of logical/critical thinking skills;~~
- ~~F. awareness, understanding, and use of University, college, and departmental resources to ensure academic survival.~~

~~Students are expected to complete the First-Year Seminar, which will be at the 100 level, during one of their first two semesters at Colorado State University; they are required to complete it prior to completing 45 credits. Students who enter Colorado State with 25 or more credits transferred from another institution are exempt from this requirement.~~

~~**H. CORE COMPETENCIES 12 credits**~~

~~**I BASIC COMPETENCIES 6 credits**~~

The Core rests upon the acquisition and effective practice of fundamental competencies. These include the ability to write clearly, speak effectively, understand and apply quantitative reasoning, make sense of abstract ideas, reason analytically, and read critically and with comprehension. Acquisition of these competencies is the primary objective of courses in this part of the Core. Therefore, the instructional focus of these courses (and those in Core Competencies) is on the development and practice of these competencies, and to anticipate or reaffirm their linkages to Foundations and Perspectives courses as well as to students' major fields of study.

Each course approved to satisfy requirements in any of the Basic or Core Competency categories must be organized in ways that allow the instructor to offer students personal attention. Personal attention from the instructor should include: 1) assessment of individual areas of strength and weakness in the competency; 2) consultation outside of class; 3) prompt evaluation of individual work; 4) communication of clear and specific suggestions for improvement; and 5) encouragement of peer feedback on written and oral communication as appropriate.

A. Written Communication 3 credits

The ability to write correctly and effectively is necessary for success in any academic program and enhances the possibility of one's success in personal and professional life. The objective of courses in this category is to provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing aimed to guide them in improving their skills. Courses designed to achieve this objective should develop students':

1. awareness of and ability to implement basic strategies for effective writing;
2. command of Standard English syntax and usage;
3. understanding of how modes and styles of language are appropriate to specific kinds of written communication and audiences;
4. awareness of the ways in which strategies and modes of written communication may be adapted to specific subjects and audiences;
5. skills specific to written communication. These must include the ability to:

- a. identify a thesis;
- b. locate and acquire information;
- c. critically evaluate sources;
- d. interpret and critically evaluate written texts;
- e. synthesize information;
- f. define and develop a main argument
- g. structure and organize supportive arguments;
- h. develop an outline to structure the main argument and its supporting arguments;
- i. identify and analyze audience and adapt the message to them;
- j. phrase information in an intelligible and rhetorically effective manner;
- k. use appropriate formats of documentation and citation.

B. Mathematics 3 credits

The objective of the Mathematics requirement is to ensure that students develop mathematical skill and understanding essential for describing events, experiences, and the knowledge base of other disciplines. Mathematics encourages a mode of thought that encompasses abstraction and generalization and permits careful analysis as well as explicit calculation. Courses designed to achieve this objective should develop students':

1. ability to analyze and interpret quantitative information presented numerically, graphically, and/or algebraically;
2. ability to present and explain quantitative results numerically, graphically, and algebraically;
3. ability to generalize from specific patterns of events and phenomena to abstract principles, and to proceed from abstract principles to specific applications;
4. ability to express relationships among quantities using mathematical language and symbols, and to exploit mathematical language and symbols to drive relationships among quantities;
5. understanding of linkages to appropriate Foundations and Perspectives courses and disciplines.

II. CORE COMPETENCIES 6 credits

~~The Core rests upon the acquisition and effective practice of fundamental competencies. These include the ability to write clearly, speak effectively, understand and apply quantitative reasoning, make sense of abstract ideas, reason analytically, and read critically and with comprehension. Acquisition of these competencies is the primary objective of courses in this part of the Core. Therefore, the instructional focus of these courses is on the development and practice of these competencies, and to anticipate or reaffirm their linkages to Foundations and Perspectives courses as well as to students' major fields of study.~~

~~Each course approved to satisfy requirements in any of the Core Competency categories must be organized in~~

ways that allow the instructor to offer students personal attention. Personal attention from the instructor should include: 1) assessment of individual areas of strength and weakness in the competency; 2) consultation outside of class; 3) prompt evaluation of individual work; 4) communication of clear and specific suggestions for improvement; and 5) encouragement of peer feedback on written and oral communication as appropriate.

