

A regular meeting of the University Curriculum Committee was held on September 10, 2007 at 3:00 p.m.

Members present: Chair Carole Makela, Professors W. Marshall Frasier, David Gilliland, Patrick Fitzhorn, Donna Rouner, John Ridley, Steven Strauss, C.W. Miller, Cathy Cranston, graduate representative Trena Anastasia, undergraduate representative Andy Shank.

Member absent: Alan Lamborn (*ex-officio*).

Guests: Mike Palmquist, Linda Selkirk.

Minutes

The minutes of August 27, 2007, were approved.

CURRICULAR REQUESTS

* Offered in 2008 and even numbered years thereafter.

The following curricular requests were approved.

New Courses

Approved Effective Date

ERHS 515 02(2-0-0). Non-Ionizing Radiation Safety. F, S, SS. Spring Semester 2008
Prerequisite: CHEM 107 or CHEM 113; MATH 118; PH 122 or PH 142.

Evaluation and safe use of non-ionizing radiation sources. Calculation of safe distances for exposure and maximum permissible exposures.

ERHS 528 03(3-0-0). Occupational Safety. S. Prerequisite: ERHS 526. Spring Semester 2008

Introduction to occupational safety hazard recognition and control.

PSY 350 03(3-0-0). Applied Research Methods in Psychology I. S. Spring Semester 2008

Prerequisite: PSY 250; PSY 392; STAT 311; enrollment in University Honors Program.

Application of research methods concepts to design and conduct experiments.

PSY 354 03(3-0-0). Human-Computer Interaction. S. Prerequisite: PSY 100; PSY 250; PSY 252. Spring Semester 2008

Theoretical and applied areas of psychology and computer science in the area of human-computer interaction.

***SOCR 731 01(1-0-0). Plant Breeding Data Management.** S. Spring Semester 2008

Prerequisite: Three credits in computer science.

Principles and best practices for optimal data management for plant breeding and other data-intensive research programs.

Major Change in Courses

IE 471 03(3-0-0). Children and Youth in Global Context, **change to:** Spring Semester 2008

IE 471 03(3-0-0). Children and Youth in Global Context. S, SS.

Global issues affecting children and youth are examined in cultural context. (NT-O)

MIP 498 Var. Research, **change to:** Spring Semester 2008

MIP 498 Var [1-3]. Research. Prerequisite: MIP 301 or MIP 302; written consent of department.

All-University Core Curriculum (AUCC)

Report on Objectives and Criteria

A major revision to the Colorado State University Academic Core Curriculum Report on Objectives and Criteria (Rev. at Faculty Council, October 5, 2004) was approved. The revision was necessary because of the changes made to the AUCC last year. The changes to the document are shown below. Deletions are shown in ~~strike~~through, additions are shown in underline.

I. BASIC COMPETENCIES – 6 credits

(This section remains the same.)

A. ~~Written Communication~~Intermediate Writing 3 credits

(The rest of this section remains the same.)

B. Mathematics 3 credits

(This section remains the same.)

II. ~~CORE COMPETENCIES~~ADDITIONAL COMMUNICATION 3 credits

~~A. Additional Communication~~ 3 credits

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

~~1~~2A. Oral Communication (This option may only be used by students who were enrolled in college and taking classes prior to July 1, 2008.)

(The rest of this section remains the same.)

~~2~~3B. Advanced Writing (Must be chosen by all students who are newly enrolled, first-time college students after July 1, 2008.)

(The rest of this section remains the same.)

~~3.~~ Second Language

~~The objective of this option is enhancement of communication competencies in a second, or alternative, language. 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 information 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 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. proficiency to communicate effectively, both informally and colloquially, in the following contexts:
(1) description and exposition in the past, present, and future.~~

- ~~(2) explanation of casual 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. understand linkages to Foundations and Perspective courses.~~

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 problems resolution;~~
- ~~3. articulation and critical evaluation of reasoned arguments;~~
- ~~4. understanding of an 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~~22~~ 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 and Additional Communication to life and give them direction and purpose... (The rest of this section remains the same.)

A. Biological/Physical Sciences **7 credits¹**

(This section remains the same.)

¹ At least one of the two courses used to satisfy this requirement must have a laboratory component.

B. Arts/Humanities **3~~6~~ credits²**

The arts and humanities explore...the symbols and creative expressions of human life. Courses must include at least 25% of the final grade based on written work (some of which must be in the form of out-of-class papers). Courses designed....

(The rest of this section remains the same.)

² No more than three credits of intermediate foreign language may be used toward this category.

C. Social/Behavioral Sciences **3 credits**

The social/behavioral sciences use similar methods of description...and the methods by which they are studied. Courses must include at least 25% of the final grade based on written work (some of which must be in the form of out-of-class papers). Courses designed....

(The rest of this section remains the same.)

D. Historical Perspectives **3 credits**

The objective of the Historical Perspectives requirement is to engage students...for relating beliefs about the past to aspirations for the future. Courses must include at least 25% of the final grade based on written

work (some of which must be in the form of out-of-class papers). Courses designed....

(The rest of this section remains the same.)

E. Global and Cultural Awareness³

3 credits

The objective of the Global and Cultural Awareness requirement is to engage students...patterns of interaction are related to the larger global context in which they take place. Courses must include at least 25% of the final grade based on written work (some of which must be in the form of out-of-class papers). Courses designed....

(The rest of this section remains the same.)

³ Courses in this category must be submitted for gtPathways review as arts and humanities or social and behavioral sciences. History courses are treated as social and behavioral sciences in the gtPathways transfer program.

F. U.S. Public Values and Institutions

(3 credits)³

~~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.~~

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."

G. Health and Wellness

3 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 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.~~

IV. DEPTH AND INTEGRATION⁴

(The rest of this section remains the same.)

⁴ This category is met by a minimum of two upper-division courses that total at least five credits. Courses used to meet requirements under Core Categories II and III may not be used to meet this requirement.

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University Core Curriculum Course Proposal Form

A revision of the University Core Curriculum Course Proposal was approved. The form reflects the recent changes made to the All-University Core Curriculum. It will be posted on the UCC web pages and a notice sent to campus.

Non-Traditional Course Request Form

Mike Palmquist, director of The Institute for Learning and Teaching (TILT), discussed recommendations to changes on the Non-traditional Course Request Form with the UCC members. Mike is willing to provide a list of resource links for the UCC web pages to assist faculty members developing nontraditional courses. He will also provide a checklist for nontraditional courses reviewed by TILT before the forms are submitted to UCC

The meeting adjourned at 5:10 p.m.

(FC) 9/17/07

Carole Makela, Chair
Waneta Boyce, Secretary