

CSU SYSTEM BOARD OF GOVERNORS MEETING
December 5-6, 2019
CSU Denver Center
475 17th Street, 2nd Floor
Denver, CO 80202

THURSDAY, DECEMBER 5, 2019

| | |
|--|-------------------------|
| Board of Governors Breakfast, 2nd Floor Atrium | 8:30 a.m. – 9:00 a.m. |
| COMMENCE BOARD MEETING – CALL TO ORDER | 9:00 a.m. – 5:00 p.m. |
| 1. PUBLIC COMMENT 5 | 9:00 a.m. – 9:15 a.m. |
| 2. BOARD CHAIR’S AGENDA 6 | 9:15 a.m. – 9:20 a.m. |
| 3. AUDIT AND FINANCE COMMITTEE 7 | 9:20 a.m. – 10:50 a.m. |
| <u>Kim Jordan, Chair</u> | |
| <i>Audit Items</i> | |
| • Status of FY 2019-2020 Audit Plan 10 | |
| • Review of Audit Reports Issued 12 | |
| • Status of Past Due Audit Recommendations 18 | |
| <i>Finance Items</i> | |
| • FY 2021 Governor’s Budget Request 21 | |
| • FY 2020 1 st Quarter Financial Statements 22 | |
| • Campus Budget Updates 29 | |
| • Action on Reserves Report and Reserves Withdrawal 34 | |
| • Treasury Investment Update 38 | |
| • Action on the 2 nd Amendment to the 15 th Supplemental Resolution 41 | |
| • Action on CSURF Capital Lease Annual Line of Credit Renewal 49 | |
| BREAK | |
| 4. COLORADO STATE UNIVERSITY REPORTS 54 | 11:00 a.m. – 12:00 noon |
| • Student Report – Presented by Ben Amundson 55 | |
| • Faculty Report – Presented by Stephanie Clemons 58 | |
| • President’s Report – Presented by Joyce McConnell 62 | |
| ➤ Annual Ag Update – James Pritchett 74 | |
| LUNCH – Discussion of State Legislative Priorities | 12:00 noon – 1:00 p.m. |
| 5. ANNUAL RESEARCH REPORTS 104 | 1:00 p.m. – 2:00 p.m. |
| • CSU-Pueblo Research Report – Mohamed Abdelrahman 105 | |
| • CSU Research Report – Alan Rudolph 135 | |

Colorado State University System
Board of Governors Meeting Agenda
December 5-6, 2019

- 6. REAL ESTATE/FACILITIES COMMITTEE 172** 2:00 p.m. – 2:45 p.m.
Steve Gabel, Chair
Executive Session
Open Session
 Action on: CSU Program Plan for the Women’s Soccer and Softball Complex 174
 Action on: CSU Meridian Village/Geothermal Project Update 177

BREAK

- 7. EXECUTIVE SESSION 180** 3:00 p.m. – 3:45 p.m.
8. EVALUATION COMMITTEE – (Executive Session)181 3:45 p.m. – 4:45 p.m.
Jane Robbe Rhodes, Chair

BOARD OF GOVERNORS DINNER, PANZANO, Wine Cellar (downstairs) (*Social Event*) 6:00 p.m.
 909 17th Street, Denver, CO 80202

FRIDAY, DECEMBER 6, 2019

Board of Governors Breakfast, 2nd Floor Atrium 8:30 a.m. – 9:00 a.m.

RECONVENE BOARD MEETING 9:00 a.m.

- 9. ACADEMIC AND STUDENT AFFAIRS COMMITTEE 182** 9:00 a.m. – 10:00 a.m.
Dean Singleton, Chair
- New Degree Programs
 - CSU, Master of Sport Management 184
 - CSU Global, BSN Completion Program 197
 - CSU Global, Master of Science in Nursing 221
 - CSU Global, Post Baccalaureate Alternative Licensure Program 244
 - CSU-Pueblo, Bachelor of Applied Science in Health Science 310
 - CSU-Pueblo, Bachelor of Science in Cannabis Biology and Chemistry 319
 - CSU-Pueblo, Bachelor of Science in Middle School Mathematics Education 333
 - CSU-Pueblo, New Online Emphasis Program: MS Nurse Manager & Leader Program 339
 - CSU-Pueblo, Retitled Business Degree Program: BSBA in Marketing 346
 - CSU-Pueblo, Retitled Engineering Degree Program: MS in Mechatronics Engineering 348
 - Faculty Manual Changes
 - Faculty Manual – Section C.2.3.1.a 351
 - Faculty Manual – Section D.5.3.1 354
 - Faculty Manual – Section D.7.18 356
 - Faculty Manual – Section E.2.1 358
 - Faculty Manual – Section F.3.13 364
 - Faculty Manual – Section K 366
 - Faculty Manual – Section K.3.1 371
 - Faculty Manual – Section K.3.2 373
 - Faculty Manual – Section K.12.4 375
 - Sabbatical Requests – 2020-2021, CSU 378, CSU-Pueblo 385
 - CSU: Academic Calendar – Fall 2024 – Summer 2026 386
 - CSU-Pueblo: Academic Calendar 2020-2022 391
 - Program Review Summary, CSU 395, CSU-Pueblo 414
 - Action on: CSU Global, Revised Mission and Vision Statement 433

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- Action on: CSU-Pueblo Renaming Mass Communications and Center for New Media 435
- Action on: CSU-Pueblo Renaming Department of Art within CHASS 437
- System-wide Reports
 - Student Success and Enrollment 439
 - Online Offerings System-wide Report

- 10. CSU-PUEBLO REPORTS 451** 10:00 a.m. – 10:40 a.m.
- Student Report – Presented by Kacie Adair 452
 - Faculty Report – Presented by Matthew Cranswick 455
 - President’s report – Presented by Tim Mottet 461
- 11. CSU GLOBAL REPORTS 479** 10:40 a.m. – 11:10 a.m.
- Student Report – Presented by Nicole Hulet 480
 - Faculty Report – Presented by Harriet Austin 481
 - President’s Report – Presented by Becky Takeda-Tinker 484
- 12. CHANCELLOR’S REPORT 488** 11:10 a.m. – 11:40 a.m.
- Government Affairs Update – Mike Feeley
 - Strategic Mapping Update 491
 - National Western Center Update
- 13. APPROVAL OF CONSENT AGENDA 512** 11:40 a.m. – 11:45 a.m.
- A. Colorado State University System
Minutes of the September 27, 2019 Audit and Finance Committee Meeting
Minutes of the October 3, 2019 Meeting and Committee Meetings
Minutes of the October 4, 2019 Meeting and Committee Meetings
Minutes of the November 25, 2019 Audit and Finance Committee Meeting
- B. Colorado State University
Master of Sport Management
Faculty Manual – Section C.2.3.1.a
Faculty Manual – Section D.5.3.1
Faculty Manual – Section D.7.18
Faculty Manual – Section E.2.1
Faculty Manual – Section F.3.13
Faculty Manual – Section K
Faculty Manual – Section K.3.1
Faculty Manual – Section K.3.2
Faculty Manual – Section K.12.4
Academic Calendar – Fall 2024 – Summer 2026
- C. Colorado State University-Pueblo
Bachelor of Applied Science in Health Science
Bachelor of Science in Cannabis Biology and Chemistry
Bachelor of Science in Middle School Mathematics Education
New Online Emphasis Program: MS Nurse Manager & Leader Program
Retitled Business Degree Program: BSBA in Marketing
Retitled Engineering Degree Program: MS in Mechatronics Engineering
Academic Calendar 2020-2022
- D. CSU Global Campus
BSN Completion Program
Master of Science in Nursing
Post Baccalaureate Alternative Licensure Program

14. BOARD MEETING EVALUATION

11:45 a.m. – 11:50 a.m.

ADJOURNMENT

11:50 a.m.

Next Board of Governors Board Meeting/Retreat: February 5-7, 2020, Pueblo

APPENDICES 734

- I.* Construction Reports
- II.* Correspondence
- III.* Higher Ed Readings

Section 1

Public Comment

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Section 2

Board Chair's Agenda

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Section 3

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
December 5, 2019**

Audit

1. *Discussion/Presentation* – Status of FY 2019-2020 Audit Plan 5 min.
2. *Discussion/Presentation* – Review of Audit Reports Issued 10 min.
3. *Discussion/Presentation* – Past Due Audit Recommendations 5 min.

Finance

4. *Discussion/Presentation* – FY 2021 Governor’s Budget Request 5 min.
5. *Discussion/Presentation* – FY 2020 1st Quarter Financial Statements 5 min.
6. *Discussion/Presentation* – Campus Budget Updates 15 min.
7. *Discussion/Presentation/Action* – Reserves Report and Approval of Reserves Withdrawal 30 min.
8. *Discussion/Presentation* – Treasury Investment Report 5 min.
9. *Presentation/Action Item* – 2nd Amendment to the Fifteenth Supplemental Resolution 5 min.
10. *Presentation/Action Item* – CSURF Capital Lease Annual Renewal 5 min.
11. *Discussion/Presentation* - CSU Capital Improvement Project Discussion – Carry In Item if ready

Board of Governors

Audit and Finance Committee

December 5, 2019



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS

Item #1

Status of FY 2019-2020 Audit Plan

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



**COLORADO STATE UNIVERSITY SYSTEM INTERNAL AUDITING
STATUS OF FISCAL YEAR 2020 AUDIT PLAN**

| Completed Audits | | |
|------------------|--|--------------|
| Institution | Audit Area | Status |
| CSU-P | Accounts Receivable Audit (Carryforward) | Report 20-01 |
| CSU | CVMBS Financial & IT Review (Carryforward) | Report 20-02 |
| CSU | Continuous Auditing (Carryforward) | Report 20-03 |
| CSU | CSU Health Network Insurance Billing (Carryforward) | Report 20-04 |
| CSU | Facilities Planning, Design, and Construction Audit (Carryforward) | Report 20-05 |
| CSU-G | CSU-Global Human Resources Audit (Carryforward) | Report 20-06 |
| CSU | VP Enrollment and Access Audit (Carryforward) | Report 20-07 |
| CSU | Athletics Compliance Audit (Carryforward) | Report 20-08 |
| CSU | President's Office Transition Audit | Report 20-09 |
| CSU-P | Human Resources/Payroll Audit (Carryforward) | Report 20-10 |
| CSU-P | Athletics Special Project | Report 20-11 |
| CSU | Title IX Controls - Phase 1 | Report 20-12 |

| In Progress Audits | | | | | | | |
|--------------------|---|----------|--------|--------|--------|--------|--------|
| Institution | Audit Area | Timeline | | | | | |
| | | Jul | Aug | Sept | Oct | Nov | Dec |
| CSU | CSU Health and Human Sciences Transition Audit | | | Green | Yellow | Yellow | Red |
| CSU | CSU International Programs Transition Audit | | | Green | Yellow | Yellow | Red |
| CSU | Office of Sponsored Program Continuous Audit | Green | Yellow | Yellow | Yellow | Yellow | Yellow |
| CSU-P | Teacher Education Program Special Project (New) | | | Green | Yellow | Yellow | Yellow |
| CSU | CSU Campus Card Management System <i>Consultation</i> | | | Green | Yellow | Yellow | Yellow |
| CSU-P | PCI Security Compliance Consultation (New) | | | Green | Yellow | Yellow | Yellow |
| CSU | CSU Advancement Follow-up Testing | | | | | Green | Yellow |

| Remaining Audits | | | | | | | |
|------------------|---|------------------------------|-----|------|-----|-----|-------|
| Institution | Audit Area | Timeline | | | | | |
| | | Jul | Aug | Sept | Oct | Nov | Dec |
| CSU-P | CSU-P Internal Controls Consultation | | | | | | Green |
| CSUS | CSU System – Treasury Cash Controls Audit | | | | | | |
| CSU-G | CSU-Global Student Financial Aid Audit | | | | | | |
| CSU | CSU VP Engagement Transition Audit | | | | | | |
| CSU | CSU Tax Compliance Audit | | | | | | |
| CSU | CSU Decentral Data Security Control Audit | | | | | | |
| CSU | Title IX Controls Audit – Phase II | | | | | | |
| CSU-P | CSU-P Office of Research & Spons. Programs Audit | | | | | | |
| CSU-P | CSU-P Student Financial Services Audit | | | | | | |
| CSU-P | CSU-P Data Security Controls Audit | Removed from FY20 Audit Plan | | | | | |
| CSU-P | CSU-P Assessment of IT Risk Consultation | Removed from FY20 Audit Plan | | | | | |
| All | Audit follow-up | Ongoing | | | | | |
| All | Hotline follow-up, investigations, and special projects | Ongoing | | | | | |

Timeline Adjusted Due to Special Project
 Planning
 Fieldwork
 Reporting

Item #2

Audit Reports and Recommendations

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS





President's Office - Transition Review – Colorado State University

EXECUTIVE SUMMARY

September 27, 2019

Background Information

Colorado State University (CSU) is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States, and the world. The President's Office is responsible for executing the mission and values of the institution. Joyce McConnell became Colorado State University's 15th president on July 1, 2019, following the transition of Dr. Tony Frank to full time CSU System Chancellor. Dr. Frank served as CSU's president for the prior 10 years (2009-2019). This transition review was performed to assist the President's Office in identifying organizational risk and to provide recommendations to the President for process/control enhancements.

Scope and Objectives

The review covered financial activity in Fiscal Years 2018 and 2019, including current processes, policies, and procedures. Objectives of the review were to:

1. Evaluate key internal controls over financial and operational processes.
2. Determine whether University policies and procedures are followed.
3. Verify that each President's Leadership Group has a mission, goals, and objectives that are measurable, evaluated periodically, and reported on periodically.

Results and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we

concluded that the risk mitigation activities provide a MEDIUM residual risk level.

The tone-at-the-top within the President's Office is one of excellence while ensuring fiscal responsibility in financial and administrative operations. This was observed through both detailed testing of transactions of the outgoing administration, as well as through a review of current controls and discussions with the incoming administration.

The system of internal controls within the President's Office is well established, currently functioning as designed, and generally adequate. We found that the President's Office complies with University policies and procedures. Some opportunities to further strengthen procedures and internal controls were identified but did not rise to the level of a finding; therefore, these were communicated informally to the President's Office.

The majority of the President's Leadership Groups have missions, goals and objectives that are measurable, evaluated periodically, and reported on periodically. All groups are currently under review by President McConnell to ensure alignment with University mission and goals.

We would like to express our appreciation to the President's Office staff and President's Leadership Groups for their assistance and cooperation during the audit.

Susy Serrano – Director, Internal Auditing



Colorado State University System

Human Resources and Payroll - Colorado State University-Pueblo

EXECUTIVE SUMMARY

October 25, 2019

Background Information

Colorado State University-Pueblo (CSU-Pueblo) has over 700 employees, including administrative professional, faculty, state classified, and non-student hourly employees. The Office of Human Resources (HR) processes all new hire paperwork for these employees and provides necessary support during employment and post-employment activities. Due to turnover at the director position in HR, there was an interim director from October 2018 through August 2019. The current Director of HR started on September 2, 2019.

The Payroll department at CSU-Pueblo processes pay for all employees on campus, including administrative professional, faculty, state classified, non-student hourly, and student employees. Payroll is staffed with one accountant. Payroll recently collaborated with Colorado State University staff to perform a Payroll self-assessment, which resulted in the Payroll staff at CSU-Pueblo receiving additional training on reconciliations and a recommendation to obtain a license for foreign national taxation software.

Scope and Objectives

The audit encompassed a review of internal controls – policies, procedures, and practices – that were in place to support the HR and Payroll departments and processes during the audit period of July 1, 2016, through June 30, 2019. Student employment is currently managed by Student Financial Services, so only the policies, procedures, and practices for student employment reviewed were those surrounding timekeeping. Our objectives were to

1. Ensure the mission, goals, and objectives are aligned, measurable and continually evaluated.

2. Evaluate internal controls over the administration of the program (i.e., compliance, financial, and regulatory controls).
3. Verify administrative and financial policies and procedures exist and are followed.
4. Verify compliance with governing rules and regulations.

To accomplish these objectives, we interviewed staff, observed systems and processes, performed control testing over HR and Payroll procedures, and performed other audit procedures we considered necessary in the circumstances. Our work was conducted in conformance with the *International Standards for the Professional Practice of Internal Auditing*.

Findings and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a MEDIUM residual risk level.

The HR department has implemented a significant number of internal controls to help ensure the department meets its goals. Despite being a relatively small staff compared to the number of employees at CSU-Pueblo, the HR department is able to process all relevant paperwork for employees and provide support to employees when necessary. The current system of internal control for HR is generally adequate.

Payroll is able to process pay for the entire campus despite its small staff size; however, it has been unable to implement an adequate internal control structure due to staffing and budgeting limitations within Payroll. A number of key controls were missing or ineffective.

We made 17 recommendations to strengthen internal controls over HR and Payroll. A summary of conclusions for each objective is as follows:

- We determined the mission, goals, and objectives were not aligned, measurable, or continually evaluated. We made one (1) recommendation to help mitigate risks in these areas.
- We determined internal controls over the administration of the HR department were adequate, whereas the internal controls over the administration of the Payroll department were inadequate. We made twelve (12) recommendations to help mitigate risk and strengthen internal controls.
- We determined policies and procedures were not always in existence, or compliance with policies and procedures did not always occur. We made two (2) recommendations to help mitigate risk and strengthen internal controls.
- We determined HR and Payroll were generally following governing rules and regulations. We made two (2) recommendations to help mitigate risk and strengthen internal controls.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will generally mitigate the issues noted. Details may be found in Audit Report 20-10 issued the same date as this Executive Summary.

We appreciate the cooperation extended to us by management and staff during the course of our review.

Susy Serrano – Director, Internal Auditing



Athletics Department Expense Review – Colorado State University-Pueblo

EXECUTIVE SUMMARY

October 30, 2019

Background Information

Athletics is an integral part of Colorado State University-Pueblo (CSU-Pueblo) and strives to promote and enhance the mission of the University. The Athletics department aspires to become a leader in athletics excellence in addition to serving to enrich the athletic and educational experiences of the campus community and the community at large. CSU-Pueblo is a member of the Rocky Mountain Athletic Conference that operates in the National Collegiate Athletic Association (NCAA) Division II.

On August 6, 2019, Internal Auditing was notified of concerns regarding possible violations of procurement card (P-card), as well as travel policies and procedures by a coach in the Athletics department. Upon receiving this information, Internal Auditing initiated a review of the coach's P-card and travel expenses.

Scope and Objectives

Internal Auditing reviewed a selection of travel and P-card transactions and evaluated internal controls over these expenses. The objectives of this review were to

1. Evaluate compliance with P-card and travel policies and procedures for the subject of the inquiry.
2. Evaluate the internal control environment for the Athletics department as it relates to P-card and travel expenses.

To accomplish these objectives, we interviewed personnel, reviewed financial transactions, evaluated documentation, and performed other such tests we considered necessary.

Findings and Conclusions

We found that some of the coach's P-card and travel expenses did not comply with CSU-Pueblo policies and procedures; however, there did not appear to be an intent to obtain an unauthorized personal benefit through these transactions. The Athletics department's internal controls can be improved to help ensure compliance in these areas. Moreover, the control environment can be improved to ensure there is no appearance of personal expenses being reimbursed by CSU-Pueblo.