A. ~~Written Communication~~ ~~3 credits~~

~~The ability to write correctly and effectively is necessary for success in any academic program and enhances the possibility of one's success in personal and professional life. The objective of courses in this category is to provide instruction in the skills essential to effective written communication, extensive practice in the use of those skills, and evaluation of students' writing aimed to guide them in improving their skills. Courses designed to achieve this objective should develop students':~~

- ~~1. awareness of and ability to implement basic strategies for effective writing;~~
- ~~2. command of Standard English syntax and usage;~~
- ~~3. understanding of how modes and styles of language are appropriate to specific kinds of written communication and audiences;~~
- ~~4. awareness of the ways in which strategies and modes of written communication may be adapted to specific subjects and audiences;~~
- ~~5. skills specific to written communication. These must include the ability to:~~
 - ~~a. identify a thesis;~~
 - ~~b. locate and acquire information;~~
 - ~~c. critically evaluate sources;~~
 - ~~d. interpret and critically evaluate written texts;~~
 - ~~e. synthesize information;~~
 - ~~f. define and develop a main argument~~
 - ~~g. structure and organize supportive arguments;~~
 - ~~h. develop an outline to structure the main argument and its supporting arguments;~~
 - ~~i. identify and analyze audience and adapt the message to them;~~
 - ~~i. phrase information in an intelligible and rhetorically effective manner;~~
 - ~~k. use appropriate formats of documentation and citation.~~

B.A. ~~Additional Communication~~ ~~3 credits~~

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

1. ~~Oral Communication~~

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

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

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

2. Advanced Writing

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

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

- (11) manner;
use appropriate formats of documentation and citation;
 - (12) choose an appropriate style and format of presentation;
 - (13) understand and use appropriate technologies and formats of delivery;
- f. understand linkages to Foundations and Perspectives courses.

3. Second Language

The objective of this option is enhancement of communication competencies in a second, or alternative, language. This option further develops the language competencies through the study of the language used to satisfy Colorado State University minimum preparation standards (see II.E. below) or through study of a language other than the language used to satisfy the preparation standards. Courses designed to achieve this objective should develop students':

- a. accuracy and proficiency in the standard sounds, symbols and/or signs, syntax, and usage necessary to formal communication;
- b. knowledge of and proficiency in the use of colloquial modes and styles of informal spoken and written language appropriate to most common day-to-day situations;
- c. awareness of differences in style and dialect in native users' command of the language and of their appropriateness to specific contexts and audiences;
- d. awareness of the social acceptability of vocabulary, phrases, and subjects that are culturally of high sensitivity to native users of the language;
- e. (in the case of courses in which students are advancing their learning of the language studied for admission to Colorado State University) proficiency sufficient to communicate effectively, both formally and colloquially, in the following contexts:
 - (1) description and exposition in the past, present, and future;
 - (2) explanation of causal relationships in the past, present, and future;
 - (3) declaration and interrogation concerning conditional, sequential, and consequential relationships;
 - (4) statement of hypotheses and description and explanation of hypothetical relationships.
- f. (in the case of courses in which students are studying a language other than that used for admission to Colorado State University) basic command of and basic functional proficiency in the following:
 - (1) the system of sounds, symbols, or signs that constitute the standard language;
 - (2) the conventions of language used in the initiation of dialogue (for example, address, greeting, thanking, agreeing);
 - (3) the conventions used to achieve pragmatic outcomes in frequent

language contexts (for example, invitation, requesting information, query, refusal, and rebuttal);

- g. understand linkages to Foundations and Perspectives courses.

~~C. Mathematics 3 credits~~

~~The objective of the Mathematics requirement is to ensure that students develop mathematical skill and understanding essential for describing events, experiences, and the knowledge base of other disciplines. Mathematics encourages a mode of thought that encompasses abstraction and generalization and permits careful analysis as well as explicit calculation. Courses designed to achieve this objective should develop students':~~

- ~~1. ability to analyze and interpret quantitative information presented numerically, graphically, and/or algebraically;~~
- ~~2. ability to present and explain quantitative results numerically, graphically, and algebraically;~~
- ~~3. ability to generalize from specific patterns of events and phenomena to abstract principles, and to proceed from abstract principles to specific applications;~~
- ~~4. ability to express relationships among quantities using mathematical language and symbols, and to exploit mathematical language and symbols to drive relationships among quantities;~~
- ~~5. understanding of linkages to appropriate Foundations and Perspectives courses and disciplines.~~

D.B. Logical/Critical Thinking 3 credits

The objective of the Logical/Critical Thinking requirement is to further develop, in a focused course of study, analytical and reasoning skills that students can use to assess information and concepts in order to make informed judgments and decisions. Courses designed to achieve this objective should develop students':

1. ability to identify and define problems;
2. ability to formulate and select approaches best suited for problem resolution;
3. articulation and critical evaluation of reasoned arguments;
4. understanding of and ability to deal with matters of uncertainty;
5. statistical and/or qualitative reasoning and recognition of their misuse;
6. ability to design an argument or application that demonstrates logical coherence;
7. understanding of linkages to Foundations and Perspectives courses.

III. FOUNDATIONS AND PERSPECTIVES 21 to 24 credits

The Core rests on acquiring foundations of knowledge and understanding intellectual perspectives. Courses in this category of the Core are designed to bring the skills developed in Basic and Core Competencies to life and give them direction and purpose. Elements of foundation offer exemplary introductions to fields and areas of study that explore their distinctive characteristics as well as critical links within and among them. Elements of perspective promote coherence and integration of knowledge within and among fields and areas of study, often through the exploration of significant thematic issues. Foundation elements frequently will be introduced in disciplinary contexts. Perspective elements typically will be structured comparatively and enlivened through interdisciplinary contexts.

A. Biological/Physical Sciences 7 credits²

The objective of the Biological/Physical Sciences requirement is to instill a clear understanding of the basic scientific viewpoint, to master scientific knowledge at a level that facilitates communication in an increasingly technological society, to employ and build on core competencies in mathematics and logical/critical thinking, to enable students to learn and use the scientific method, and to evaluate the impacts of science and technology on society. Courses designed to achieve this objective can be presented as lecture, discussion, and laboratory or can be constructed to integrate these components. The courses should develop students':

1. foundational knowledge of the field of study;
2. understanding of and ability to use the scientific method;
3. use of quantitative approaches to the study of natural phenomena;
4. understanding of the interactions between science and society;
5. ability to identify and highlight interconnections between the specific course being taught and larger areas of scientific endeavor;
6. ability to distinguish among scientific, nonscientific, and pseudoscientific presentations, arguments, and conclusions;
7. in those courses designated as laboratory courses, knowledge of a particular field of study through components that:
 - a. develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific knowledge;
 - b. are predominantly hands-on and inquiry-based with demonstration components playing a secondary role;
 - c. emphasize student formulation and testing of hypotheses with scientific rigor;
 - d. stress student generation and analysis of actual data, the use of abstract reasoning to interpret these data, and communication of the results of experimentation;
 - e. develop modern laboratory skills, especially in courses foundational for science and technology majors;

²

At least one of the two courses used to satisfy this requirement must have a laboratory component.

- f. emphasize procedures for laboratory safety;
8. effective use of appropriate basic and core competencies in the study of the biological/physical sciences.