We made the following recommendations based on our findings:

1. To ensure compliance with P-card policies and procedures, the Athletics Director should ensure that the cardholder and the cardholder's approving official receive additional training from the Purchasing department.
2. The Purchasing Director should update the P-card policies and procedures on its website to ensure all cardholders are able to identify generally allowable P-card purchases, P-card purchases requiring special approval, and items which should not be procured using a P-card.
3. To ensure there is no question as to the business purpose of travel expenses, the Athletics Director should ensure personal and business travel expenses are properly segregated and documented on travel reimbursement requests.
4. The Athletics Director should implement a policy to require records of contact with recruits and include these records with travel documents to ensure compliance with NCAA regulations and University fiscal rules.
5. The Athletics Director should consider assigning a staff member knowledgeable in the University's financial policies and procedures as the fiscal officer for department accounts or to assist coaches and other professional staff with entering documentation into the Quali Financial System.

We have discussed all findings and recommendations with management and are satisfied that completion of the proposed actions will generally mitigate the issues noted. Details may be found in Audit Report 20-11 issued the same date as this Executive Summary.

We appreciate the cooperation extended to us by management and staff during the course of our review.

Susy Serrano – Director, Internal Auditing

Item #3

Past Due Audit Recommendations

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS





Internal Auditing

All Overdue Recommendations

| Audit # | Audit Name | Inst. | Rec No | Recommendation | Audit Report Response | Target Compl. Date | Revised Target Compl. Date |
|---------|--|-------|--------|---|--|--------------------|----------------------------|
| 19-05 | Negative Cash Balance | CSU-P | 8 | CSU-Pueblo, in working with the CSU System, should ensure that it is consistently monitoring the effectiveness of internal controls. CSU has a Financial Rules document that includes the elements required to maintain an adequate system of internal controls. CSU-Pueblo should consider adopting these financial rules. | Agree. The President, in working with his Cabinet, will review the “Financial Rules” currently being used by CSU and will work with CSU to adopt and implement the appropriate and relevant rules that are applicable to CSU-Pueblo to improve internal controls. CSU-Pueblo will collaborate with CSU to evaluate and monitor whether internal controls have been appropriately implemented. During these evaluations, a determination will be made whether the controls need to be modified or strengthened. | 3/31/2019 | 12/31/2019 |
| 19-08 | University Advancement, Limited Business Operations Review | CSU | 5 | The VPUA should consider routing all VPUA expenses to a higher-level for approval. This will improve transparency and ensure that spending is consistent with university objectives. | We agree that all expenses should have a higher level of approval system in place and we follow that practice in University Advancement throughout the division. Expense approval for the VPUA expenses have, and will continue to, follow the protocol for approving expenses set by the President’s Office, consistent with the process for other vice presidents. | 4/2/2019 | 6/30/2020 |

| Audit # | Audit Name | Inst. | Rec No | Recommendation | Audit Report Response | Target Compl. Date | Revised Target Compl. Date |
|---------|--|-------|--------|---|---|--------------------|----------------------------|
| 19-11 | Information Technology-Administrative Information System | CSU-P | 10 | The Executive Director of ITS should ensure that a disaster recovery plan is developed, tested, and periodically reviewed to address the risk in its environment. | Agree. The DR plan has recently been rendered out of date due to significant infrastructure and systems investments and configuration changes. There will be additional significant changes to our logical systems necessitating continuous DR plan design over the coming months and years. The Executive Director of IT will ensure that plans are in place to update the DR plan on an ongoing basis and schedule both real-time testing and tabletop exercises for emergency resource management preparation scenarios. | 10/31/2019 | 6/30/2021 |

Item #4

FY 2021 Governor's Budget Request

\$25.4 million General Fund to increase affordability for students and families and to improve outcomes for students. The Governor has recommended a new funding formula including a 10% reallocation of “base” funds. \$20.4 million in new funding will go to institutions and governing boards; \$5 million for need-based financial aid. The CSU system will receive \$2.5 million in new funding.

3.0% increase in resident, undergraduate tuition rates in FY 2020.

\$4.3 million to fund scholarships to address early childhood educator workforce shortages.

\$57.2 million in Capital Construction Projects for Higher Education including CSU Shepardson Building Renovation and Addition (\$17.1M).

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
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CSU - GLOBAL CAMPUS



Item #5

FY 2019 1st Quarter Financial Statements

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



| Colorado State University System | | | | | | | |
|---|------------------------|----------------------|----------------------------|--------------------------|--------------------|------------------|---------------|
| GAAP Financial Statements | | | | | | | |
| Statement of Revenues, Expenses and Changes in Net Position | | | | | | | |
| Three Year Trend | | | | | | | |
| | FY 2018 Actual | FY 2019 Actual | FY 2020 Original Budget | FY 2020 YTD Budget Q1 | FY 2020 Q1 | \$ Variance | % Variance |
| Operating revenues | | | | | | | |
| Student tuition and fees | \$ 571,010,675 | 592,885,462 | 630,869,700 | 296,063,593 | 295,073,725 | (989,868) | -0.3% |
| State fee for service revenue | 95,717,933 | 108,350,359 | 118,991,654 | 29,710,335.00 | 29,710,335.00 | - | 0.0% |
| Grants and contracts | 332,802,352 | 351,095,096 | 370,381,566 | 91,247,985 | 91,397,706 | 149,721 | 0.2% |
| Sales and services of educational activities | 42,922,642 | 43,296,008 | 45,212,345 | 10,817,265 | 10,922,546 | 105,281 | 1.0% |
| Auxiliary enterprises | 193,005,437 | 203,676,585 | 213,059,250 | 78,584,301 | 78,804,335 | 220,034 | 0.3% |
| Other operating revenue | 12,122,366 | 11,973,283 | 12,203,057 | 2,041,223 | 2,223,006 | 181,783 | 8.9% |
| Total operating revenues | 1,247,581,406 | 1,311,276,793 | 1,390,717,573 | 508,464,702 | 508,131,653 | (333,049) | -0.1% |
| Operating expenses | | | | | | | |
| Instruction | 428,022,739 | 349,738,624 | 369,081,948 | 73,659,207 | 74,734,824 | (1,075,617) | -1.5% |
| Research | 250,497,950 | 221,193,637 | 223,260,977 | 50,158,886 | 49,523,311 | 635,575 | 1.3% |
| Public service | 144,127,726 | 137,212,136 | 159,081,487 | 36,793,037 | 37,357,598 | (564,561) | -1.5% |
| Academic support | 116,202,145 | 96,052,764 | 116,823,032 | 27,767,525 | 27,229,742 | 537,783 | 1.9% |
| Student services | 74,664,157 | 62,560,844 | 72,326,571 | 18,051,353 | 17,425,906 | 625,447 | 3.5% |
| Institutional support | 96,562,329 | 64,478,886 | 88,489,632 | 25,305,798 | 24,867,075 | 438,723 | 1.7% |
| Operation and maintenance of plant | 101,249,192 | 62,137,476 | 94,018,702 | 23,091,459 | 22,951,154 | 140,305 | 0.6% |
| Scholarships and fellowships | 31,439,355 | 36,906,659 | 41,156,386 | 14,384,105 | 13,128,322 | 1,255,783 | 8.7% |
| Auxiliary enterprises | 192,587,787 | 148,166,707 | 175,980,508 | 40,808,781 | 40,846,572 | (37,791) | -0.1% |
| Depreciation | 90,826,429 | 101,864,374 | 107,984,495 | 26,251,711 | 26,199,606 | 52,105 | 0.2% |
| Total operating expenses | 1,526,179,809 | 1,280,312,108 | 1,448,203,739 | 336,271,861 | 334,264,110 | 2,007,751 | 0.6% |
| Operating Income (Loss) | (278,598,405) | 30,964,685 | (57,486,166) | 172,192,841 | 173,867,543 | 1,674,702 | 1.0% |
| Non-operating revenues (expenses) | | | | | | | |
| State appropriations | 4,568,204 | 1,800,000 | 5,155,000 | 3,355,000 | 3,355,000 | - | 0.0% |
| Gifts | 82,623,889 | 51,683,708 | 53,976,671 | 10,785,353 | 10,785,110 | (243) | 0.0% |
| Investment income | 9,590,104 | 14,361,084 | 12,700,123 | 2,567,204 | 2,657,034 | 89,830 | 3.5% |
| Unrealized gain (loss) on investments | (5,798,421) | 14,559,400 | 7,900,000 | 1,376,000 | 1,618,278 | 242,278 | 17.6% |
| Interest expense on capital debt | (41,586,860) | (46,469,759) | (46,425,672) | (11,606,500) | (11,600,049) | 6,451 | 0.1% |
| Federal nonoperating grants and contracts | 45,646,259 | 46,389,354 | 47,287,942 | 18,098,635 | 16,947,721 | (1,150,914) | -6.4% |
| Other nonoperating revenues (expenses) | (14,181,019) | 8,282,998 | 5,710,001 | 1,753,484 | 1,741,056 | (12,428) | -0.7% |
| Net nonoperating revenues | 80,862,156 | 90,606,785 | 86,304,065 | 26,329,175 | 25,504,150 | (825,025) | -3.1% |
| Income (Loss) Before other revenues | (197,736,248) | 121,571,471 | 28,817,899 | 198,522,016 | 199,371,693 | 849,677 | 0.4% |
| Other revenues (expenses) | | | | | | | |
| Student facility fees | 14,026,716 | 13,787,000 | 14,048,110 | 7,375,429 | 7,375,882 | 453 | 0.0% |
| State capital contributions | 61,286,765 | 17,071,488 | 16,184,132 | 1,504,500 | 1,510,305 | 5,805 | 0.4% |
| Capital grants | 4,662,201 | 5,014,228 | 6,052,679 | 885,200 | 885,267 | 67 | 0.0% |
| Capital gifts | 53,045,371 | 20,991,428 | 4,300,000 | 1,393,000 | 1,392,628 | (372) | 0.0% |
| Payments (to)/from governing boards or other institutions | 2,504,402 | 2,357,238 | 4,675,118 | 320,491 | 267,105 | (53,386) | -16.7% |
| Reserve transfers within the CSU System | - | - | 8,489,969 | - | - | - | - |
| Additions to permanent endowments | 586,558 | 552,962 | 386,541 | - | - | - | - |
| Total other revenues | 136,112,013 | 59,774,344 | 54,136,549 | 11,478,620 | 11,431,187 | (47,434) | -0.4% |
| Increase (decrease) in net position | \$ (61,624,235) | 181,345,815 | 82,954,447 | 210,000,637 | 210,802,880 | 802,243 | 0.4% |

| Colorado State University System | | | | | | | |
|---|-----------------------|----------------------|----------------------------|--------------------------|--------------------|------------------|---------------|
| Excluding Pension/OPEB Adjustment | | | | | | | |
| Statement of Revenues, Expenses and Changes in Net Position | | | | | | | |
| Three Year Trend | | | | | | | |
| | FY 2018 Actual | FY 2019 Actual | FY 2020 Original Budget | FY 2020 YTD Budget Q1 | FY 2020 Q1 | \$ Variance | % Variance |
| Operating revenues | | | | | | | |
| Student tuition and fees | \$ 571,010,675 | 592,885,462 | 630,869,700 | 296,063,593 | 295,073,725 | (989,868) | -0.3% |
| State fee for service revenue | 95,717,933 | 108,350,359 | 118,991,654 | 29,710,335.00 | 29,710,335.00 | - | 0.0% |
| Grants and contracts | 332,802,352 | 351,095,096 | 370,381,566 | 91,247,985 | 91,397,706 | 149,721 | 0.2% |
| Sales and services of educational activities | 42,922,642 | 43,296,008 | 45,212,345 | 10,817,265 | 10,922,546 | 105,281 | 1.0% |
| Auxiliary enterprises | 193,005,437 | 203,676,585 | 213,059,250 | 78,584,301 | 78,804,335 | 220,034 | 0.3% |
| Other operating revenue | 12,122,366 | 11,973,283 | 12,203,057 | 2,041,223 | 2,223,006 | 181,783 | 8.9% |
| Total operating revenues | 1,247,581,406 | 1,311,276,793 | 1,390,717,573 | 508,464,702 | 508,131,653 | (333,049) | -0.1% |
| Operating expenses | | | | | | | |
| Instruction | 359,171,770 | 352,446,386 | 369,081,948 | 73,659,207 | 74,734,824 | (1,075,617) | -1.5% |
| Research | 214,939,532 | 216,285,489 | 223,260,977 | 50,158,886 | 49,523,311 | 635,575 | 1.3% |
| Public service | 130,280,189 | 144,927,915 | 159,081,487 | 36,793,037 | 37,357,598 | (564,561) | -1.6% |
| Academic support | 97,279,077 | 110,415,670 | 116,823,032 | 27,767,525 | 27,229,742 | 537,783 | 1.9% |
| Student services | 65,852,708 | 68,661,700 | 72,326,571 | 18,051,353 | 17,425,906 | 625,447 | 3.5% |
| Institutional support | 72,531,508 | 80,199,001 | 88,489,632 | 25,305,798 | 24,867,075 | 438,723 | 1.7% |
| Operation and maintenance of plant | 84,572,852 | 90,675,809 | 94,018,702 | 23,091,459 | 22,951,154 | 140,305 | 0.6% |
| Scholarships and fellowships | 30,853,611 | 36,748,941 | 41,156,386 | 14,384,105 | 13,128,322 | 1,255,783 | 8.7% |
| Auxiliary enterprises | 166,355,883 | 170,853,561 | 175,980,508 | 40,808,781 | 40,846,572 | (37,791) | -0.1% |
| Depreciation | 90,826,429 | 101,864,374 | 107,984,495 | 26,251,711 | 26,199,606 | 52,105 | 0.2% |
| Total operating expenses | 1,312,663,560 | 1,373,078,847 | 1,448,203,739 | 336,271,861 | 334,264,110 | 2,007,751 | 0.6% |
| Operating Income (Loss) | (65,082,155) | (61,802,054) | (57,486,166) | 172,192,841 | 173,867,543 | 1,674,702 | 1.0% |
| Non-operating revenues (expenses) | | | | | | | |
| State appropriations | 4,568,204 | 1,800,000 | 5,155,000 | 3,355,000 | 3,355,000 | - | 0.0% |
| Gifts | 82,623,889 | 51,683,708 | 53,976,671 | 10,785,353 | 10,785,110 | (243) | 0.0% |
| Investment income | 9,590,104 | 14,361,084 | 12,700,123 | 2,567,204 | 2,657,034 | 89,830 | 3.5% |
| Unrealized gain (loss) on investments | (5,798,421) | 14,559,400 | 7,900,000 | 1,376,000 | 1,618,278 | 242,278 | 17.6% |
| Interest expense on capital debt | (41,586,860) | (46,469,759) | (46,425,672) | (11,606,500) | (11,600,049) | 6,451 | 0.1% |
| Federal nonoperating grants and contracts | 45,646,259 | 46,389,354 | 47,287,942 | 18,098,635 | 16,947,721 | (1,150,914) | -6.4% |
| Other nonoperating revenues (expenses) | (14,181,019) | 8,282,998 | 5,710,001 | 1,753,484 | 1,741,056 | (12,428) | -0.7% |
| Net nonoperating revenues | 80,862,156 | 90,606,785 | 86,304,065 | 26,329,175 | 25,504,150 | (825,025) | -3.1% |
| Income (Loss) Before other revenues | 15,780,001 | 28,804,732 | 28,817,899 | 198,522,016 | 199,371,693 | 849,677 | 0.4% |
| Other revenues (expenses) | | | | | | | |
| Student facility fees | 14,026,716 | 13,787,000 | 14,048,110 | 7,375,429 | 7,375,882 | 453 | 0.0% |
| State capital contributions | 61,286,765 | 17,071,488 | 16,184,132 | 1,504,500 | 1,510,305 | 5,805 | 0.4% |
| Capital grants | 4,662,201 | 5,014,228 | 6,052,679 | 885,200 | 885,267 | 67 | 0.0% |
| Capital gifts | 53,045,371 | 20,991,428 | 4,300,000 | 1,393,000 | 1,392,628 | (372) | 0.0% |
| Payments (to)/from governing boards or other institutions | 2,504,402 | 2,357,238 | 4,675,118 | 320,491 | 267,105 | (53,386) | -16.7% |
| Reserve transfers within the CSU System | - | - | 8,489,969 | - | - | - | - |
| Additions to permanent endowments | 586,558 | 552,962 | 386,541 | - | - | - | - |
| Total other revenues | 136,112,013 | 59,774,344 | 54,136,549 | 11,478,620 | 11,431,187 | (47,434) | -0.4% |
| Increase (decrease) in net position | \$ 151,892,014 | 88,579,076 | 82,954,447 | 210,000,637 | 210,802,880 | 802,243 | 0.4% |
| Impact of Pension/OPEB adjustments (GASB68/75) on operating expenses | 213,516,249 | (92,766,739) | | | | | |