B. Arts/Humanities 3 credits

The arts and humanities explore expressions that are uniquely human. The objective of the Arts/Humanities requirement is to investigate the cultural character and literatures of human experiences, fundamental questions of value and meaning, and, both in word and beyond words, the symbols and creative expressions of human life. Courses designed to achieve this objective should develop students':

1. foundational knowledge in at least one form of the arts and humanities;
2. understanding of how the form studied reflects the more comprehensive patterns of human expression;
3. expressive ability through a medium appropriate to the course content;
4. understanding and appreciation of the expressions of others;
5. effective use of appropriate basic and core competencies in the study of the arts and humanities.

C. Social/Behavioral Sciences 3 credits

The social/behavioral sciences use similar methods of description and analysis to study the complex behaviors of individuals and their relationships with others in families, public associations, and cultures. The objective of the Social/Behavioral Sciences requirement is to explore the forms and implications of individual and collective behaviors, their ties to formal institutions, and the methods by which they are studied. Courses designed to achieve this objective should develop students':

1. foundational knowledge of the content and methods of at least one social/behavioral science;
2. understanding of how the social/behavioral science studied links to the ways of knowing throughout the social/behavioral sciences;
3. ability to use the methods of the social/behavioral sciences to analyze and interpret relevant issues;
4. understanding of the role of individuals and groups in the context of the social/behavioral science studied;
5. effective use of appropriate basic and core competencies in the study of the social/behavioral sciences.

D. Historical Perspectives 3 credits

The objective of the Historical Perspectives requirement is to engage students in an analytical, chronological study of significant, multidimensional human experiences. It should also provide students with a foundation for relating beliefs about the past to aspirations for the future. Courses designed to achieve this objective should develop students':

1. knowledge of a chronologically structured analysis of significant, multidimensional human experiences;
2. understanding of the interpretive and analytical methods that are necessary to build chronological accounts of the past;
3. understanding that alternative analytical perspectives can create different "stories" of the past;
4. recognition of the significant relationships between people's images and understandings of the past, their sense of the present, and their aspirations for the future;
5. effective use of appropriate basic and core competencies in the study of human experience from an historical perspective.

E. Global and Cultural Awareness 3 credits

The objective of the Global and Cultural Awareness requirement is to engage students in the study of particular cultural identities, explore the interactions among these cultural identities, and consider the ways in which these patterns of interaction are related to the larger global context in which they take place. Courses designed to achieve this objective should develop students':

1. knowledge of characteristics that differentiate particular cultural identities;
2. understanding of important similarities and differences in the ways people in those cultures identify themselves and their cultural heritage;
3. knowledge of the characteristics and dynamics of cultural interactions;
4. recognition of how specific cultural perspectives, and the interactions among them, affect and are affected by the larger global or international context;
5. recognition of how cultural and theoretical perspectives, including students' own perspectives, affect understanding of cultural identities and interactions;
6. effective use of appropriate basic and core competencies in the study of cultural identities in global contexts.

F. U.S. Public Values and Institutions 3 credits³

The objective of the U.S. Public Values and Institutions requirement is to engage students in an inquiry into norms, rules, laws, ethical principles, and values that are central to public life in the United States. It should also provide students opportunities to explore questions about individual and group responsibilities and the ethical dilemmas of citizenship. Courses designed to achieve this objective should develop students':

1. knowledge of a set of significant U.S. public values and institutions;
2. understanding of the role of these values and institutions in the larger context of national life;
3. recognition of the interactions among these and other public values and institutions;
4. consideration, in this context, of the practice and meaning of participation in contemporary U.S. public life;
5. effective use of appropriate basic and core competencies in the study of U.S. public values and institutions.