| Colorado State University | | | | | | | |
|---|-----------------------|----------------------|----------------------------|--------------------------|--------------------|------------------|---------------|
| Excluding Pension/OPEB Adjustment | | | | | | | |
| Statement of Revenues, Expenses and Changes in Net Position | | | | | | | |
| Three Year Trend | | | | | | | |
| | FY 2018 Actual | FY 2019 Actual | FY 2020 Original Budget | FY 2020 YTD Budget Q1 | FY 2020 Q1 | \$ Variance | % Variance |
| Operating revenues | | | | | | | |
| Student tuition and fees | \$ 447,260,236 | 471,889,594 | 494,571,152 | 254,294,537 | 255,434,226 | 1,139,689 | 0.4% |
| State fee for service revenue | 85,522,074 | 95,878,057 | 105,968,215 | 26,404,473 | 26,404,473 | - | 0.0% |
| Grants and contracts | 323,486,171 | 341,054,140 | 360,554,066 | 87,617,485 | 87,764,719 | 147,234 | 0.2% |
| Sales and services of educational activities | 42,723,525 | 42,947,926 | 44,862,345 | 10,733,665 | 10,838,825 | 105,160 | 1.0% |
| Auxiliary enterprises | 182,882,912 | 194,867,638 | 205,059,250 | 74,744,301 | 74,956,126 | 211,825 | 0.3% |
| Other operating revenue | 7,157,067 | 7,562,543 | 7,911,692 | 1,491,044 | 1,498,988 | 7,944 | 0.5% |
| Total operating revenues | 1,089,031,984 | 1,154,199,898 | 1,218,926,720 | 455,285,505 | 456,897,357 | 1,611,852 | 0.4% |
| Operating expenses | | | | | | | |
| Instruction | 316,579,273 | 310,797,547 | 324,902,736 | 66,205,010 | 66,250,521 | (45,511) | -0.1% |
| Research | 211,281,758 | 212,939,336 | 219,789,977 | 49,306,086 | 48,670,237 | 635,849 | 1.3% |
| Public service | 129,689,119 | 143,869,969 | 157,968,487 | 36,503,447 | 37,068,428 | (564,981) | -1.5% |
| Academic support | 83,647,722 | 95,421,463 | 100,441,737 | 23,423,802 | 23,410,582 | 13,220 | 0.1% |
| Student services | 31,087,217 | 32,611,077 | 33,469,204 | 7,478,977 | 7,498,630 | (19,653) | -0.3% |
| Institutional support | 51,546,289 | 57,093,365 | 60,900,111 | 17,945,873 | 18,051,843 | (105,970) | -0.6% |
| Operation and maintenance of plant | 75,997,750 | 83,483,097 | 88,814,043 | 21,465,044 | 21,369,354 | 95,690 | 0.4% |
| Scholarships and fellowships | 14,698,379 | 20,536,423 | 23,181,646 | 8,256,462 | 8,185,708 | 70,754 | 0.9% |
| Auxiliary enterprises | 152,563,442 | 156,403,963 | 161,155,508 | 37,946,799 | 37,986,517 | (39,718) | -0.1% |
| Depreciation | 82,292,540 | 92,535,408 | 98,691,162 | 23,885,455 | 23,885,455 | 0 | 0.0% |
| Total operating expenses | 1,149,383,488 | 1,205,691,647 | 1,269,314,611 | 292,416,955 | 292,377,274 | 39,681 | 0.0% |
| Operating Income (Loss) | (60,351,504) | (51,491,749) | (50,387,891) | 162,868,550 | 164,520,083 | 1,651,533 | 1.0% |
| Non-operating revenues (expenses) | | | | | | | |
| State appropriations | 2,768,204 | - | 3,355,000 | 3,355,000 | 3,355,000 | - | - |
| Gifts | 79,063,467 | 47,547,828 | 50,176,671 | 10,385,000 | 10,384,757 | (243) | 0.0% |
| Investment income | 7,326,287 | 11,033,287 | 10,000,000 | 1,939,000 | 1,938,844 | (156) | 0.0% |
| Unrealized gain (loss) on investments | (4,211,525) | 10,596,668 | 7,000,000 | 1,231,000 | 1,230,700 | (300) | 0.0% |
| Interest expense on capital debt | (36,542,614) | (42,143,269) | (42,125,672) | (10,553,000) | (10,552,777) | 223 | 0.0% |
| Federal nonoperating grants and contracts | 26,216,293 | 27,483,461 | 28,899,486 | 12,393,000 | 12,392,903 | (97) | 0.0% |
| Other nonoperating revenues (expenses) | (9,907,275) | 8,186,430 | 5,916,170 | 1,755,000 | 1,755,359 | 359 | 0.0% |
| Net nonoperating revenues | 64,712,837 | 62,704,404 | 63,221,655 | 20,505,000 | 20,504,787 | (213) | 0.0% |
| Income (Loss) Before other revenues | 4,361,333 | 11,212,655 | 12,833,764 | 183,373,550 | 185,024,870 | 1,651,319 | 0.9% |
| Other revenues (expenses) | | | | | | | |
| Student facility fees | 12,528,860 | 12,347,638 | 12,468,110 | 6,546,000 | 6,546,406 | 406 | 0.0% |
| State capital contributions | 59,351,367 | 14,211,460 | 13,084,132 | 900,000 | 900,482 | 482 | 0.1% |
| Capital grants | 4,619,641 | 4,992,768 | 6,032,679 | 882,000 | 882,031 | 31 | 0.0% |
| Capital gifts | 52,996,458 | 20,868,674 | 4,300,000 | 1,393,000 | 1,392,628 | (372) | 0.0% |
| Payments (to)/from governing boards or other institutions | (3,428,602) | (3,796,661) | (3,381,576) | (1,220,000) | (1,220,394) | (394) | 0.0% |
| Reserve transfers within the CSU System | 125,000 | 6,323,000 | - | - | - | - | - |
| Additions to permanent endowments | 586,558 | 552,962 | 386,541 | - | - | - | - |
| Total other revenues | 126,779,282 | 55,499,841 | 32,889,886 | 8,501,000 | 8,501,152 | 152 | 0.0% |
| Increase (decrease) in net position | \$ 131,140,615 | 66,712,496 | 45,723,650 | 191,874,550 | 193,526,022 | 1,651,472 | 0.9% |
| Impact of Pension/OPEB adjustments (GASB68/75) on operating expenses | 196,226,522 | (87,547,098) | | | | | |

| Colorado State University - Board of Governors | | | | | | | |
|---|----------------------|-------------------|-------------------------------|--------------------------|------------------|-----------------|---------------|
| Excluding Pension/OPEB Adjustment | | | | | | | |
| Statement of Revenues, Expenses and Changes in Net Position | | | | | | | |
| Three Year Trend | | | | | | | |
| | FY 2018 Actual | FY 2019 Actual | FY 2020 Original Budget | FY 2020 YTD Budget Q1 | FY 2020 Q1 | \$ Variance | % Variance |
| Operating revenues | | | | | | | |
| Student tuition and fees | \$ - | - | - | - | - | - | - |
| State fee for service revenue | - | - | - | - | - | - | - |
| Grants and contracts | - | - | - | - | - | - | - |
| Sales and services of educational activities | - | - | - | - | - | - | - |
| Auxiliary enterprises | - | - | - | - | - | - | - |
| Other operating revenue | 129,732 | 89,500 | - | - | - | - | - |
| Total operating revenues | 129,732 | 89,500 | - | - | - | - | - |
| Operating expenses | | | | | | | |
| Instruction | \$ - | - | - | - | - | - | - |
| Research | - | - | - | - | - | - | - |
| Public service | 124,558 | 155,274 | 134,000 | 35,000 | 35,072 | (72) | -0.2% |
| Academic support | - | - | - | - | - | - | - |
| Student services | - | - | - | - | - | - | - |
| Institutional support | 7,332,370 | 8,578,089 | 11,439,470 | 2,859,868 | 2,766,047 | 93,820 | 3.3% |
| Operation and maintenance of plant | - | 25,997 | - | - | - | - | - |
| Scholarships and fellowships | 1,000 | - | - | - | - | - | - |
| Auxiliary enterprises | - | - | - | - | - | - | - |
| Depreciation | - | - | - | - | - | - | - |
| Total operating expenses | 7,457,928 | 8,759,360 | 11,573,470 | 2,894,868 | 2,801,119 | 93,748 | 3.2% |
| Operating Income (Loss) | (7,328,196) | (8,669,860) | (11,573,470) | (2,894,868) | (2,801,119) | 93,748 | 3.2% |
| Non-operating revenues (expenses) | | | | | | | |
| State appropriations | - | - | - | - | - | - | - |
| Gifts | - | - | - | - | - | - | - |
| Investment income | 616,445 | 1,270,733 | 1,200,000 | 300,000 | 329,703 | 29,703 | 9.9% |
| Unrealized gain (loss) on investments | (551,919) | 1,444,151 | 900,000 | 145,000 | 142,732 | (2,268) | -1.6% |
| Interest expense on capital debt | - | - | - | - | - | - | - |
| Federal nonoperating grants and contracts | - | - | - | - | - | - | - |
| Other nonoperating revenues (expenses) | - | 29,341 | - | - | (915) | (915) | - |
| Net nonoperating revenues | 64,526 | 2,744,225 | 2,100,000 | 445,000 | 471,519 | 26,519 | 6.0% |
| Income (Loss) Before other revenues | (7,263,670) | (5,925,635) | (9,473,470) | (2,449,868) | (2,329,600) | 120,268 | -4.9% |
| Other revenues (expenses) | | | | | | | |
| Student facility fees | - | - | - | - | - | - | - |
| State capital contributions | - | - | - | - | - | - | - |
| Capital grants | - | - | - | - | - | - | - |
| Capital gifts | - | - | - | - | - | - | - |
| Payments (to)/from governing boards or other institutions | 7,051,069 | 7,528,677 | 9,473,470 | 1,900,000 | 1,847,943 | (52,057) | -2.7% |
| Reserve transfers within the CSU System | 18,081,522 | 15,115,948 | - | - | - | - | - |
| Additions to permanent endowments | - | - | - | - | - | - | - |
| Total other revenues | 25,132,591 | 22,644,625 | 9,473,470 | 1,900,000 | 1,847,943 | (52,057) | -2.7% |
| Increase (decrease) in net position | \$ 17,868,921 | 16,718,990 | - | (549,868) | (481,657) | 68,210 | - |
| Impact of Pension/OPEB adjustments (GASB68/75) on operating expenses | 1,134,741 | (39,995) | - | | | | |

| Colorado State University - Global Campus | | | | | | | |
|---|---------------------|---------------------|-------------------------------|--------------------------|-------------------|--------------------|---------------|
| Excluding Pension/OPEB Adjustment | | | | | | | |
| Statement of Revenues, Expenses and Changes in Net Position | | | | | | | |
| Three Year Trend | | | | | | | |
| | FY 2018 Actual | FY 2019 Actual | FY 2020 Original Budget | FY 2020 YTD Budget Q1 | FY 2020 Q1 | \$ Variance | % Variance |
| Operating revenues | | | | | | | |
| Student tuition and fees | \$ 90,636,809 | 88,934,902 | 102,892,100 | 24,063,639 | 21,711,073 | (2,352,566) | -9.8% |
| State fee for service revenue | - | - | - | - | - | - | - |
| Grants and contracts | - | - | - | - | - | - | - |
| Sales and services of educational activities | - | - | - | - | - | - | - |
| Auxiliary enterprises | - | - | - | - | - | - | - |
| Other operating revenue | 4,487,209 | 3,925,705 | 3,923,866 | 478,516 | 652,248 | 173,732 | 36.3% |
| Total operating revenues | 95,124,018 | 92,860,606 | 106,815,966 | 24,542,155 | 22,363,320 | (2,178,835) | -8.9% |
| Operating expenses | | | | | | | |
| Instruction | 19,878,399 | 18,529,756 | 20,079,212 | 4,297,098 | 5,337,096 | (1,039,999) | -24.2% |
| Academic support | 7,827,666 | 8,885,892 | 9,731,295 | 2,335,734 | 1,810,176 | 525,557 | 22.5% |
| Student services | 28,793,015 | 30,901,486 | 33,377,367 | 8,423,096 | 7,776,948 | 646,148 | 7.7% |
| Institutional support | 6,568,395 | 7,006,679 | 8,450,051 | 2,363,814 | 1,913,141 | 450,673 | 19.1% |
| Operation and maintenance of plant | 527,802 | 496,353 | 587,660 | 180,635 | 137,112 | 43,523 | 24.1% |
| Scholarships and fellowships | 11,118,245 | 10,923,602 | 10,656,456 | 2,664,114 | 1,480,096 | 1,184,018 | 44.4% |
| Depreciation | 367,022 | 396,073 | 503,333 | 125,833 | 102,993 | 22,841 | 18.2% |
| Total operating expenses | 75,080,543 | 77,139,841 | 83,385,374 | 20,390,323 | 18,557,562 | 1,832,761 | 9.0% |
| Operating Income (Loss) | 20,043,475 | 15,720,766 | 23,430,592 | 4,151,832 | 3,805,758 | (346,073) | -8.3% |
| Non-operating revenues (expenses) | | | | | | | |
| Investment income | 1,257,361 | 1,793,826 | 1,137,123 | 284,281 | 343,947 | 59,667 | 21.0% |
| Unrealized gain (loss) on investments | (914,128) | 2,326,409 | - | - | 244,845 | - | - |
| Interest expense on capital debt | - | - | - | - | - | - | - |
| Federal nonoperating grants and contracts | 11,118,245 | 10,919,593 | 10,656,456 | 2,664,114 | 1,480,096 | (1,184,018) | -44.4% |
| Other nonoperating revenues (expenses) | - | 74,618 | 55,831 | 13,958 | 2,147 | (13,958) | -84.6% |
| Net nonoperating revenues | 11,461,478 | 15,114,445 | 11,849,410 | 2,962,352 | 2,071,036 | (1,138,310) | -30.1% |
| Income (Loss) Before other revenues | 31,504,952 | 30,835,211 | 35,280,002 | 7,114,184 | 5,876,794 | (1,484,383) | -17.4% |
| Other revenues (expenses) | | | | | | | |
| State capital contributions | - | - | - | - | - | - | - |
| Capital grants | - | - | - | - | - | - | - |
| Capital gifts | - | - | - | - | - | - | - |
| Payments (to)/from governing boards or other institutions | (800,220) | (885,276) | (885,276) | (221,319) | (221,319) | - | 0.0% |
| Reserve transfers within the CSU System | (21,231,094) | (26,656,778) | - | - | - | - | - |
| Additions to permanent endowments | - | - | - | - | - | - | - |
| Total other revenues | (22,031,314) | (27,542,054) | (885,276) | (221,319) | (221,319) | - | 0.0% |
| Increase (decrease) in net position | \$ 9,473,638 | 3,293,157 | 34,394,726 | 6,892,865 | 5,655,475 | (1,484,383) | -18.0% |

Impact of Pension/OPEB adjustments (GASB68/75) on operating expenses 1,982,857 (360,685)

| Colorado State University Pueblo | | | | | | | |
|---|-----------------------|--------------------|-------------------------------|--------------------------|-------------------|----------------|---------------|
| Excluding Pension/OPEB Adjustment | | | | | | | |
| Statement of Revenues, Expenses and Changes in Net Position | | | | | | | |
| Three Year Trend | | | | | | | |
| | FY 2018 Actual | FY 2019 Actual | FY 2020 Original Budget | FY 2020 YTD Budget Q1 | FY 2020 Q1 | \$ Variance | % Variance |
| Operating revenues | | | | | | | |
| Student tuition and fees | \$ 33,113,630 | 32,060,966 | 33,406,448 | 17,705,417 | 17,928,426 | 223,009 | 1.3% |
| State fee for service revenue | 10,195,859 | 12,472,302 | 13,023,439 | 3,305,862 | 3,305,862 | - | 0.0% |
| Grants and contracts | 9,316,181 | 10,040,955 | 9,827,500 | 3,630,500 | 3,632,987 | 2,487 | 0.1% |
| Sales and services of educational activities | 199,117 | 348,082 | 350,000 | 83,600 | 83,721 | 121 | 0.1% |
| Auxiliary enterprises | 10,122,526 | 8,808,948 | 8,000,000 | 3,840,000 | 3,848,209 | 8,209 | 0.2% |
| Other operating revenue | 348,358 | 395,536 | 367,500 | 71,663 | 71,771 | 109 | 0.2% |
| Total operating revenues | 63,295,670 | 64,126,789 | 64,974,887 | 28,637,042 | 28,870,976 | 233,934 | 0.8% |
| Operating expenses | | | | | | | |
| Instruction | 22,714,098 | 23,119,082 | 24,100,000 | 3,157,100 | 3,147,207 | 9,893 | 0.3% |
| Research | 3,657,775 | 3,346,153 | 3,471,000 | 852,800 | 853,074 | (274) | 0.0% |
| Public service | 466,511 | 902,672 | 979,000 | 254,590 | 254,098 | 492 | 0.2% |
| Academic support | 5,803,689 | 6,108,316 | 6,650,000 | 2,007,989 | 2,008,984 | (995) | 0.0% |
| Student services | 5,972,477 | 5,149,138 | 5,480,000 | 2,149,280 | 2,150,328 | (1,048) | 0.0% |
| Institutional support | 7,084,454 | 7,520,868 | 7,700,000 | 2,136,243 | 2,136,043 | 200 | 0.0% |
| Operation and maintenance of plant | 8,047,300 | 6,670,362 | 4,617,000 | 1,445,780 | 1,444,688 | 1,092 | 0.1% |
| Scholarships and fellowships | 5,035,987 | 5,288,916 | 7,318,284 | 3,463,529 | 3,462,519 | 1,010 | 0.0% |
| Auxiliary enterprises | 13,792,441 | 14,449,598 | 14,825,000 | 2,861,982 | 2,860,055 | 1,927 | 0.1% |
| Depreciation | 8,166,867 | 8,932,893 | 8,790,000 | 2,240,423 | 2,211,158 | 29,265 | 1.3% |
| Total operating expenses | 80,741,600 | 81,487,998 | 83,930,284 | 20,569,716 | 20,528,154 | 41,562 | 0.2% |
| Operating Income (Loss) | (17,445,929) | (17,361,209) | (18,955,397) | 8,067,326 | 8,342,822 | 275,496 | 3.4% |
| Non-operating revenues (expenses) | | | | | | | |
| State appropriations | 1,800,000 | 1,800,000 | 1,800,000 | - | - | - | - |
| Gifts | 3,560,422 | 4,135,880 | 3,800,000 | 400,353 | 400,353 | - | - |
| Investment income | 390,011 | 263,239 | 363,000 | 43,923 | 44,540 | 617 | 1.4% |
| Unrealized gain (loss) on investments | (120,849) | 192,173 | - | - | - | - | - |
| Interest expense on capital debt | (5,044,246) | (4,326,489) | (4,300,000) | (1,053,500) | (1,047,272) | 6,228 | 0.6% |
| Federal nonoperating grants and contracts | 8,311,721 | 7,986,300 | 7,732,000 | 3,041,521 | 3,074,722 | 33,201 | 1.1% |
| Other nonoperating revenues (expenses) | (4,273,744) | (7,391) | (262,000) | (15,474) | (15,535) | (61) | 0.4% |
| Net nonoperating revenues | 4,623,315 | 10,043,711 | 9,133,000 | 2,416,823 | 2,456,808 | 39,985 | 1.7% |
| Income (Loss) Before other revenues | (12,822,615) | (7,317,498) | (9,822,397) | 10,484,149 | 10,799,630 | 315,481 | 3.0% |
| Other revenues (expenses) | | | | | | | |
| Student facility fees | 1,497,856 | 1,439,362 | 1,580,000 | 829,429 | 829,476 | 47 | 0.0% |
| State capital contributions | 1,935,398 | 2,860,028 | 3,100,000 | 604,500 | 609,823 | 5,323 | 0.9% |
| Capital grants | 42,560 | 21,460 | 20,000 | 3,200 | 3,236 | 36 | 1.1% |
| Capital gifts | 48,913 | 122,753 | - | - | - | - | - |
| Payments (to)/from governing boards or other institutions | (317,845) | (489,502) | (531,500) | (138,190) | (139,125) | (935) | -0.7% |
| Reserve transfers within the CSU System | 3,024,572 | 5,217,830 | 8,489,969 | - | - | - | - |
| Additions to permanent endowments | - | - | - | - | - | - | - |
| Total other revenues | 6,231,453 | 9,171,932 | 12,658,469 | 1,298,939 | 1,303,410 | 4,471 | 0.3% |
| Increase (decrease) in net position | \$ (6,591,162) | 1,854,435 | 2,836,072 | 11,783,088 | 12,103,040 | 319,952 | 2.7% |
| Impact of Pension/OPEB adjustments (GASB68/75) on operating expenses | 14,172,129 | (4,818,961) | | | | | |

Item #6

Campus Budget Updates

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



FY21 Incremental E&G Budget - V.3.0
Colorado State University - Fort Collins

December 2019 Board of Governor's Meeting
 Wednesday, November 20, 2019

Scenario 1Scenario 2

Rate = 2.5% - RUG

Rate = 3% - RUG

New Resources

Tuition

| | | | |
|--|----|------------|---------------|
| Undergraduate-Enrollment Growth | | | |
| Increase in FTE | \$ | 468,000 | \$ 468,000 |
| Change in mix - RES vs. NRES | | 1,556,000 | 1,552,000 |
| Undergraduate Rate Increase | | | |
| Resident | | 4,084,000 | 4,902,000 |
| Non-Resident | | 4,658,000 | 4,658,000 |
| Graduate Rate Increase | | | |
| Resident | | 431,000 | 431,000 |
| Non-Resident | | (137,000) | (137,000) |
| Professional Veterinary Medicine Rate Increase | | 457,000 | 457,000 |
| Differential Tuition | | 748,564 | 748,564 |
| Total Tuition | \$ | 12,265,564 | \$ 13,079,564 |
| State Funding Impact COF/FFS CSU-FC | | 606,772 | 606,772 |
| State Funding Impact - SEP | | 1,974,165 | 1,974,165 |
| State Funding Impact | \$ | 2,580,937 | \$ 2,580,937 |
| Facilities and Administrative Overhead | | - | - |
| Other | | - | - |
| Total New Resources | \$ | 14,846,501 | \$ 15,660,501 |

Financial Aid

Net New Resources

| | | | | |
|--|----|-----------|----|-----------|
| | | 7,121,000 | | 7,121,000 |
| | \$ | 7,725,501 | \$ | 8,539,501 |

New Expenses

| | | | | |
|---|----|------------|----|------------|
| Faculty/Staff Compensation | \$ | 10,629,000 | \$ | 10,629,000 |
| Mandatory Costs | | 2,220,000 | | 2,220,000 |
| Academic Incentive Funding | | 1,402,685 | | 1,402,685 |
| Multi-Year Central Investments in Strategic Initiatives | | 1,977,000 | | 1,977,000 |
| Quality Enhancements | | 1,802,000 | | 1,802,000 |
| Reallocation | | - | | - |
| Total New Expenses | \$ | 18,030,685 | \$ | 18,030,685 |

Net

| | | | | |
|--|----|--------------|----|-------------|
| | \$ | (10,305,184) | \$ | (9,491,184) |
|--|----|--------------|----|-------------|

1% RUG Increase = student share \$94/yr.

1% Increase NRUG = student share \$281/yr.

Base Assumptions

Resident Undergraduate See Above 2.5%; \$235/yr. or 3%; \$282.8yr

Non-Resident Undergraduate 3%; \$844/yr.

Resident Graduate 3%; \$316/yr. and Resident Professional Veterinary Medicine 4%; \$1,387/yr.

Non-Resident Graduate 3%; \$774/yr. and Non-Resident Professional Veterinary Medicine 1%; \$577/yr.

Differential Tuition - UG ~ 2.5% (est. round to whole number)

Salary/Benefit Pool - Faculty/AP 2%

Salary/Benefit Pool - SC 2%

Internal Reallocations 0%

Fees TBD

FY 2021 Incremental E&G Budget - V.3.1**Colorado State University - Pueblo**DECEMBER 2019

| Scenario 1 | Scenario 2 |
|---------------|-------------|
| Tuition = | Tuition = |
| 2.5% increase | 3% increase |

New Resources

| Tuition | | | |
|-----------------------------|--|-------------------|---------------------|
| Undergraduate Rate Increase | | | |
| 1 | Resident | 538,000 | \$ 646,000 |
| 2 | WUE/TWOLF | 162,000 | \$ 195,000 |
| 3 | Non-Resident | (925,000) | \$ (925,000) |
| 4 | Undergraduate Differential Tuition | 6,000 | 8,000 |
| Graduate Rate Increase | | | |
| 5 | Resident | 26,000 | 32,000 |
| 6 | Non-Resident and WUE | 9,000 | 11,000 |
| 7 | Resident Teacher Education Program | 3,000 | 3,000 |
| 8 | Graduate Differential Tuition | 3,000 | 4,000 |
| 9 | Projected Enrollment Change = 0%* | 925,000 | 925,000 |
| 10 | Total Tuition | 747,000 | 899,000 |
| 11 | Change in State Funding (0.75% increase) | 156,000 | 156,000 |
| 12 | Total New Resources | \$ 903,000 | \$ 1,055,000 |

13 **Financial Aid**

| | | | |
|----|--------------------------|-------------------|-------------------|
| 14 | Net New Resources | 187,000 | 225,000 |
| | | \$ 716,000 | \$ 830,000 |

new expenses

| | | | |
|----|--|---------------------|---------------------|
| 15 | Institutionalize New Academic Programs | 385,000 | 385,000 |
| 16 | Reinstate One-time Budget Cuts in FY2020 | 1,000,000 | 1,000,000 |
| 17 | Faculty and Staff Compensation (2.0%) | 940,000 | 940,000 |
| 18 | Fringe Benefit and FLSA Changes | 114,000 | 114,000 |
| 19 | Mandatory Costs** | 469,000 | 469,000 |
| 20 | University Initiatives | 373,000 | 373,000 |
| 21 | Total New Expenses | \$ 3,281,000 | \$ 3,281,000 |

22 **Net**

| | | |
|--|-----------------------|-----------------------|
| | \$ (2,565,000) | \$ (2,451,000) |
|--|-----------------------|-----------------------|

1% RUG Increase = student share increase of \$79/year

1% NRUG Increase = increase of \$246/year

Base Assumptions

Tuition See Above % For All Tuition Categories.

Salary Increase Faculty / Administrative Professionals (2% total)

Salary Increase State Classified Staff (2% Total)

* We are eliminating Non-res Tuition. We are estimating an increase in non-res enrollment equal to approx 57 FTE.

**This line includes anticipated increases for the following expenses: utilities, maintenance costs, statewide indirect costs, sheriff's contract, payments to risk management (liability and property insurance), information technology inflation, system costs, and audit expenditures.

Colorado State University - Global Campus
FY2020 Q1 Actual vs Budget

| | Q1 FY20 | Percent of Rev/Exp | Budget | Percent of Revenue |
|---------------------------------------|-------------------|-----------------------|-------------------|-----------------------|
| Operating Revenues | | | | |
| Student Tuition and Fees, net | 21,161,073 | 97.01% | 24,063,639 | 98.05% |
| Other Operating Income | 652,248 | 2.99% | 478,516 | 1.95% |
| Total Operating Revenues | <u>21,813,321</u> | | <u>24,542,155</u> | |
| Operating Expenses | | | | |
| Instruction | 4,107,515 | 26.16% | 4,297,098 | 24.24% |
| Academic Support | 1,811,176 | 11.54% | 2,335,734 | 13.18% |
| Student Services | 7,689,942 | 48.98% | 8,423,096 | 47.52% |
| Institutional Support | 1,850,504 | 11.79% | 2,363,814 | 13.34% |
| Operation and Maintenance of Plant ** | 137,112 | 0.87% | 180,635 | 1.02% |
| Depreciation | 103,853 | 0.66% | 125,833 | 0.71% |
| Total Operating Expenses | <u>15,700,102</u> | 100.00% | <u>17,726,210</u> | 100.00% |
| Operating Income | <u>6,113,219</u> | | <u>6,815,945</u> | |
| Operating Margin | 28% | | 28% | |

**FY21 Incremental Educational & General Budget
Colorado State University - Global Campus
As of September 30, 2019**

New Resources

| | |
|----------------------|---------------------|
| Tuition (net) | |
| Undergraduate Growth | \$9,908,305 |
| Graduate Growth | \$4,047,054 |
| Total | <u>\$13,955,359</u> |

New Expenses *

| | |
|--------------------------------------|--------------------|
| Student Support and Outreach | \$3,354,158 |
| Instruction & Academic Support | \$3,875,760 |
| Technology Operations and Innovation | \$645,170 |
| General & Administrative | \$15,800 |
| Total | <u>\$7,890,888</u> |

Net

| | |
|--------------|--------------------|
| Total | \$6,064,471 |
|--------------|--------------------|

Item #7

CSU System Reserves Report

Approval of FY 2020 Reserves Withdrawal

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



The Board of Governors of the
Colorado State University System
Meeting Date: December 5-6, 2019
Action Item

MATTERS FOR ACTION:

The Board of Governors of the Colorado State University System (the “Board”) approval of a withdrawal from the Board Reserves in accordance with Board Policy 205.

RECOMMENDED ACTION:

MOVED, that in accordance with the CSUS Board Reserves Policy, the Board hereby approves the withdrawal of \$31,523,444 from the E&G Board Reserves available for Strategic Deployment (“Board Reserves”) and such funds will be used, as follows: CSU-Pueblo Sustainability (\$5,326,222); System Infrastructure (\$1,135,000), System initiatives including CSU Medical School (\$9,470,000), system IT upgrades (\$2,897,655), matching funds of \$11,809,574, Todos Santos (\$516,622), and State Engagement Hubs support (\$368,371); and it is

FURTHER MOVED, that the Chancellor and the Chief Financial Officer of the System are authorized to withdraw and deploy \$31,523,444 from the Board Reserves consistent with this Resolution.

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System

In accordance with Board Policy 205, the Board Reserves may be used to support the educational mission of the System and its institutions, with a focus on deployment for compelling and unique circumstances.

The recommendations contained herein support System priorities in accord with previous Board actions as well as new initiatives to support the CSU System and its institutions through various initiatives and the expenditures represent a 32.86% deployment of the available reserve.

Approved

Denied

Board Secretary

Date

**Colorado State University System
Board Reserves Reconciliation
December 2019 ESTIMATE**

| | <u>2019</u> | <u>% of total</u> | <u>2020 - ESTIMATED</u> | <u>% of total</u> |
|--|----------------------|-----------------------|-------------------------|-----------------------|
| Beginning Board Reserve Balance July 1 | \$ 44,599,809 | | \$ 58,196,757 | |
| Initial Deposits - 1/1/17 | \$ - | | \$ - | |
| Revenue Available | 26,656,778 | | 39,458,236 | |
| Board Reserve Earnings | - | | 1,911,990 | |
| Less: System/Strategic Priority Funding | - | | (3,623,584) | |
| Net Annual Incremental Increase | \$ 26,656,778 | | \$ 37,746,642 | |
| Total Available Board Reserves | \$ 71,256,587 | | \$ 95,943,399 | |
| Withdrawals: | | | | |
| CSU Pueblo Sustainability | (3,594,330) | | (5,326,222) | |
| Student Success | (800,000) | | - | |
| System Infrastructure | (950,000) | | (1,135,000) | |
| System Initiatives | (7,715,500) | | (25,062,222) | |
| Total Board Investments | \$ (13,059,830) | 18.33% | \$ (31,523,444) | 32.86% |
| Return of unused CSU-Pueblo Academic Support Funds | \$ - | | \$ - | |
| Board Reserve Balance June 30, | \$ 58,196,757 | | \$ 64,419,955 | |

Colorado State University System
Board of Governors' Reserve Commitments
December 2019 Estimates

| | FY19 | FY20 | FY21 | FY22 | FY23 |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| CSU Pueblo Sustainability | \$ 3,594,330 | \$ 5,326,222 | \$ 4,999,784 | \$ 8,500,000 | \$ 8,500,000 |
| <i>New Academic Programs:</i> | \$ 354,600 | \$ 131,000 | \$ - | \$ - | \$ - |
| BS Wildlife and Natural Resources | 33,600 | - | - | - | - |
| BS Early Childhood Education | 33,000 | - | - | - | - |
| MSW Social Work | 88,000 | - | - | - | - |
| DNP Doctor of Nursing Practice | 135,000 | 131,000 | - | - | - |
| MSAT Athletic Training | 65,000 | - | - | - | - |
| <i>Financial Management</i> | \$ 1,500,000 | \$ - | \$ - | \$ - | \$ - |
| <i>CSU P Vision 2028</i> | \$ - | \$ 2,587,700 | \$ 3,216,779 | \$ 6,800,000 | \$ 6,800,000 |
| <i>Debt Reduction:</i> | \$ 1,573,720 | \$ 2,441,512 | \$ 1,700,000 | \$ 1,700,000 | \$ 1,700,000 |
| Housing | 1,573,720 | 1,681,512 | 1,700,000 | 1,700,000 | 1,700,000 |
| CSU P Debt Payoff (\$18,240 FC) | - | 760,000 | - | - | - |
| <i>Presidential Start-Up Package</i> | \$ 166,010 | \$ 166,010 | \$ 83,005 | \$ - | \$ - |
| Student Success¹ | \$ 800,000 | \$ - | \$ - | \$ - | \$ - |
| System Infrastructure | \$ 950,000 | \$ 1,135,000 | \$ 600,000 | \$ 700,000 | \$ 700,000 |
| Staffing | 750,000 | - | - | - | - |
| Operating | 200,000 | - | - | - | - |
| Strategic Personnel | - | 500,000 | 600,000 | 700,000 | 700,000 |
| Sturm Supplement | - | 35,000 | TBD | - | - |
| 555 Move | - | 600,000 | - | - | - |
| System Initiatives | \$ 7,715,500 | \$ 25,062,222 | \$ 14,730,841 | \$ 11,025,668 | \$ 2,000,000 |
| <i>Medical School</i> | \$ 3,580,000 | \$ 9,470,000 | \$ 5,865,830 | \$ 7,248,554 | \$ - |
| Staff and Operating | 550,000 | 2,500,000 | 5,235,830 | 7,248,554 | TBD |
| Facility | 3,030,000 | 6,970,000 | 630,000 | - | - |
| TMI Capital Match see below now | - | - | - | - | - |
| <i>System IT Upgrades</i> | \$ 1,566,500 | \$ 2,897,655 | \$ 4,354,605 | \$ 632,114 | \$ - |
| December 2019 Estimates | | | | | |
| Kuali Research | 14,000 | - | - | - | - |
| Banner Student ² | 1,552,500 | 2,897,655 | 4,354,605 | 632,114 | - |
| <i>System Matching</i> | \$ 2,000,000 | \$ 11,809,574 | \$ 3,612,035 | \$ 2,600,000 | \$ 2,000,000 |
| December 2019 Estimates | | | | | |
| Scott Chairs - CSU Fort Collins | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 | 2,000,000 |
| Prior Appr. GF Adj. for CSUFC FY 20 | - | 500,000 | - | - | - |
| TMI Estate Gift Match | - | 676,315 | 600,000 | 600,000 | - |
| BOG CSUFC Mental Health | - | 548,000 | - | - | - |
| BOG CSUP Mental Health | - | 231,000 | - | - | - |
| Athletics CSUFC / P ³ | - | 6,927,259 | 62,035 | - | - |
| Cyber Security | - | 205,000 | 950,000 | - | - |
| Global Mapping | - | 172,000 | - | - | - |
| NWC Startup | - | 550,000 | TBD | TBD | - |
| <i>State Fiscal Policy</i> | 100,000 | - | - | - | - |
| <i>Todos Santos</i> | 200,000 | 516,622 | 530,000 | 545,000 | - |
| <i>State Engagement Hubs</i> | 269,000 | 368,371 | 368,371 | - | - |
| TOTAL BOARD RESERVE COMMITMENTS | \$ 13,059,830 | \$ 31,523,444 | \$ 20,330,625 | \$ 20,225,668 | \$ 11,200,000 |

1 Includes all three campuses, CSU, CSU-Pueblo and CSU-Global

2 The prior commitment towards Kuali Student of \$125K has been reduced to \$0 and this is now included within the Banner Student System for CSU Pueblo. The \$780K outstanding commitment from CSU will remain in place and offsets the total estimated costs of this implementation.

3 Reflects \$5.0 million for FC and remainder for CSUP; FY 21 all CSUP

Item #8

Treasury Investment Report

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



**Colorado State University System
 Operating Portfolio
 September 30, 2019**

| | Market Value | | Fiscal Year To Date Return | Inception To Date Return |
|--|--------------------|--------------------|----------------------------------|--------------------------------|
| | June 30, 2019 | Sept. 30, 2019 | | |
| Tier 1 | | | | |
| State Treasury Pool * | 251,343,068 | 217,997,058 | 0.57% | 2.80% |
| Money Market Funds | 60,833,790 | 106,329,466 | 0.47% | 1.70% |
| Tier 2 | | | | |
| Separately Managed - Brown Brothers Harriman <i>Bloomberg Gov/Cred 1-5 Yr</i> | - | 55,587,419 | 1.07% <i>0.99%</i> | 1.07% <i>0.99%</i> |
| Tier 3 | | | | |
| Fidelity 500 Index <i>S&P 500 Index</i> | 64,030,766 | 65,116,034 | 1.69% <i>1.70%</i> | 7.03% <i>7.04%</i> |
| Vanguard Extended Market Index <i>Vanguard Spliced Ext Mkt Index</i> | 20,335,069 | 20,009,221 | -1.60% <i>-1.64%</i> | -1.02% <i>-1.19%</i> |
| Vanguard Total Intl Stock Index <i>Vanguard Spliced Intl Index</i> | 55,229,736 | 54,341,335 | -1.61% <i>-1.65%</i> | -2.95% <i>-2.86%</i> |
| Vanguard Total Bond Market Index <i>Vanguard Spliced Bond Index</i> | 92,494,735 | 94,761,423 | 2.45% <i>2.33%</i> | 8.89% <i>8.88%</i> |
| Total Operating Less State Treasury Pool | 292,924,097 | 396,144,898 | 0.82% | 4.25% |
| Total Operating Portfolio | 544,267,165 | 614,141,956 | | |

* The Return to date on the STP is calculated based on cash return not by value from one period to another

Investment Objectives

- Maintain sufficient liquidity for daily and on-going operations of the University
- Preserve principle consistent with liquidity constraints, recognizing market fluctuations will cause value to change over time
- Control costs of administrating and implementing the portfolio
- Diversify investments.
- Comply with requirements of the self-liquidity commercial paper program

Tier 1

- Daily operating Funds: Maturities of one year or less with high credit quality.

Tier 2

- Contingency: Reserve or back-up assets if Tier 1 is insufficient. Investment grade securities with up to 5 year maturity.

Tier 3

- Diversified: Represents the portion of cash that is not expected to be used within the near term.



- Tier II and Tier III Performance
 - Market value as of September 30th: \$289,815,432; total gain of \$2,725,126 for Quarter 1 of FY2020
- Tier II funded on July 10, for \$55 million.
 - Short term, investment grade fixed-income securities. Brown Brothers Harriman (BBH) to manage fund.
- Move \$40 Million from Money Market to Tier III in Nov.
 - Originally added to MM for Commercial Paper increase
 - Not going to increase Commercial Paper at this time
- Investment Advisory Committee
 - Met on October 23 to review portfolio performance and market commentary
 - Search for a manager for SMA (Separately Managed Account) for Fixed Income Allocation in Tier III

Item #9

Approval of 2nd Amendment to the 15th Supplemental Resolution

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



Second Amendment to Fifteenth Supplemental Resolution ⁴²

- Original Resolution, approved August, 2018, authorized the issuance of up to \$50 million refunding bonds
- It is a “generic” resolution allowing any commercial paper note to be refinanced w/ long-term refunding bonds. It serves as a back-up resolution, for projects not included in an authorizing resolution
- Resolutions have a “shelf-life” of 12-months
- This Second Amendment “re-ups” the 15th Supplemental Resolution for another 12-months
- The original 15th Supplemental Resolution and subsequent amendment has never been used

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY

COLORADO STATE UNIVERSITY - PUEBLO

CSU - GLOBAL CAMPUS



**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM**

**SECOND AMENDMENT TO
FIFTEENTH SUPPLEMENTAL RESOLUTION**

Relating to:

Board of Governors of the Colorado State University System
System Enterprise Revenue Refunding Bonds

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SECOND AMENDMENT TO FIFTEENTH SUPPLEMENTAL RESOLUTION

WITNESSETH:

WHEREAS, the Board of Governors of the Colorado State University System (the “Board”) has adopted a Master System Enterprise Bond Resolution on June 20, 2007, as previously supplemented (the “Master Resolution”); and

WHEREAS, the Board adopted the Fifteenth Supplemental Resolution on August 9, 2018 (the “Fifteenth Supplemental Resolution”) pursuant to and in accordance with the Master Resolution;

WHEREAS, pursuant to the Fifteenth Supplemental Resolution, the Board determined to authorize the issuance of Bonds, in one or more series or subseries, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Refunding Bonds, Series _____” (referred to herein as the “Refunding Bonds”) for the purposes of (a) defraying the cost of financing the Refunding Project, as further described therein; and (b) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and the Fifteenth Supplemental Resolution; and

WHEREAS, the Refunding Project means the refunding, payment and discharge from time to time of the Board’s outstanding Commercial Paper Notes; and

WHEREAS, the Board is adopting this Second Amendment to Fifteenth Supplemental Resolution (the “Second Amendment Resolution”) in order to effectuate certain changes to the Fifteenth Supplemental Resolution and the documents relating thereto;

NOW, THEREFORE, BE IT RESOLVED by the Board of Governors of the Colorado State University System:

ARTICLE I

DEFINITIONS AND CONSTRUCTION

Section 1.01. Definitions. Except as provided below in this Section, all terms which are defined in the Master Resolution and the Fifteenth Supplemental Resolution shall have the same meanings, respectively, in this Second Amendment Resolution as such terms are given in the Master Resolution and the Fifteenth Supplemental Resolution.