G. Health and Wellness 2 credits

The objective of the Health and Wellness requirement is to identify those socioeconomic, environmental, physiological, and behavioral factors that affect the health and well-being of humans; and to obtain critical information necessary to make informed choices about health and wellness issues. Courses designed to achieve this objective should develop students':

1. understanding of the relationships between the topics covered and human health and wellness;
2. recognition of the interconnectedness of human health and wellness to physical and social environments;
3. understanding of scientific principles fundamental to health and wellness issues;
4. ability to use quantitative and qualitative data to analyze health and wellness issues;
5. understanding of the role of preferences and values in human choices about health and wellness;
6. effective use of appropriate basic and core competencies in the study of health and wellness.

³

If a course taken to satisfy the U.S. Public Values and Institutions requirement will also fulfill another Core requirement, the one course can be used to satisfy both requirements, that is, the course can be "double counted."

IV. DEPTH AND INTEGRATION⁴

The Core Curriculum at Colorado State University helps students refine their academic skills and introduces them to areas of knowledge and ways of knowing. The Core Curriculum is also integral to the entire undergraduate educational experience. The objective of the Depth and Integration requirement is to ensure that all students who graduate from Colorado State University continue to develop their academic competencies and build upon the intellectual foundations and perspectives. Where appropriate, historical, technological, and global and cultural perspectives will be infused within courses and requirements for each major. To achieve these ends, each baccalaureate major is required to specify how the following criteria as indicated in A and B below are satisfied in at least two courses in their curriculum.

A. Using Competencies

Each major must designate courses that build upon the Basic and Core Competencies of writing, speaking, and problem solving in an integrative and complementary way. Individual courses do not have to address all three competencies. At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving. Students must receive guidance and feedback to strengthen their writing, speaking, and problem-solving competencies. These courses may be in the department that offers the major or in other departments, as specified by the major.

B. Building upon Foundations and Perspectives

Each major must designate courses that build upon the foundations of knowledge and intellectual perspectives of Core Category III in an integrative and complementary way. Those courses may be in the department that offers the major or in other departments, as specified by the major. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives category(ies) in ways that:

1. deepen students' understanding by extending concepts and intellectual approaches of appropriate Foundations and Perspective categories in the content of the designated course;
2. broaden students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspective categories are placed in a different context in the designated course;
3. enrich students' understanding of how concepts and intellectual approaches of appropriate Foundations and Perspective categories are further developed and transformed in the content of the designated course.

C. Capstone Course

Every major must require a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students' nearly completed baccalaureate education. Capstone courses should enable students to:

⁴ Courses used to meet requirements under Core Categories II and III may not be used to meet this requirement.

1. synthesize the academic and/or artistic experience of the major;
2. analyze disciplinary knowledge with relation to broader areas of intellectual endeavor;
3. evaluate the interaction between their discipline and society;
4. apply appropriate core competencies, foundations and perspectives, and knowledge gained from courses in the major;
5. participate, where appropriate, in collaborative and in interdisciplinary activities relevant to the program of study;
6. make the transition into career or further academic degree programs;
7. identify their roles and potential in the larger professional and/or scholarly community and in society.

MR. LINDSAY'S MOTION WAS ADOPTED.

J. REQUEST TO CHANGE THE NAME OF THE MAJOR IN CONSUMER AND FAMILY STUDIES - UNIVERSITY CURRICULUM COMMITTEE

Mr. Lindsay, Chair, University Curriculum Committee, MOVED THAT FACULTY COUNCIL ADOPT THE REQUEST TO CHANGE THE NAME OF THE B.S. DEGREE PROGRAM IN CONSUMER AND FAMILY STUDIES IN THE COLLEGE OF APPLIED HUMAN SCIENCES TO FAMILY AND CONSUMER SCIENCES EFFECTIVE FALL SEMESTER 2005.

Mr. Lindsay explained that according to the request submitted by the College of Applied Human Sciences, the name change reflects state and national trends used for professional association and clarification. Also, at the same time this name change was considered and approved by the University Curriculum Committee, requests were also approved to change the names of the concentrations from consumer and family studies (to family and consumer sciences) and consumer and family studies education (to family and consumer sciences education).

MR. LINDSAY'S MOTION WAS ADOPTED.

THE MEETING WAS ADJOURNED AT 5:45 P.M.

C. W. Miller, Chair
Robert Jones, Vice Chair
Diane L. Maybon, Recording Secretary

ATTENDANCE
BOLD INDICATES PRESENT AT MEETING
UNDERLINE INDICATES ABSENT AT MEETING

AGRICULTURAL SCIENCES

| | |
|------------------------|---|
| Jerry Eckert | Agricultural and Resource Economics |
| J. Daryl Tatum | Animal Sciences |
| <u>Louis Bjosted</u> | <u>Bioagricultural Sciences & Pest Management</u> |
| Harrison Hughes | Horticulture & Landscape Architecture |
| Keith Paustian | Soil and Crop Sciences |
| Steve Newman | College-at-Large |
| Dana Hoag | College-at-Large |
| <u>Phil Westra</u> | <u>College-at-Large</u> |

APPLIED HUMAN SCIENCES

| | |
|-------------------------|---|
| Molly Eckman | Design, Merchandising, and Consumer Sciences |
| Robert Gotshall | Health and Exercise Science |
| David A. Sampson | Food Science and Human Nutrition |
| David Macphee | Human Development and Family Studies |
| Michael Nobe | Construction Management |
| David Greene | Occupational Therapy |
| Willaim Timpson | School of Education |
| Robert Seiz | School of Social Work |

BUSINESS

| | |
|-----------------------------------|-------------------------------------|
| D. Samuelson for W. Mister | Accounting |
| F.C. "Ted" Weston | Computer Information Systems |
| Timothy Gallagher | Finance and Real Estate |
| Jackie Hartman | Management |
| <u>Kathleen Kelly</u> | <u>Marketing</u> |

ENGINEERING

| | |
|------------------------|--|
| Chris Kummerow | Atmospheric Science |
| A. Ted Watson | Chemical Engineering |
| <u>Ramchand Oad</u> | <u>Civil Engineering</u> |
| H. J. Siegel | Electrical and Computer Engineering |
| Azer Yalin | Mechanical Engineering |
| <u>TBA</u> | <u>College-at-Large</u> |
| Darrell Fontane | College-at-Large |

LIBERAL ARTS

| | |
|------------------------------------|---|
| Michelle Glantz | Anthropology |
| Gary Keimig | Art |
| Steven J. Shulman | Economics |
| Pam Coke, Excused | English |
| F. Price for Michael Abeyta | Foreign Languages and Literatures |
| Diane C. Margolf | History |
| Jamie Switzer | Journalism and Technical Communication |
| William Davis | Music, Theater, and Dance |
| <u>Michael Losonsky</u> | <u>Philosophy</u> |
| Brad MacDonald | Political Science |

LIBERAL ARTS (Continued)

| | |
|------------------------------------|-----------------------------|
| <u>Evan C. Vlachos</u> | <u>Sociology</u> |
| Eric Aoki | Speech Communication |
| Alexandra Bernasek, Excused | College-at-Large |
| Jane Kneller | College-at-Large |
| Donna Rouner | College-at-Large |

NATURAL RESOURCES

| | |
|------------------------|---|
| Barry Noon | Fishery and Wildlife Biology |
| <u>Douglas Rideout</u> | <u>Forest, Rangeland, and Watershed Stewardship</u> |
| Sally Sutton | Geosciences |
| Alan Bright | Natural Resource Recreation and Tourism |
| <u>Glenn Haas</u> | <u>College-at-Large</u> |