Section 1.02. Construction. This Second Amendment Resolution shall be construed as follows:

- (a) The captions herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions hereof.
- (b) Any Refunding Bonds held by the Board shall not be deemed to be Outstanding for the purpose of redemption, for the purpose of consents hereunder or for any other purpose.

Section 1.03. Successors. All of the covenants, stipulations, obligations and agreements by or on behalf of and any other provisions for the benefit of the System or the Board set forth in this Second Amendment Resolution shall bind and inure to the benefit of any successors thereof and shall bind and inure to the benefit of any officer, board, district, commission, authority, agent, enterprise or instrumentality to whom or to which there shall be transferred by or in accordance with law any right, power or duty of the System or the Board or of their respective successors, if any, the possession of which is necessary or appropriate in order to comply with any such covenants, stipulations, obligations, agreements, or other provisions hereof.

Section 1.04. Parties Interested Herein. Except as otherwise expressly provided in this Second Amendment Resolution, nothing expressed or implied in this Second Amendment Resolution is intended or shall be construed to confer upon or to give to any Person, other than the System, the Board, the Paying Agent and the owners from time-to-time of the Refunding Bonds, any right, remedy or claim under or by reason hereof or any covenant, condition or stipulation hereof. All the covenants, stipulations, promises and agreements set forth herein by and on behalf of the System shall be for the sole and exclusive benefit of the System, the Board, the Paying Agent, and the owners from time-to-time of the Refunding Bonds.

Section 1.05. Ratification. All action heretofore taken (not inconsistent with the provisions of this Second Amendment Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the Refunding Project and the issuance, sale and delivery of the Refunding Bonds for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of the Refunding Bonds and the preparation and distribution of the Preliminary Official Statement and final Official Statement in connection therewith.

Section 1.06. Resolution Irrepealable. After any Refunding Bonds are issued, this Second Amendment Resolution shall constitute an irrevocable contract between the Board and owners of the Refunding Bonds; and the Resolution shall be and remain irrepealable until the Refunding Bonds and the interest thereon shall be fully paid, as herein provided.

Section 1.07. Repealer. All bylaws, orders and resolutions, or parts thereof, inconsistent herewith are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed to revive any bylaw, order, resolution or part thereof, heretofore repealed.

Section 1.08. Severability. If any provision of this Second Amendment Resolution shall be held invalid or unenforceable, such holding shall not affect any other provisions hereof.

ARTICLE II

AMENDMENTS

Section 2.01. Annual Extension of Fifteenth Supplemental Resolution. Pursuant to Section 1.09 of the Fifteenth Supplemental Resolution, the Fifteenth Supplemental Resolution is hereby extended for one additional year as of the date hereof.

Section 2.02. Amendment of Section 3.03(b)(i) of the Fifteenth Supplemental Resolution. The first sentence of Section 3.03(b)(i) of the Fifteenth Supplemental Resolution is

hereby amended and restated as follows: “Any Refunding Bonds, issued in one or more series or subseries, shall be issued in an aggregate principal amount not to exceed \$75,000,000 for the Refunding Project.”

ARTICLE III

MISCELLANEOUS

Section 3.01. Applicability of Master Resolution and the Fifteenth Supplemental Resolution. Except as otherwise provided herein, the provisions of the Master Resolution and the Fifteenth Supplemental Resolution govern the Refunding Bonds and the Refunding Project.

Section 3.02. Severability and Invalid Provisions. If any one or more of the covenants or agreements provided in this Second Amendment Resolution on the part of the Board to be performed should be contrary to law, then such covenant or covenants or agreement or agreements shall be deemed severable from the remaining covenants and agreements, and shall in no way affect the validity of the other provisions of this Second Amendment Resolution.

Section 3.03. Table of Contents and Section Headings Not Controlling. The Table of Contents and the headings of the several Articles and Sections of this Second Amendment Resolution have been prepared for convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provision of this Second Amendment Resolution.

Section 3.04. Effective Date. This Second Amendment Resolution shall take effect immediately.

ADOPTED AND APPROVED as of December 5, 2019.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
Chair of the Board

ATTEST:

By _____
Secretary

[Signature Page to Second Amendment Resolution]

Item #10

Approval of CSURF Annual Capital Lease

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



MATTERS FOR ACTION:

A Resolution, for the purpose of complying with I.R.S. Revenue Ruling 63-20, 1963-1 C.B. 24 (Tax Exempt Financing by Nonprofit Corporations), and approving the financing activities of the Colorado State University Research Foundation ("CSURF") on behalf of the Board of Governors of the Colorado State University System ("Board") for the purpose of acquiring equipment to be used by and for Colorado State University, Colorado State University-Pueblo and Colorado State University – Global Campus (the "Institutions").

RECOMMENDED ACTION:

MOVED, the Board hereby acknowledges the bank documents and the Board hereby approves CSURF's execution and delivery of such documents and the issuance of the Note on behalf of the Board (provided, however, that the Board shall have no obligation to make any payment on the Note, which shall be solely the obligation of CSURF, and the Board shall be obligated only to the extent provided under the Lease Agreements entered into by the Board).

EXPLANATION PRESENTED BY: Dr. Tony Frank, Chancellor, Colorado State University System

For several years Colorado State University Research Foundation (CSURF) has held a Line of Credit (with a tax-exempt interest rate) with First National Bank of Omaha (FNBO) (the "Bank"), for the purpose of providing a financing (lease/purchase) mechanism for the Board to acquire much needed equipment for use in departments and programs at Colorado State University, Colorado State University–Pueblo and Colorado State University-Global Campus. When requested by an Institution, CSURF acquires equipment (valued at \$50,000 or less) and leases it to the Board for a term of not more than five years, subject to annual appropriation. The Board makes lease payments to CSURF who in turn uses the funds to repay the bank. When the lease has been fully repaid, CSURF retires the lease and conveys title of the equipment to the Board. CSURF provides the Board quarterly reports of lease/financing activity under the program. Bank documents have been reviewed and approved as to form by the General Counsel of the Board.

Pursuant to Board policy and Colorado law, approval to continue the above described lease/purchase program under CSURF's Line of Credit must be obtained from the Board annually. The total amount of the line of credit permitted to be outstanding at any one time is \$1,000,000 at an interest rate not to exceed 18% per annum and maturing on the anniversary of the date on which it is executed and delivered by CSURF to the Bank (but no later than December 31, 2020). Amounts drawn under the Line of Credit and currently outstanding total \$93,758.99. Therefore, moneys currently available under the Line of Credit for calendar year 2020 are \$906,241.01. CSURF will consult with the respective representatives of each Institution to discuss needs and potential allocation of this available amount.

Mr. Frederic H. Marienthal of Kutak Rock LLP will be providing the tax exempt opinion on the 2020 Line of Credit which is required in order to comply with the applicable federal tax requirements for an "on behalf of" financing in support of a tax exempt entity.

CSURF may make draws on the Line of Credit and thereby incur obligations to make payments on the Note from time to time within the calendar year following the adoption of this Resolution by the Board, but only for purpose of acquiring scientific, research and administrative support equipment to be used by and for the Institutions (the "Equipment"). The Lease Agreements for such equipment shall be approved in writing by the applicable institutional President or authorized delegate (together, referred to herein as the "Representatives" or, individually, a "Representative").

Requests received by CSURF for Equipment to be financed through the Line of Credit shall be submitted to the respective institutional Representative. Upon approval of any such request, the Representative shall enter into a lease agreement with CSURF for such Equipment. The term of such Lease Agreement shall be the lesser of the useful life of the Equipment (as determined by the Representative) or five years. Upon execution of the Lease Agreement with CSURF, CSURF shall draw on the Line of Credit and acquire the Equipment. The Board shall make payments to CSURF under the Lease Agreement at least quarterly. Such payments shall be made from legally available moneys of the Board (but not from moneys drawn under the Line of Credit) and shall include, in addition to the lease payment, an amount equal to the greater of \$800 or 4% of the amount so drawn as compensation for CSURF's administrative expenses and services in connection with the Line of Credit.

The interest rate for 2020 transactions shall be determined as follows:

(a) The initial rate of interest for Lease Agreements to be entered into during calendar year 2020, which rate shall be effective for each such Lease Agreement from the date of delivery thereof through December 31, 2020, shall be 5.0 % per annum as negotiated by CSURF and the Colorado State University System Chief Financial Officer annually. During the month of December 2020 and in each subsequent year while any Lease Agreements are in effect, the Foundation shall estimate, based upon information furnished to it by the Bank, the Average Rate of interest plus .5% per annum (the .5% increment being added to provide for the possibility that interest on the Note will be higher than estimated).

(b) In the event that the rate of interest on the Note is increased as the result of a determination that such interest has lost its exclusion from gross income for federal income tax purposes under the Internal Revenue Code of 1986, as amended (the "Code"), or is treated as an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals and corporations (except with respect to corporations, as such interest is required to be taken into account in determining "adjusted current earnings" for the purpose of computing the alternative minimum tax imposed on such corporations), the rate of interest on the Lease Agreements shall immediately be further increased to the average rate of interest expected to accrue on the Note for the remainder of such calendar

year on such "taxable" basis, as estimated by CSURF through negotiations with the bank, plus any additional increment necessary to make up, over the course of the remaining calendar year or such longer period as CSURF may agree to, any retroactive additional interest owed or paid by CSURF to the Bank pursuant to the Note as a result of such determination.

(c) Notwithstanding any other provision hereof, the rate of interest on the Lease Agreement shall not exceed eighteen percent (18%) per annum. Notwithstanding any other provision thereof, all payment obligations of the Board under any Lease Agreement shall be subject to renewal and appropriation or availability of funds as provided in Sections 7 and 10 of the Lease Agreement.

The Board shall have the exclusive possession and use of Equipment financed through the Line of Credit, except to the extent that the Bank may enforce its security interest in the Equipment in the event of a default by CSURF and subject to the Bank's right to inspect the Equipment at any reasonable time as provided in the Line of Credit Agreement (including any additions thereto).

If Equipment is damaged or destroyed during the Term of the Lease Agreement, the Board shall make the proceeds of any fire or other casualty insurance policies available to the Institution for repair or replacement of the equipment, subject to any claims of the Bank or CSURF.

The Board acknowledges that one of the purposes of this Resolution is to establish that interest paid by CSURF on the Note shall not be included in CSURF's gross income under present federal income tax law thereby resulting in more favorable interest rates on the Note and more favorable payment terms to the Board. Accordingly, the Board hereby covenants for the benefit of the Bank, its successors and assigns, that it will not: (i) make any use of the proceeds of the Line of Credit or any other funds of CSURF; (ii) make any use of the Equipment; or (iii) take, or omit to take, any action with respect to the Note, the proceeds of the Line of Credit, any other funds of CSURF, or the equipment, if such use, action or omission would cause the interest on the Note to be included in gross income for federal income tax purposes or be treated as an item of tax preference for purposes of the federal alternative minimum tax. The Board further covenants, represents and warrants compliance with the procedures set forth in the Federal Tax Exemption Certificate hereby authorized to be signed by the Representative implementing the above covenants so as to maintain the above-described exclusions from gross income and alternative minimum tax and to avoid any applicable penalties under the Code. As required by law, the foregoing covenants shall remain in full force and effect notwithstanding the payment in full or defeasance of the Note.

Institutional Representatives are hereby authorized and directed to execute such documents and instruments and generally to take such actions as may be necessary or appropriate to make the transactions contemplated by this Resolution. After consultation with legal counsel, the Representatives may make modifications to the required documents deemed required or necessary, so long as such modifications are not inconsistent with this Resolution. In the event of any inconsistency between this

Resolution and any document or instrument hereby approved, the provisions of this Resolution shall be controlling.

If any section, paragraph, clause or provision of this Resolution shall, for any reason, be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

All bylaws, orders and resolutions, or parts thereof, inconsistent with this Resolution or with any of the documents hereby approved, are hereby repealed only to the extent of such inconsistency. This shall not be construed as reviving any bylaw, order or resolution, or part thereof, heretofore repealed.

This Resolution shall be in full force and effect immediately upon its passage and adoption.

Approved

Denied

Board Secretary

Date

Item #11

Status of Joint Banner Project Update

COLORADO STATE UNIVERSITY SYSTEM

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CSU - GLOBAL CAMPUS



Joint Banner Project Board of Governors Update

Patrick J. Burns

CIO for the CSU System

December 6, 2019



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

Why?



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

Significant Functional Upgrade for CSU-Pueblo

Banner is a much richer, more robust Student Information System for CSU-Pueblo than their current Administrative Information System (AIS), providing a very significant functional upgrade

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UNIVERSITY SYSTEM**

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Significant Efficiencies

- CSU-Fort Collins IT will operate the joint system, providing operational efficiencies for the CSU System
- Back-end operations can be accomplished for both systems, including
 - Student accounts, tuition processing, and account reconciliation
 - Official reporting to State of Colorado and federal government
 - Many configurations
- Allows expertise to be shared across both institutions
 - Student Financial Aid
- Many processes at CSU-Pueblo that are now manual will be automated

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Greater Effectiveness

- The joint Banner SIS will provide a shared portion that will be operated once for both institutions, and provide a unified “CSU System” view into student information
 - All personnel, including students, tracked at the CSU System level
 - Reporting will be accomplished at the CSU System level for both institutions
 - Continuing to explore additional shared functions
- Allows CSU-Global to participate, at their choice

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Status

**COLORADO STATE
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Scope of the Project

- Implementation began January 2019
- “Go live” scheduled for August 2021
 - A 32-month project
 - Some modules need to be live well before full “go live”
 - Admissions for Fall 2021, “go live” late in CY 2020
 - Financial Aid for Fall 2021, “go live” late in CY 2020
 - General person
- We are about one year into the project



Calibration After Almost One Year In

- Revisited sharing – “share more” directive from Executive Leadership Team
- Shared Banner has proven to be much more challenging than we anticipated
 - Implementation effort greater than anticipated, requiring additional staff
 - Maintaining existing systems and services, while in the process of implementation, requires more effort and staff than anticipated
 - Managing the extraordinarily complex project and making the implementation vendor accountable requires more project management effort than anticipated



Two Additional Projects Required

- **Slate Admissions System - ~\$400k**
 - CSU-Pueblo's current Admissions System EMAS unavailable at end of CY 2020
 - Vendor going out of business
 - Slate Admissions System used by CSU-Fort Collins will be expanded to accommodate CSU-Pueblo, offering greater efficiencies and effectiveness
 - Recently added to the Joint Banner Project, still scoping effort and costs
- **Identity and Access Management (IAM) System - \$625k**
 - Operated at CSU-Fort Collins for both institutions
 - Required to define and manage access, authentication, and roles
 - Implementing Internet2's



Budget Request for FY 20

- Added
 - Some staffing at both institutions, based on “calibration” of need to date
 - Added project management staff, needed to manage extraordinary project complexity and to manage and make accountable the implementation vendor
 - A 10% contingency for exigencies
 - Two additional projects: Slate Admissions and IAM
- FY 20 request: \$2.898 million
- See two-page handout with additional detail



Item #12

CSU Capital Improvement Project Discussion

COLORADO STATE UNIVERSITY SYSTEM

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Potential Capital Improvements

Colorado State University



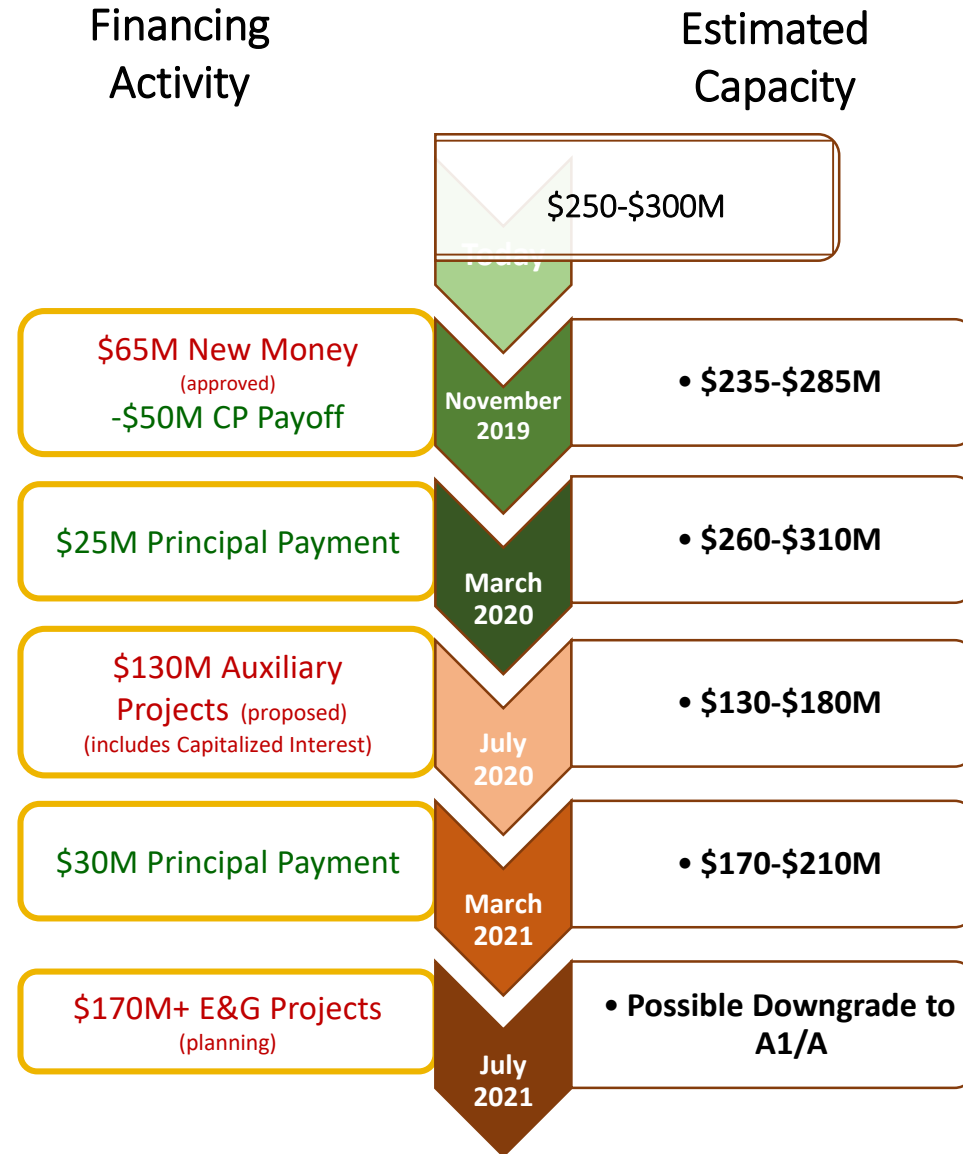
COLORADO STATE UNIVERSITY SYSTEM

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Debt Capacity and Timeline



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Biomedical Research Center Site Development Analysis

Potential Funding Sources

| EXISTING CASH RESOURCES | | | | EXISTING BUDGET RESOURCES | | | NEW DEBT RESOURCES | | | TOTALS | |
|--|----------------------|-------------------|----------------------|----------------------------|---------------------------|---|----------------------|------------------------|-------------------|----------------------|-----------------------|
| Donor/Other Cash Target | GF Cash | SFF Cash | Total Cash Target | GF Existing Debt Budget | SFF Debt, Existing Fee | Total Existing Resources for Debt | GF New Budget | SFF Debt - +\$5/sch | Total New Debt | Total Financing | |
| Glover Replacement - Phase I | \$ 16,000,000 | 7,500,000 | 1,200,000 | \$ 24,700,000 | \$ 30,600,000 | 12,000,000 | \$ 42,600,000 | \$ - | 12,700,000 | \$ 12,700,000 | \$ 80,000,000 |
| Clark Renovation - Phase I | 11,000,000 | - | 10,800,000 | 21,800,000 | 400,000 | 19,000,000 | 19,400,000 | - | 13,800,000 | 13,800,000 | 55,000,000 |
| Biomedical Discovery Center | 14,000,000 | 7,500,000 | - | 21,500,000 | 15,000,000 | 15,000,000 | 30,000,000 | - | 18,500,000 | 18,500,000 | 70,000,000 |
| | \$ 41,000,000 | 15,000,000 | 12,000,000 | \$ 68,000,000 | \$ 46,000,000 | 46,000,000 | \$ 92,000,000 | \$ - | 45,000,000 | \$ 45,000,000 | \$ 205,000,000 |
| Existing Available Budget | \$ - | - | - | | \$ 3,000,000 | 3,000,000 | \$ 6,000,000 | \$ - | 3,875,000 | \$ 3,875,000 | \$ 9,875,000 |
| Annual Debt Service @ 5% | - | - | - | | 2,992,366 | 2,992,366 | 5,984,732 | - | 2,927,315 | 2,927,315 | 8,912,047 |
| Excess (shortfall) Resources Needed | \$ - | - | - | | \$ 7,634 | 7,634 | 15,268 | \$ - | 947,685 | 947,685 | 962,953 |
| Potential Debt Issued | \$ - | - | - | | \$ 46,000,000 | 46,000,000 | \$ 92,000,000 | \$ - | 45,000,000 | \$ 45,000,000 | \$ 137,000,000 |

COLORADO STATE UNIVERSITY SYSTEM

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Section 4

Colorado State University Reports

- Colorado State University Student Representative's Report
- Colorado State University Faculty Representative's Report
- Colorado State University President's Report



ASCSU

BOG REPORT

CSU | Fort Collins | 11.20.2019

Traditions & Programs

Rams on the Ice is going to be one of the greatest traditions in CSU history. Near Valentine's Day we are **bringing an ice rink to campus** to be placed on the plaza. Skate rentals will be provided and students can skate while on campus! We have just started discussing creating a **teddy bear toss** where students at a basketball game **bring teddy bears and throw them on the court at halftime to be donated to a children's hospital**. This project is in its early stages but more meetings and updates are to come!

Health

Our director of health put together a **flu vaccination clinic**. The clinic was so successful that we ran out of flu shots. The on campus **mobile food pantry had its largest turnout in history** inside the Lory Student Center. This pantry has been a longtime SLiCE-ASCSU partnership and our director of health has helped market and support the pantry (along with pocket pantries around campus).

Academics

We have had some preliminary meetings discussing the possibility of **sponsoring GRE, MCAT, and LSAT exam costs** via reimbursement. The office of financial aid provides waivers for some of these exams but a further incentive for students not financial-aid eligible may encourage them to pursue graduate-level education. We are also **surveying for our Caps & Gowns Rental Initiative** to find the demand for discounted caps & gowns.

Colorado Student Government Coalition (CSGC)

ASCSU has played a critical role in the formation of a coalition amongst student governments. This helps amplify the student voice as we communicate our ideas to the state legislative and executive branches.

Diversity and Inclusion

Our team partnered with the Sociology department to bring a **speaker to talk about diversity & inclusion—highlighting women's issues on college campuses**. The event was a large success. We also **held our international dance night** which represented various cultures and identities and their cultural dances. It had twice the turnout of its previous record year.

Transportation Safety Initiatives

Transportation Safety Initiatives come in the aftermath of student deaths involving traffic incidents. A **committee on e-scooter safety** is being run by ASCSU students. The committee gathers **input from students on opinions on the scooters** and asks questions like where they should be parked, if they should be restricted from certain areas, etc. We also have an initiative to **give out more reflective materials to students for their safety**. **Reflective pins are an option we're exploring.**

Board of Governors Report – December 5-6, 2019

Respectfully submitted by Stephanie Clemons, Ph.D.
Faculty Representative to the Board of Governors, CSU – Fort Collins

A few campus-wide initiatives CSU-Fort Collins faculty are engaged in this fall.

Non-Tenure Track Faculty (NTTF) Promotions – Update on process. Over the last month, President McConnell hosted three “Campus Conversations” to discuss the decision to invite eligible NTTF to apply for promotion and to engage in campus-wide, ongoing dialogue about the design, execution, review and evolution of the process. All NTTF, tenure-track faculty, deans, department heads and staff were encouraged to attend one of three NTTF forums. Topics included: “What is work, and where do we have opportunity to improve?” and “Service and Workload”. “Service” is handled differently in every department. Discussions included types of service, workload allocation, recognition, and incentives.

Institutional Learning Objectives – Update. In November, Faculty Council received the Institutional Learning Objectives (ILOs) report. Final ILOs identified: creativity, reasoning, communication, responsibility, and collaboration. Through ILOs, students will be immersed in reflection upon interrelated core and discipline-specific knowledge domains. Moving forward, faculty will be evaluating courses to ensure that ILOs are embedded in exiting curriculum and submitting curriculum changes if not. ILOs offer opportunities for faculty to build additional bridges between units and reposition course content around university-wide objectives.

Race, Bias, and Equity Initiative. Blanche Hughes, Vice President for Student Affairs, was appointed by President McConnell to lead the Race, Bias, and Equity Initiative. The initiative is now “...taking proposals from current faculty, staff and students on ideas to empower all members of the campus community to learn, work, live and recreate in a safe and welcoming environment.” Proposals had to be submitted by Nov. 11th to receive first consideration. Faculty individually and collaboratively submitted proposals.

Faculty Council Resolution on Budget Priorities. Recent resolution passed that urged administration to significantly reduce athletic program subsidies and use savings to support the university’s academic mission.

Learning Analytics (LA) Research. To enhance student learning, faculty/staff are investigating 1) ways to combine LA with Science of Learning to modify student study habits (e.g. use CANVAS reminders to send students individual nudges/alerts about upcoming exam), 2) our test pilot of MyLA (my learning analytics). These LA develop a histogram; offering individual student’s data about their performance on an exam in comparison to the class (population statistics) to nudge them toward enhanced engagement with course content, and 3) use of analytics to understand course design and delivery mechanisms (e.g. faculty /departments).

Graduate Student Showcase. November event; showcased over 300 graduate students who presented their research, creativity and entrepreneurship to the campus community. Keynote: Melissa Marshall, Founder, Present Your Science and Ted Talk speaker “Talk Nerdy to Me”. Faculty mentoring serves as a silent partner in the success of graduate student research. All celebrated.

President’s Inauguration. Faculty were invited to be part of or view President McConnell’s Inauguration ceremony. It was a significant milestone event for our campus, faculty, students and community.

Snapshots: Libraries, College of Liberal Arts, College of Business

CSU Libraries – Support for Teaching and Learning

Mission. *Inspired by Colorado State University's land-grant mission, we build, preserve, and provide access to distinctive archival, photographic, and printed materials, with a particular commitment to collections documenting agriculture and water resources.*

Partners

The CSU- Fort Collins Libraries partner with CSU-Pueblo and the CSU System to specifically to identify ways to collaborate and to accomplish similar goals at scale, including both library and IT operations. These efforts create efficiencies, reduce costs, and leverage the power of a larger team to deliver operations at both university campuses.

CSU Libraries partner with Academic Computing and Network Services (ACNS). ACNS supports predictive analytics (leveraging student data to enhance student success), Unizin/Canvas (cradle to grave support for data management), the research data management lifecycle, IT security, and Kualu-Cloud. CSU is one of the first institutions to use Kualu-Cloud for their financial systems. Issue: new security protections always needed. Research institutions are under attack more than in previous years.

Departments

Acquisitions and Metadata Services is responsible for ordering, receiving, licensing and cataloging materials. The \$9.3 million acquisitions budget includes funds from a materials budget, development funds, grant funds, and Semester at Sea (for onboard library materials).

Digital and Archives Services collects, preserves, and provides access to distinctive archival, photographic, and printed materials. They are responsible for building and managing the institution's digital repository. They also provide data management services to researchers, faculty, and students, and have assisted in the creation of CSU's 150th anniversary documentary film, along with other campus products and events.

College Liaisons offer subject expertise and provide research consultations to help navigate the collection, identify relevant databases and develop search strategies.

New Dean of Libraries

Karen Estlund will arrive on campus December 1st. Currently she is the Associate Dean for Technology and Digital strategies for Penn State Libraries.

Library Services

In addition to 24/7 e-access to books, collections, and materials, Morgan Library offers students and the community access to reservable group study rooms, editing room, poster printing services, 3D printing stations, computer classrooms for instruction, and assistive technology rooms for students with differing needs. The computer lab includes more than 300 computers; students can check out laptops, iPads, and Chromebooks.

Fun Factoid: In FY2018, electronic usage included 2.9 million full-text journal article downloads and more than 870,000 e-book uses.

College of Liberal Arts (CLA) – Faculty Related Updates

Mission. *The College of Liberal Arts aims to educate committed and active citizens and to develop in them an understanding of humans, including their history, literature, and art; their social, political, and economic systems; and their relationship to the environment.*

Commitment. Students and faculty share a commitment to the well-being of the human community, the natural environment in which we live, and to the inspiration of the human spirit.

Strategic Plan. Early work produced unit goals that were compared to CSU priorities. Three areas were identified as ways to transform the college given existing resources: learning, scholarship and engagement. New strategic plan became their STORY. Their story transformed priorities, website, and language to attract new students to their majors. It worked.

Growth. The College has seen three straight years of enrollment increases; a reverse of the national downward trend. Since fall 2016, the college has increased the number of first-year students by 30%. As of fall 2019, they have 4198 primary majors, serve 5110 students both face-to-face and online, and when considering primary majors, secondary majors, and minors they support over 6500 credential-seeking students, or nearly 30% of the total CSU undergraduate population. According to Institutional Research (IR) data, they are the third largest college on the CSU-Fort Collins campus.

Faculty Hires/Awards. To address enrollment increases, 50 new tenure-track faculty have been hired in the last three years; the vast majority identify as a member of an underrepresented group. Hiring emphasizes focus on three research areas: environment, global connections, and race/diversity. The college has a new University Distinguished Teaching Scholar (Dan Beachy-Quick, English), new Guggenheim Scholar (Camille Dungy, English), and Fulbright Distinguished Research Chair (Michael Carolan).

Diversity, Inclusivity, and Equity. Through AUCC (gen ed) courses, CLA faculty teach nearly all undergraduate students prior to graduation. Faculty know they play a significant leadership role on campus in student/faculty conversations about diversity, inclusivity and equity. The student body and majors/minors in the college are quite diverse with courses that naturally generate diversity, inclusion and equity conversations.

Salary Equity Raises. Faculty and administrative professional staff salaries are relatively low compared to benchmark peers. Over the last two years, the provost and college have been making appropriate adjustments. It is expected that the next two years will have similar adjustments to reach identified goals.

Non-Tenure Track Faculty. CLA has the largest number (over 300) of non-tenure track faculty on campus. Faculty have been a leaders in discussions about improving pay and status of NTTF for several years. President McConnell is supportive of the NTTF discussions and addressing the need. See earlier in this report.

Proposed New Physical Facilities. CLA participated in campus-wide planning exercises. Recommended revitalization of the existing Clark building – “economic powerhouse”. It is one of the heaviest used on campus and sits in a prime location diagonal to the Lory Student Center.

Factoids: New Geography undergraduate major is very popular; Center of Public Deliberation is very effective on and off campus.

College of Business (COB) – Faculty Related Updates

Mission + Vision. “Business for a Better World.” College of Business is in the business of transforming lives. Vision: “Establish the CSU College of Business as a national leader in advancing business to address the social, environmental and economic challenges of the 21st century.” **Their Community.** The College of Business is a diverse community of almost 40,000 faculty, staff, students, and alumni united in one bold mission: to use business to create a better world.

Faculty/Students. Approximately 100 faculty in the College of Business; roughly 2/3 tenure track and 1/3 full-time non-tenure track. Serve over 5,000 students; including an especially large graduate program and a business minor that serves almost 1,500 students from across campus. Ninety percent of graduates receive a job offer within 90 days of graduation; top employer is Goldman Sachs.

Core goals: research, student access and student success; student preparation; community engagement.

Curriculum. The Global Social and Sustainable Enterprise (GSSE) MBA program, soon to transition to the **Impact MBA**, ranks number 3 in the world for social entrepreneurship. The College is also known for its online programs, including the Online MBA as well as the Master of Computer Information Systems. Both are recognized nationally and internationally by *US News* and *World Report* and *Financial Times*.

Faculty Research. The College is known for research excellence. The accounting faculty are ranked No. 6 in the world for their work in the tax area, and the supply chain management faculty are ranked No. 17 (in top 5%) for the quantity and quality of their empirical research.

College Continues to Innovate. Investments - Financial and operational excellence + people
Delivery Platform Innovation. Providing access to education is one of COB’s vision pillars and a crucial part of its identity as a land-grant institution. Innovation investment: new technology, “Mosaic” that allows distance students to participate in the classroom, synchronously, with no delay.

Curriculum Innovation. *Impact MBA* launch, fall 2020. In addition to preparing impact entrepreneurs, this new program adds a Corporate Sustainability track to the program and enables COB to partner with other colleges to build a cross-disciplinary curriculum that prepares students to manage and lead with the triple bottom line (people, planet, profit) in mind. **Award:** Fall 2019, *Impact MBA* was recognized by the MBA Roundtable as the most Innovative New MBA Program in the country.

Innovating through Centers and Institutes; The Institute for Entrepreneurship. The Institute has ramped up its curricular and co-curricular offerings, serving the entire campus (undergraduate and graduate students from all 8 colleges and 50 majors), faculty, as well as the broader community with a zero-barrier approach to entrepreneurship. From serving 86 students in fall 2017, they now reach 600 students/year. The Institute’s goal is to engage at least 10% of the CSU student population, or 3,000 students, by 2025. The College is pleased to share that the Institute Director, Scott Shrake, has been selected by Colorado Biz magazine as a top 50 most influential GenXYZr!

Supply Chain Management Faculty Research Awards. John Macdonald; awarded an \$809K, NSF grant to study illicit wildlife trafficking. Susan Golicic named one of the top 100 most influential women in supply chain management by *B2G Consulting*. She is one of only 4 academics to receive the honor.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
December 6, 2019

I. MAJOR HONORS AND AWARDS

A. Colorado State University's record-breaking research enterprise is at \$398.5 million

Colorado State University's spending on research activities hit a record \$398.5 million for fiscal year 2019, a 6.3 percent increase over the previous year. Spending on research, which has grown by nearly \$100 million in the last decade, signals a bright future for the university's research enterprise. In the fiscal year that ended June 30, CSU posted increases in all areas of sponsored project awards, including federal and industry funding. About 70 percent of CSU's research dollars come in the form of grants awarded by federal funding agencies. The remainder originate from other sources, including state and local governments, private foundations, nonprofits, and industry partners. Federal expenditures totaled \$284.3 million in fiscal year 2019, compared with \$268.7 million in the previous year. Non-federal sources totaled \$56.6 million this year, compared with \$53 million in 2018. As in previous years, the largest share of expenditures from federal sources came from the Department of Defense, for a total of \$92.3 million, or 23 percent of CSU's total federal research funding. Other federal sources include the U.S. Department of Health and Human Services, U.S. Department of Agriculture, the National Science Foundation, and the U.S. Department of Commerce.

B. NREL scientist receives Outstanding Public Leadership Medal from NASA

Paul Evangelista, a research ecologist in the Natural Resource Ecology Laboratory (NREL) at Colorado State University in October received an Outstanding Public Leadership Medal from NASA. The medal is awarded to individuals for notable leadership accomplishments that have significantly influenced the NASA mission. This is one of the highest awards given by NASA and the highest honor granted to a non-federal employee. Evangelista was recognized for his eight years of leadership with the DEVELOP program, part of NASA's Applied Sciences Program which addresses environmental and public policy issues through interdisciplinary research projects. Evangelista is the lead science advisor of the Fort Collins DEVELOP node, one of three programs – out of a total of 11 – that is affiliated with a university. It was also the first university-based DEVELOP location to partner with a federal agency; the CSU team partners with the U.S. Geological Survey Fort Collins Science Center.

C. Diana Wall awarded President's Medal by the British Ecological Society

The British Ecological Society has announced that Diana Wall, Colorado State University Distinguished Professor, has been awarded the 2019 President's Medal. The society's president

awards this prestigious honor at the end of each term of office – every two years – as a personal gift. Wall was given this special award for her outstanding contributions to soil biodiversity research, focused on Antarctic McMurdo Dry Valleys, but also for her enormous efforts in promoting the importance of soils and their ecology for tackling global environmental challenges. Wall, along with the nine winners of the other 2019 BES awards, will be presented with the President’s Medal during a ceremony at the society’s annual conference in December. The conference will bring together 1,200 ecologists from some 60 countries to discuss the latest advances in ecological research across the whole discipline.

D. CICRC director awarded Excellence in Global Health Award

Lorann Stallones, a Colorado State University professor of psychology and director of the Colorado Injury Control Research Center, is the recipient of the 2019 Excellence in Global Health Award from the Center for Global Health in Denver. Stallones, who was recognized for this award on Oct. 18 at the Children’s Hospital Colorado in Aurora, received the honor for addressing issues in global health. As a researcher who has studied public health for over 40 years in both the academic and industry sectors, she has positively impacted the lives of many vulnerable populations. Injury prevention on an international level is a common thread throughout her research. She has examined child safety in Japan, migrant farm-worker protection in Colorado and even established the USA-China Agricultural Injury Prevention Training program, a robust program that allowed Chinese students to participate in training sessions around international injury prevention.