NATURAL SCIENCES

| | |
|--------------------------------------|---|
| Jennifer Nyborg | Biochemistry and Molecular Biology |
| Bruce Wunder | Biology |
| <u>Rich Finke</u> | <u>Chemistry</u> |
| R. McConnell for Dale H. Grit | Computer Science |
| Kenneth Klopfenstein | Mathematics |
| R. "Steve" Robinson | Physics |
| <u>Peter Chen</u> | <u>Psychology</u> |
| Philip Lee Chapman | Statistics |
| <u>Norman Curthoys</u> | <u>College-at-Large</u> |
| <u>Donald Estep</u> | <u>College-at-Large</u> |
| Richard Eykholt | College-at-Large |
| Zinta Byrne | College-at-Large |

VETERINARY MEDICINE AND BIOMEDICAL SCIENCES

| | |
|------------------------|---|
| George Seidel | Biomedical Sciences |
| Chris Orton | Clinical Sciences |
| Susan LaRue | Environmental and Radiological Health Sciences |
| Robert L. Jones | Microbiology, Immunology and Pathology |
| Gerald Callahan | College-at-Large |
| Tony Knight | College-at-Large |
| Edward Dudek | College-at-Large |
| Carol Blair | College-at-Large |
| Joel Bedford | College-at-Large |

UNIVERSITY LIBRARIES

| | |
|--------------------------|------------------|
| Donnice Cochenour | Libraries |
| Lou Anderson | At-Large |
| Michelle Wilke | At-Large |

EX OFFICIO VOTING MEMBERS (**Indicates Member of Faculty Council*)

| | |
|------------------------------|--|
| Stephen Davies | Chair, Committee on Faculty Governance |
| Jackie Hartman* | Chair, Committee on Intercollegiate Athletics |
| <u>Todd Queen</u> | <u>Chair, Committee on Libraries</u> |
| Richard Eykholt* | Chair, Committee on Responsibilities & Standing of Academic Faculty |
| Jerry Eckert* | Chair, Committee on Scholarship Research & Graduate Education |
| <u>Chester Watson</u> | <u>Vice Chair, Committee on Scholastic Standards and Awards</u> |
| <u>for Boris Kondratieff</u> | |
| <u>Kirk Hallahan*</u> | <u>Chair, Committee on Strategic and Financial Planning</u> |
| James Madl | Chair, Committee on Teaching and Learning |
| Philip Chapman | Chair, Committee on University Programs |
| James Lindsay | Chair, University Curriculum Committee |

OFFICERS OF FACULTY COUNCIL

| | |
|---------------------|---|
| C. W. Miller | Chair, Faculty Council |
| Robert Jones | Vice Chair, Faculty Council |
| Paul Kugrens | BOG Representative - Parliamentarian |

NON-ELECTED NON-VOTING MEMBERS

| | |
|---|---|
| Larry Edward Penley, Excused | President |
| Tom Gorell for Peter J. Nicholls | Provost/Academic Vice President |
| <u>Anthony Frank</u> | <u>Senior Vice President and Vice President for Research and Information Technology</u> |
| <u>Linda Kuk</u> | <u>Vice President for Student Affairs and Dean of Admissions</u> |
| <u>Marc Johnson</u> | <u>Dean, College of Agricultural Sciences and Vice Provost for Outreach</u> |
| <u>April Mason</u> | <u>Dean, College of Applied Human Sciences</u> |
| <u>Heather Hardy</u> | <u>Dean, College of Liberal Arts</u> |
| <u>Ajay Menon</u> | <u>Dean, College of Business</u> |
| <u>Steven Abt</u> | <u>Interim Dean, College of Engineering</u> |
| <u>Joyce Berry</u> | <u>Dean, College of Natural Resources</u> |
| <u>Rick Miranda</u> | <u>Dean, College of Natural Sciences</u> |
| <u>Lance Perryman</u> | <u>Dean, College of Veterinary Medicine and Biomedical Sciences</u> |
| <u>Catherine Murray-Rust</u> | <u>Dean, University Libraries</u> |
| Peter Dorhout | Vice Provost for Graduate Studies and Assistant Vice President for Research |