E. Electrical and Computer Engineering department wins “Project of the Year”

In October, the Colorado chapter of the National Society of Professional Engineering (NSPE) gave their “2019 Project of the Year Award” in the public sector to the Department Electric and Computer Engineering in the Walter Scott, Jr. College of Engineering for the department’s National Science Foundation-sponsored “RED” (Revolutionizing Engineering Departments) project. This award is usually given to a major civil engineering project.

F. NIH grants over \$3 million to CSU for studies on children with Down syndrome

A Colorado State University research team has received more than \$3 million from the National Institutes of Health for two studies of children who have Down syndrome. Deborah Fidler and Lisa Daunhauer, two faculty members in CSU’s Department of Human Development and Family Studies, have received a five-year, \$2.9 million NIH grant to identify the best ways to measure cognitive function in children, ages 2 to 8, who have Down syndrome. They’ll use a second \$500,000 NIH grant to identify early indicators of attention difficulties in children with Down syndrome. Down syndrome is the most common type of neurogenetic syndrome associated with developmental disability. The first study focuses on measuring executive function, which refers to the thinking skills needed for planning and problem-solving. In the second study, which is part of the NIH’s INCLUDE (INvestigation of Co-occurring conditions across the Lifespan to Understand Down syndrome) initiative, Fidler and Daunhauer will focus on identifying risk for attention difficulties in 75 children with Down syndrome they had studied as infants. The Department of Human Development and Family Studies is part of CSU’s College of Health and Human Sciences.

II. STUDENT SUCCESS

A. Colorado State University announces record enrollment

A freshman class that includes more than 1,200 first-generation students has helped vault Colorado State University to record enrollment levels for 2019-20 as Colorado's land-grant school pushed past 34,000 in total enrollment for the first time. The growth in total enrollment is part of an ongoing pattern, bolstered by strong growth in undergraduate enrollment on the Fort Collins campus over the past five years. Total enrollment grew during that time from 32,236 students in 2015 to 34,166 total students today. In that same period: the number of CSU undergraduate students studying on campus has grown from 24,433 in 2015 to 26,559 this fall – an increase of 2,126 students; more than 64 percent of new first-year students are Colorado residents, with one-in-three of those students self-identifying as diverse; 57 percent are women; and 24 percent of the new class are the first in their family to attend college. In addition, 1,839 freshman students are from the seven county Denver area – 56 percent of all Colorado students in the freshman class – and 190 of those are from Denver Public Schools high schools.

B. CSU holds first training for female conservation leaders

A group of 17 leaders from nine Latin American countries heard from a rock-star lineup of female trailblazers in conservation on Oct. 25. The panel discussion was part of the first Women's Leadership in Conservation seminar, organized by the Center for Protected Area Management at Colorado State University. CSU Assistant Professor Jennifer Solomon and Megan Jones, who is pursuing a doctoral degree in the Department of Human Dimensions of Natural Resources, have found that harassment is one of many gender-related challenges that frequently confront women conservation leaders. At the seminar, women not only shared their experiences of how they have succeeded in a workplace traditionally dominated by men, but they also learned how to advocate for the programs they lead and how to support other women in conservation.

III. INNOVATION AND RESEARCH

A. Colorado Climate Center makes state weather records official

The weather and climate experts at the Colorado Climate Center Climatologists this fall certified the largest hailstone, highest temperature, and lowest atmospheric pressure ever recorded in the state's record-keeping history, which goes back to the 1870s. According to now-official Colorado Climate Center records, the largest-ever recorded hailstone fell Aug. 13 near Bethune, Colorado. It measured 4.83 inches in diameter and weighed 8.5 ounces. The old record, though unofficial, stood at 4.5 inches in diameter. The highest temperature record – 115 degrees Fahrenheit – observed at the John Martin Reservoir near Las Animas, was recorded on July 20. It beat the previous record, which had stood since 1933, by 1 degree. The lowest atmospheric pressure record, 970.4 millibars, was observed in Lamar on March 13 during the famed “bomb cyclone.” The Colorado Climate Center, part of CSU's Department of Atmospheric Science, is the state's designated climate office that collects data, monitors climate, conducts research, and provides public-facing expertise to scientists, educators, the media, and the public.

B. CSU study: Hops do not need to go dormant to flower

Bill Bauerle, a plant stress physiology expert and professor in Colorado State University's Department of Horticulture and Landscape Architecture, has demonstrated hops – a fragrant flower used in beer brewing – do not have to go dormant before they flower. By precisely controlling the lighting periods of his plants, Bauerle studied the extent to which the dormancy period was indeed a necessary component for healthy hop flowers. His results indicate that hops do not, in fact, require the dormant vernalization period that was previously assumed essential. His results, published in *Scientific Reports*, open new possibilities for indoor, sustainable, local production of hops. The study spanned three years and 13 growth cycles of several popular hop varieties, and used the pink-hued, state-of-the-art LED lighting systems at the CSU Horticulture Center. The lights are part of a long-term collaborative partnership with Philips Lighting that allows the university to lead innovative research and teaching in horticulture and floriculture.

C. Exposure to air pollution increases violent crime rates, study finds

Breathing dirty air can make you more aggressive, according to a set of studies recently authored by Colorado State University researchers in economics, atmospheric science, and statistics. Together, the team found strong links between short-term exposure to air pollution and aggressive behavior, in the form of aggravated assaults and other violent crimes across the continental United States. The results, derived from daily Federal Bureau of Investigation crime statistics and an eight-year, detailed map of daily U.S. air pollution, will be published in a forthcoming edition of the *Journal of Environmental Economics and Management*. Changes in these air pollution measures had no statistically significant effect on any other category of crime. The paper's lead author is Jesse Burkhardt, assistant professor in the Department of Agricultural and Resource Economics, who teamed up with fellow economist Jude Bayham in the same department; Ander Wilson in the Department of Statistics; and several air pollution experts in civil engineering and atmospheric science.

D. Human noise culprit of masking iconic national park sounds

With ecological consequences in mind, a team of scientists from Colorado State University and the U.S. National Park Service (NPS) characterized the predominant human noise sources in 66 U.S. national parks in an effort to help parks better manage the noise problem. The study, "Anthropogenic noise in U.S. national parks – sources and spatial extent," was published Oct. 2 in the Ecological Society of America's journal *Frontiers in Ecology and the Environment*. The researchers found that national park lands are largely bastions of natural sounds. While the team found anthropogenic noise causes a 10-fold or greater increase in natural background sound levels in over a third of parks in the study, the acreage impacted by such levels represents less than two percent of the total NPS lands. The team found that even though trains and recreational watercraft are by far the loudest sources of noise, the greatest noise-causing culprits are vehicles and aircraft. George Wittemyer, an associate professor at CSU, is senior author of the study.

E. Oil and gas wastewater used for irrigation may suppress plant immune systems

A new Colorado State University study gives pause to that idea of using wastewater from oil and gas production for irrigating food crops. The team led by Professor Thomas Borch of the Department of Soil and Crop Sciences conducted a greenhouse study using produced water from oil and gas extraction to irrigate common wheat crops. Their study, published in *Environmental Science and Technology Letters*, showed that these crops had weakened immune systems, leading to the question of whether using such wastewater for irrigation would leave crop systems more vulnerable to bacterial and fungal pathogens. Findings from this work suggest that plant immune response impacts must be assessed before reusing treated oil and gas wastewater for agricultural irrigation. Borch is a biogeochemist who has joint academic appointments in the Department of Chemistry and Department of Civil and Environmental Engineering.

IV. COMMUNITY IMPACT

A. Grand opening for CSU Arkansas Valley Campus

A ribbon-cutting ceremony was held Sept. 25 for the Colorado State University Arkansas Valley Campus in Rocky Ford, a new facility for research, extension and engagement. The grand opening ceremony signifies greater access to research and resources for residents of Eastern Colorado, as well as a better opportunity to interact with the state's land-grant university. The Arkansas Valley Campus is the shared home of the Arkansas Valley Research Center, Otero County and the Southeast Area Extension offices, the Rocky Ford Vet Diagnostic Lab, and CSU Office of Engagement. These campus partners represent a renewed partnership to serve the needs of the people of southeastern Colorado.

B. CSU empowers community with health education initiative in Fort Morgan

Colorado State University has developed a special partnership with the small eastern plains town of Fort Morgan in recent years. The next step in that relationship is improving health awareness in immigrant communities there. Two CSU faculty members – Professor Eric Ishiwata of CSU's Department of Ethnic Studies and Bruno Sobral, a professor in CSU's Department of Microbiology, Immunology and Pathology – received a two-year, \$345,000 grant from the Colorado Health Foundation to deliver health education to Spanish- and Somali-speaking populations via members of those communities. Fort Morgan is one of the most diverse municipalities in the state, a place where a language other than English is spoken in nearly 39 percent of households. Most of its population identifies as non-white. A significant number of immigrants from Latin American and African countries have moved there in recent decades, in many cases to work at the local Cargill meat-processing plant. The classes accommodate 26 Spanish speakers and 16 Somali speakers. Those who participate are being asked to share what they've learned with their communities, whether that's via social media or a social event planned around a meal.

C. New childcare facility to serve CSU and Fort Collins families

Construction has begun on a new childcare facility on the southwest corner of the main Colorado State University campus. The Sunshine House Early Learning Academy 2, which will be open for business by mid-summer 2020, will have childcare space to serve 170 children ranging in age from infants to 12-years-olds. Located at the intersection of South Shields and West Lake streets, Sunshine House 2 is scheduled to be completed in July 2020. Although the daycare will be open to everyone, CSU students and employees will be given priority enrollment. Once completed, the \$3.7 million, 11,000-square-foot Sunshine House 2 will fill a chronic need for childcare in the community. The new facility is the second daycare operated by Sunshine House through a partnership with CSU and the Colorado State University Research Foundation. The current Sunshine House Early Learning Academy off Centre Avenue near CSU's Loren Crabtree Hall accommodates between 130 and 145 children and has a waiting list of about 200.

D. C.A.N.S. Around the Oval raises nearly \$52K and 18,000 pounds of food

The 33rd year of C.A.N.S. Around the Oval wrapped up on Oct. 16, generating \$51,966 in donations and 17,918 pounds of food. C.A.N.S., which stands for "cash and nutritious staples," is one of the largest fund and food drives in Northern Colorado. The Student Leadership, Involvement, and Community Engagement office coordinates the month-long event, in which thousands of people in the CSU community and local community participate. According to a 2013 survey, approximately 1 in 10 CSU students are food insecure. More recent estimates show that figure closer to 3 in 10. Additionally, 40,200 Larimer County residents are food insecure.

V. FISCAL STRENGTH

A. Major Gift Report

| | October 2019 | | FY20 (July – October) | | FY19 (July – October) | |
|---|---------------|-------|-----------------------|--------|-----------------------|--------|
| | Amount | Count | Amount | Count | Amount | Count |
| Contributions | \$8,664,779 | 5,552 | \$36,702,841 | 11,672 | \$26,293,913 | 11,564 |
| Irrevocable Planned Gifts | – | – | \$100,000 | 1 | – | – |
| Revocable Gifts and Conditional Pledges | \$3,650,000 | 8 | \$17,740,000 | 34 | \$29,897,801 | 38 |
| Payments to Commitments Prior to Period | (\$1,152,150) | 471 | (\$6,300,092) | 743 | (\$4,643,479) | 667 |
| Total Philanthropic Support | \$11,162,629 | 5,337 | \$48,242,750 | 11,358 | \$51,548,236 | 11,326 |
| Other Private Support | \$3,883,461 | 17 | \$14,541,340 | 1,243 | \$9,438,044 | 660 |
| Net Private Support | \$15,046,090 | 5,354 | \$62,784,090 | 12,333 | \$60,986,279 | 11,845 |

B. Major gifts not previously reported

\$3,500,000 revocable commitment to support the *One Cure*, College of Veterinary Medicine and Biomedical Sciences

\$2,400,000 revocable commitment designated as \$1,200,000 to support the *Tiger's Legacy Scholarship Endowment*, College of Veterinary Medicine and Biomedical Sciences, \$960,000 to support the *Lily's Legacy Research Endowment*, College of Veterinary Medicine and Biomedical

Board of Governors of the
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Sciences, and \$240,000 to support the *Teller's Legacy Anesthesiology Enhancement Endowment*, College of Veterinary Medicine and Biomedical Sciences

\$884,084 gift to support the *Koster Endowment for Collaborative Translational Research*, College of Veterinary Medicine and Biomedical Sciences

Revocable commitment to support the *Angelo Feline Therapeutics Discovery*, College of Veterinary Medicine and Biomedical Sciences

\$550,000 in gifts designated as \$500,000 to support the *Veterinary Teaching Hospital Renovation* and \$50,000 to support the *Robert and Eva Knight Resident in Oncology Medicine Endowment*, College of Veterinary Medicine and Biomedical Sciences

\$500,000 revocable commitment designated as \$250,000 to support the *Wendy and Ken Nakao Athletics Scholarship Endowed*, Athletics, and \$250,000 to support the *Wendy and Ken Nakao Environmental and Radiological Health Sciences Scholarship Endowment*, College of Veterinary Medicine and Biomedical Sciences

\$500,000 revocable commitment to support the *Dan and Nancy Freeberg Scholarship Endowment*, College of Health and Human Sciences

\$300,000 designated as a \$250,000 revocable commitment and a \$50,000 pledge to support the *The Cecil Family Civil and Environmental Engineering Scholarship Endowment*, College of Engineering

\$258,369 gift to support the *Reisher Scholars*, Student Affairs

\$225,000 gift to support the *CVMBS-Research Sponsored*, College of Veterinary Medicine and Biomedical Sciences

\$200,000 gift designated as \$150,000 to support the *Women and Philanthropy at CSU*, Other Areas, and \$50,000 to support the *Women and Philanthropy at CSU Endowment*, Other Areas

\$200,000 gift designated as \$100,000 to support the *Veterinary Teaching Hospital*, College of Veterinary Medicine and Biomedical Sciences, and \$100,000 to support the *Orthopedic Medicine and Mobility Discretionary*, College of Veterinary Medicine and Biomedical Sciences

\$173,511 planned gift to support the *University Fund*, Other Areas

Revocable commitment to support the *Fund 241 Endowment*, Warner College of Natural Resources

\$133,000 gift to support the *Unconventional Reservoir Research*, College of Agricultural Sciences

\$125,000 gift to support the *Orthopedic Medicine and Mobility Discretionary*, College of Veterinary Medicine and Biomedical Sciences

\$120,000 gift to support the *Energy Institute*, Vice President Research

\$111,875 gift to support the *San Luis Valley Research*, College of Agricultural Sciences

\$100,000 revocable commitment to support the *Food Science and Human Nutrition*, College of Health and Human Sciences

\$100,000 pledge to support the *Moby Arena Locker Room Renovation*, Athletics

\$100,000 revocable commitment to support the *Natalie Goffredi Scholarship Endowment*, Student Affairs

\$145,927 in gifts to support the *Liniger Honor, Service and Commitment Scholarship*, Student Affairs

VI. NOTABLE HIRES AND PERSONNEL CHANGES

A. CSU Provost Rick Miranda to step down after decade in the role

Colorado State University Provost and Executive Vice President Rick Miranda will step down from this role after 10 years of leading the academic side of the institution, President Joyce McConnell announced Nov. 7. McConnell intends to launch a rigorous national search for a provost and executive vice president later this fall. Upon the successful completion of that search, Miranda will return to his distinguished research and teaching career as a professor of mathematics in the College of Natural Sciences. Miranda, who earned his Ph.D. in mathematics from MIT, joined the CSU faculty as an assistant professor in 1982. He was named chair of the Department of Mathematics in 1997 and dean of the College of Natural Sciences in 2002. Miranda was named interim provost of CSU in 2009 by President Tony Frank, then named to the position permanently in 2010 after a national search. As provost and executive vice president, Miranda served as the university's top administrator after the president, with oversight of academic affairs, institutional budgets, enrollment, student affairs, IT, operations, research, and international engagement. During his tenure, Miranda led efforts to promote student success, including a focus on graduation rates that saw CSU's overall graduation rate rise to 70.9 percent. Miranda also helped create and implement programs focused on providing access to higher education, including CSU's Commitment to Colorado program – now known as CSU's Tuition Assistance Grant – which pledges to cover at least one-half the cost of tuition for Colorado students who meet admissions requirements and whose families report a gross income of \$64,000 or less. He helped formulate groundbreaking new partnerships with organizations such as Semester at Sea, the National Western Center, UHealth, and universities worldwide.

B. Blake Naughton hired as Vice President for Engagement and Extension; Ashley Stokes named Associate Vice President

Blake Naughton, an expert in education policy and administration, has been named vice president for Engagement and Extension at Colorado State University, effective Dec. 1, leading the renamed

Office of Engagement and Extension. In this role, he will advance CSU's engagement and outreach missions and oversee CSU Extension, CSU Online, the Colorado Water Center, and the Office of Community and Economic Development. Naughton comes to CSU from his role as associate vice chancellor for extension and engagement at the University of Missouri, where he provided day-to-day leadership focused on providing high-impact extension and continuing education programming in the areas of agriculture, youth, the economy, and health. He has worked in higher education for two decades. Naughton grew up in Missouri and has worked as a policy researcher for Congress, the state of Missouri, and a national center focused on higher education. He holds a bachelor's in technology policy from Stanford University, a master's in education administration, planning and social policy from Harvard, and a Ph.D. in education administration and policy analysis, also from Stanford. Naughton will join the faculty of the CSU College of Health and Human Sciences as a professor in the Department of Human Development and Family Studies.

As Naughton steps into his new role, he will work closely with a strong leadership team, including Ashley Stokes, who will serve as associate vice president for Engagement and Extension and will provide day-to-day executive leadership of CSU Extension. Stokes joined CSU's College of Veterinary Medicine and Biomedical Sciences in 2015 as the Assistant Dean for Veterinary Admissions and Student Services. Since then she has also held progressive leadership roles in CSU Engagement and Extension.

Colorado State's Office of Engagement and Extension is one of the most institutionally comprehensive commitments to engagement and outreach among land-grant and public universities nationally. The more than 400 employees in the unit work across all eight CSU colleges and closely with the Office of the Vice President for Research.

C. Susan VandeWoude named director of the One Health Initiative

Dr. Susan VandeWoude, associate dean for research in the Colorado State University College of Veterinary Medicine and Biomedical Sciences and member of the National Academy of Sciences, has been named the director of the CSU One Health Institute. She will assume full-time duties July 1, 2020, after completing a Fulbright scholarship award. VandeWoude will lead the institute, which is focused on examining interconnected problems in health, among humans, animals, and the environment. Her new role will work to enhance interdisciplinary approaches to gain additional insights into the complex health relationships. The One Health Institute explores the interfaces and relationships among animals, humans, and the environment, recognizing the connectedness of the ecosystem when it comes to disease and other environmental perturbations.

Board of Governors of the Colorado State University System
 Meeting Date: December 5-6, 2019
 Report Item

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. Report only.

EXPLANATION:

Presented by Joyce McConnell, President

At its August 3, 2012 meeting, the Board approved a resolution to expand the delegated and redelegable authority to the institutional Presidents to include approval, in accordance with Board-approved institutional policies: 1) sabbatical leaves and revisions to them; 2) emeritus faculty appointments; and 3) all requests for Leave without Pay, with periodic reports to the Board.

| <u>LEAVE OF ABSENCE</u> | | | |
|--------------------------------|-----------------------------------|-------------|-----------|
| NAME | DEPARTMENT | FROM | TO |
| Anderson, Kelly | Colorado Nat Heritage Program | 10/01/19 | 10/31/19 |
| Andrews, Kayla | CVMBBS College Office | 09/24/19 | unknown |
| Andrews, Kayla | CVMBBS College Office | 09/24/19 | unknown |
| App, Richard | CEMML | 11/11/19 | 11/30/19 |
| Biser, Suarez, Courtenay | Languages, Literatures & Cultures | 11/01/19 | 11/30/19 |
| BiserSuarez, Courtenay | Languages, Literatures & Cultures | 09/01/19 | 12/31/19 |
| Biser-Suarez, Courtenay | Languages, Literatures & Cultures | 08/16/19 | unknown |
| Biser-Suarez, Courtenay | Languages, Literatures & Cultures | 10/01/19 | unknown |
| Bontadelli, Johnna | Health Network Medical | 09/06/19 | 09/30/19 |
| Borthwick, Laurie | Health Network Medical | 09/04/19 | 09/25/19 |
| Borthwick, Laurie | Health Network Medical | 10/02/19 | 10/30/19 |
| Branch, Loren | Campus Rec | 09/20/19 | 09/24/19 |
| Buell, Elizabeth | Health Network Medical | 09/05/19 | 09/26/19 |
| Buell, Elizabeth | Health Network Medical | 10/03/19 | 10/31/19 |
| Bumpus, Michael | Health Network Medical | 09/13/19 | 09/20/19 |
| Bumpus, Michael | Health Network Medical | 09/18/19 | 09/20/19 |
| Caballero Bonilla, Hannah | English | 11/07/19 | 11/21/19 |
| Campbell, Quinn | CEMML | 09/14/19 | unknown |
| Campbell, Quinn | CEMML | 09/14/19 | unknown |
| Corr, Chelsea | Nat Res Eco Lab | 09/01/19 | unknown |
| Cunningham, Mark | Health Network Counseling | 09/02/19 | 09/06/19 |

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| <u>LEAVE OF ABSENCE</u> | | | |
|-------------------------|---|-----------|----------|
| NAME | DEPARTMENT | FROM | TO |
| Drew, Jesse | CEMML | 08/14/19 | 08/14/19 |
| Drew, Jesse | CEMML | 08/22/19 | 08/22/19 |
| Drew, Jesse | CEMML | 08/23/19 | 08/23/19 |
| Drew, Jesse | CEMML | 08/26/19 | 08/26/19 |
| Drew, Jesse | CEMML | 09/24/19 | unknown |
| Drew, Jesse | CEMML | 10/10/19 | unknown |
| Heifner, Lisa | Health Network Counseling | 09/02/19 | 09/12/19 |
| Held, Marie | CEMML | 08/05/19 | 08/05/19 |
| Hoening, Mark | Health Network Medical | 08/01/19 | 08/30/19 |
| Hoening, Mark | Health Network Medical | 09/04/19 | 09/30/19 |
| Hoening, Mark | Health Network Medical | 10/02/19 | 10/30/19 |
| Hudgens, Robert | Office of Financial Aid | 10/01/19 | 10/31/19 |
| Hudgens, Robert | Office of Financial Aid | 11/1/19 | 11/30/19 |
| Hurd Terpstra, Cynthia | Health Network Counseling | 09/16/19 | 09/20/19 |
| Isaacson, Katherine | Horticulture and Landscape Architecture | 12/12/19 | 12/24/19 |
| Isaacson, Lily | CEMML | 09/14/19 | unknown |
| Isaacson, Lily | CEMML | 09/14/19 | unknown |
| Jansen Jr., George | Nat Res Eco Lab | 09/01/19 | unknown |
| Johnson, BethAnne | CEMML | 09/04/19 | unknown |
| Johnson, Deborah | Laboratory Animal Resources | 08/29/19 | 08/30/19 |
| Johnson, Mari | Front Range Region | 09/27/19 | 10/04/19 |
| Keller, Alexandra | College of Natural Sciences | 08/01/19 | 08/31/19 |
| Keller, Alexandra | College of Natural Sciences | 09/01/19 | 01/30/19 |
| Kemp, Pamela | Health Network Medical | 10/14/19 | 10/18/19 |
| Lauer Roy, Anna | Health Network Counseling | 09/02/19 | 09/06/19 |
| Leavesley, George | Civil and Envrion Engineering | 10/01/19 | 10/31/19 |
| Loftin, Teresta | Health Network Medical | 10/15/19 | 10/25/19 |
| Lucas, Rachel | Health Network Counseling | 08/26/19 | 08/30/19 |
| Lucas, Rachel | Health Network Counseling | 09/02/19 | 09/02/19 |
| Maher, Jacqueline | CEMML | 09/14/19 | unknown |
| Mann, Bruce | Lory Student Center | 8/1/19 | 8/30/19 |
| Mann, Bruce | Lory Student Center | 9/2/19 | 9/30/19 |
| Marshall, Lindsey | Journalism and Media Communication | 10/15/19 | 11/15/19 |
| Matthews, Jon | Health Network Medical | 09/04/19 | 09/30/19 |
| Matthews, Jon | Health Network Medical | 09/04/19 | 09/30/19 |
| Matthews, Jon | Health Network Medical | 10/002/19 | 10/30/19 |
| Maze, Rhea | Biomedical Sciences | 11/15/19 | 11/25/19 |
| McCasland, Kevin | CEMML | 11/01/19 | unknown |
| Milton, Jeffrey | Human Resources | 09/20/19 | 10/22/19 |
| Morse, Emily | Health Network Medical | 10/03/19 | 10/24/19 |

Board of Governors of the Colorado State University System
Meeting Date: December 5-6, 2019
Report Item

| <u>LEAVE OF ABSENCE</u> | | | |
|-------------------------|--------------------------------------|------------|------------|
| NAME | DEPARTMENT | FROM | TO |
| Neubauer, Julian | CEMML | 10/01/19 | unknown |
| Olson, Elizabeth | Natural Resource Ecology Lab | 09/01/19 | unknown |
| Orswell, Forest | Student Legal Services | 09/27/19 | 09/30/19 |
| Orswell, Forrest | Student Legal Services | 08/02/19 | 08/02/19 |
| Orswell, Forrest | Student Legal Services | 08/05/19 | 08/05/19 |
| Orswell, Forrest | Student Legal Services | 08/19/19 | 08/19/19 |
| Orswell, Forrest | Student Legal Services | 08/02/19 | 08/02/19 |
| Orswell, Forrest | Student Legal Services | 08/05/19 | 08/05/19 |
| Orswell, Forrest | Student Legal Services | 08/19/19 | 08/19/19 |
| Patel, Prakruti | Health and Exercise Science | 09/02/19 | 09/20/19 |
| Polley, Colleen | Internal Auditing | 10/14/19 | 10/15/19 |
| Seng, Stephanie | Human Development and Family Studies | 11/01/2019 | 04/30/2020 |
| Simpson, Scott | Natural Resource Ecology Lab | 09/01/19 | unknown |
| Sun, Zhibin | Natural Resource Ecology Lab | 09/01/19 | unknown |
| Teich, Nathan | CEMML | 09/14/19 | unknown |
| Van Deusen, Kaylyn | Human Development and Family Studies | 10/16/19 | 10/18/19 |
| Webb, Amber | Front Range Region | 11/04/19 | 11/21/19 |
| Wennogle, Sara | Clinical Sciences | 09/24/19 | 10/28/19 |
| Wennogle, Sara | Clinical Sciences | 09/04/19 | 10/05/19 |
| Whitesell, Julie | Health Network Medical | 08/01/19 | 08/15/19 |
| Whitesell, Julie | Health Network Medical | 08/01/19 | 08/15/19 |
| Wilhelm, Lindsey | School of Music, Theatre, and Dance | 10/28 | 10/28 |
| Wilhelm, Lindsey | School of Music, Theatre, and Dance | 10/29 | 10/29 |
| Wilhelm, Lindsey | School of Music, Theatre, and Dance | 10/30 | 10/30 |
| Wilhelm, Lindsey | School of Music, Theatre, and Dance | 10/31 | 10/31 |
| Witt, Robert | CEMML | 08/31/19 | unknown |
| Witt, Robert | CEMML | 09/12/19 | unknown |
| Wright, Lance | Lory Student Center | 10/01/19 | 10/31/19 |
| Wright, Lance | Lory Student Center | 11/1/19 | 11/30/19 |
| | | | |
| | | | |

Safe. Secure. Sustainable.

Enhancing Well-being In Agricultural Sciences.



COLLEGE OF
AGRICULTURAL SCIENCES

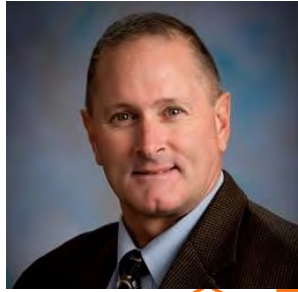


COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

2015 - 2019 Charge

- Revitalize leadership team
- Develop a strategic vision and plan
- Realign Ag Experiment Station & Extension
- Restore external relationships



NEW LEADERSHIP

- 5 New Department Heads
- New College Leadership and Structure



Dean & Director Search

- National, Competitive Search
- Dean Mary Stromberger, Chair
- Accepting Nominations
- Application Close December 9th
- Finalist timeline tbd, likely early Spring



Vision

Unquestioned global preeminence in
Agri-tech and the *Agribiome* focusing on

- Safety
- Security
- Sustainability

of food and resource systems
contributing to our ongoing efforts to
enhance the well-being of humans, plants
and animals.



STRATEGIC PLAN

- **Student Success**
- **Research and Engagement Excellence**

Supported by sustainable financial resources, operational efficiencies, and a culture of inclusiveness





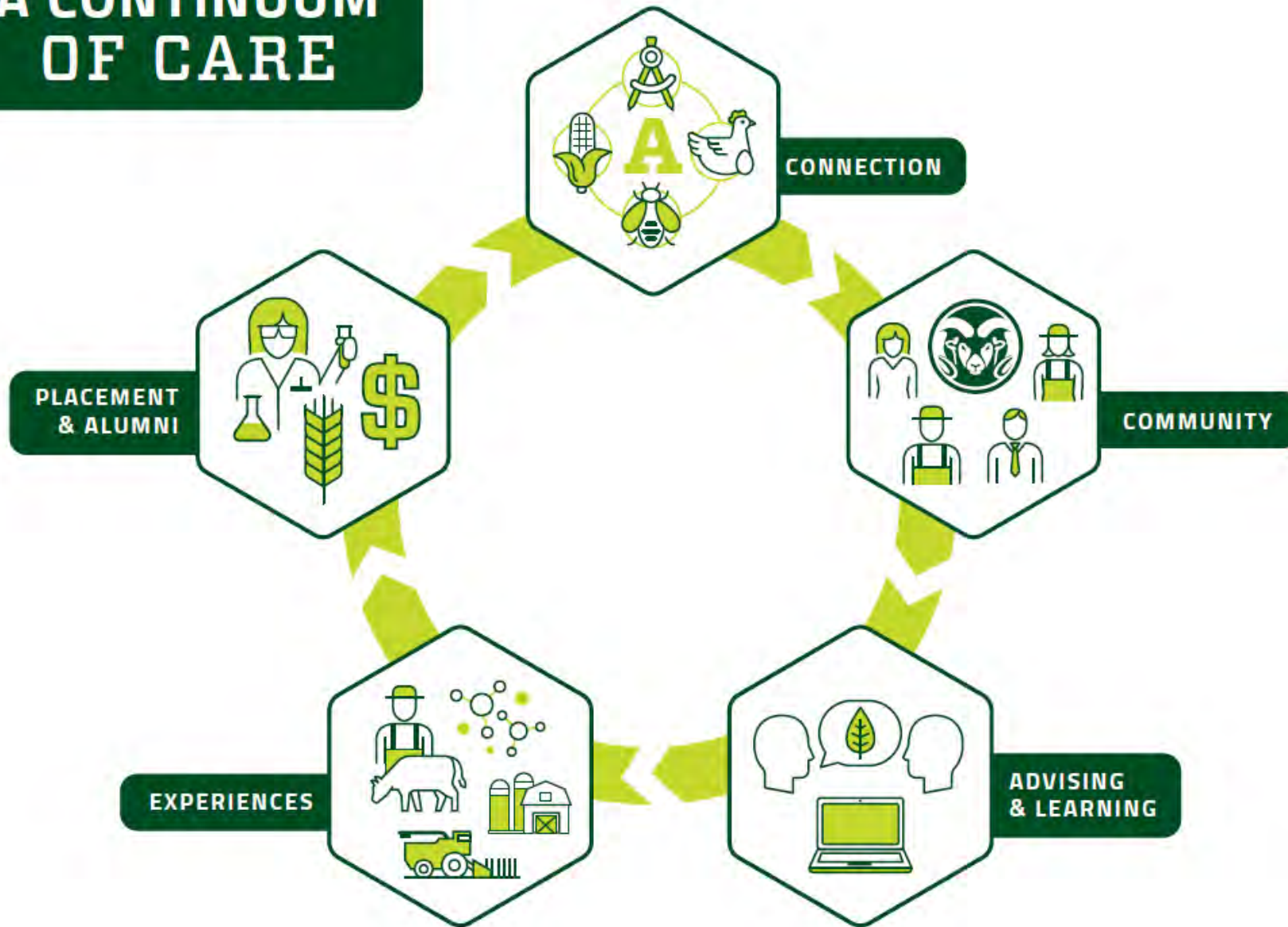
STUDENTS

2,277 Students Overall

- 54% Colorado residents
- 66% Female
- 27% First generation
- 26% Minority
- 12% Online
- 93% Post-grad placement

206
Graduate
students

A CONTINUUM OF CARE



Key Initiatives

- **Defining Outcomes**
- **Strategic Recruitment**
- **Student Engagement**
- **Teaching Effectiveness**
- **Anticipating Change**

Experiential Learning

Hands-on experiences in the laboratory, the classroom, internships, study abroad and extracurricular activities.

Notable Strengths:

- Agriculture Education & Agricultural Literacy
- Team Ag Ed
- Judging Team Experiences
- RMFU, CO Farm Bureau
- Industry Partnerships



Inclusive Excellence Initiatives

Building Community

Increasing awareness, engagement and investment in a virtuous circle of improvement

- Assessing culture and climate through directed interviews and surveys
- Cultivating dialogue and action with dedicated events.
- Investing in opportunities with partner.



BUDGET:

Toward sustainable financial resources

\$12.5M

FY 2019 E&G

\$31.9M

FY 2019 RESEARCH EXPENDITURES

\$124M

STATE YOUR PURPOSE
CAPITAL CAMPAIGN (Goal: \$80M)



EXTERNAL RELATIONSHIPS

A continuous process of partnering

Office of Strategic Partnerships

- Corporate Partners
- Commodity Group Partners

AgIndustry Leadership Council



COLORADO
Department of Agriculture





Facilities

Agricultural Sciences Building

A home for Agriculture that gives flight to tomorrow's leaders, new ideas and catalyzes innovation through creativity.

\$44.5 million total project cost
80,000 sq ft.

Key elements

Student Success Center
Classroom-in-the-Round (The Well)
Trading and Data Simulation
Teaching Laboratories



Temple Grandin Equine Center

A home for the science and practice of equine assisted therapy.

Key Elements:

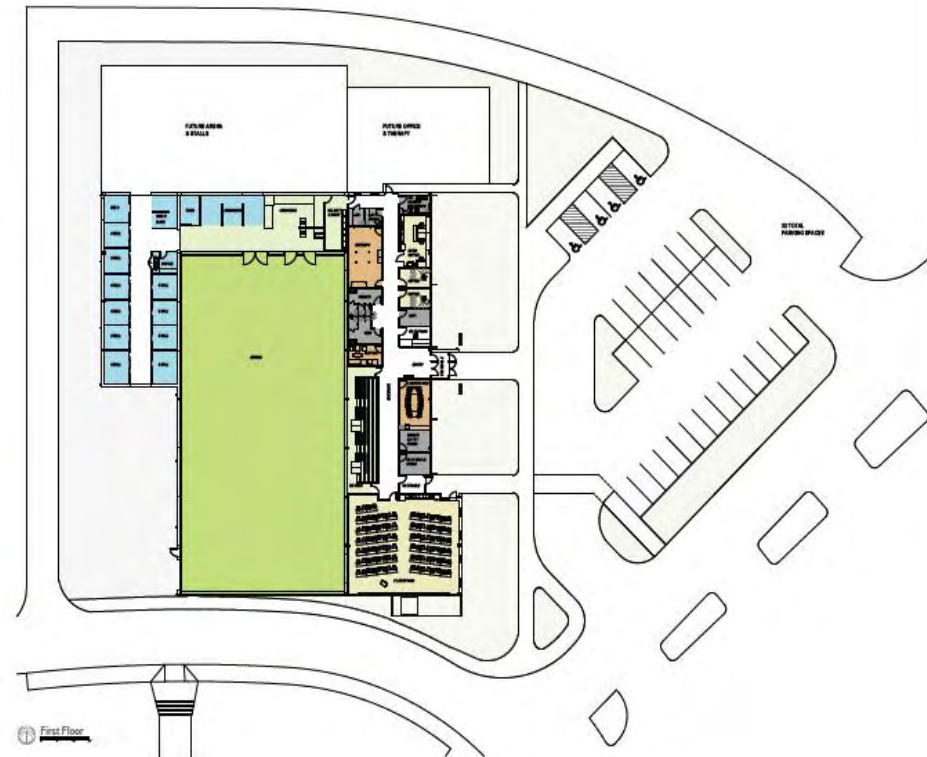
- Practicum Arena
- Mounting Area
- Digital Recording
- Therapy Rooms

\$5.6 million
20k square feet
Completion 12/2020



Area Legend

- Arena
- Viewing / Mounting
- Classroom / Office
- Therapy / Conference
- Barn
- Restroom / MEP



JBS Global Food Innovation Center

MISSION:

To assure that consumers worldwide have access to a dependable supply of safe and high quality foods

Innovate, Educate, Support, Market



RESEARCH CENTERS

Scientific Themes:

- Climate Smart Agriculture
- Soil Health
- Biological Invasions
- Water Management
- Community Food Programs



RESEARCH CENTERS

New facilities enhancing system collaboration

- Arkansas Valley Campus at Rocky Ford
- Western Colorado Campus at Orchard Mesa



STRATEGIC PLAN

**Research and
Engagement Excellence**



AGRIBIOME:

A holistic approach to agriculture

A systems-level perspective on how to make our food better through improved productivity and nutrient content

- Completed cluster hire of interdisciplinary faculty
- Infrastructure investments – lab renovation
- Links to Global Food Innovation Center & National Western Complex





AGRI-TECH:

Innovations transforming
agricultural systems

- Data Management Applications
 - Predictive Analytics
 - Biological Interventions
-
- Food Quality and Safety
 - Decision Agriculture
 - Optimizing Water Use
 - Wise Resource Stewardship
 - Partnering across colleges

Sustainable & Healthy Livestock Production Systems

Strategic investment in engagement, education and research

Notable Attributes

- Center for Excellence
- Team investment, 6 faculty
- Multiple CSU partners
- Industry driven
- Leverages core competencies



Crop Protection:

Working at the
intersection of Ag
Analytics, Agribiome
and Agri-tech

Notable Strengths

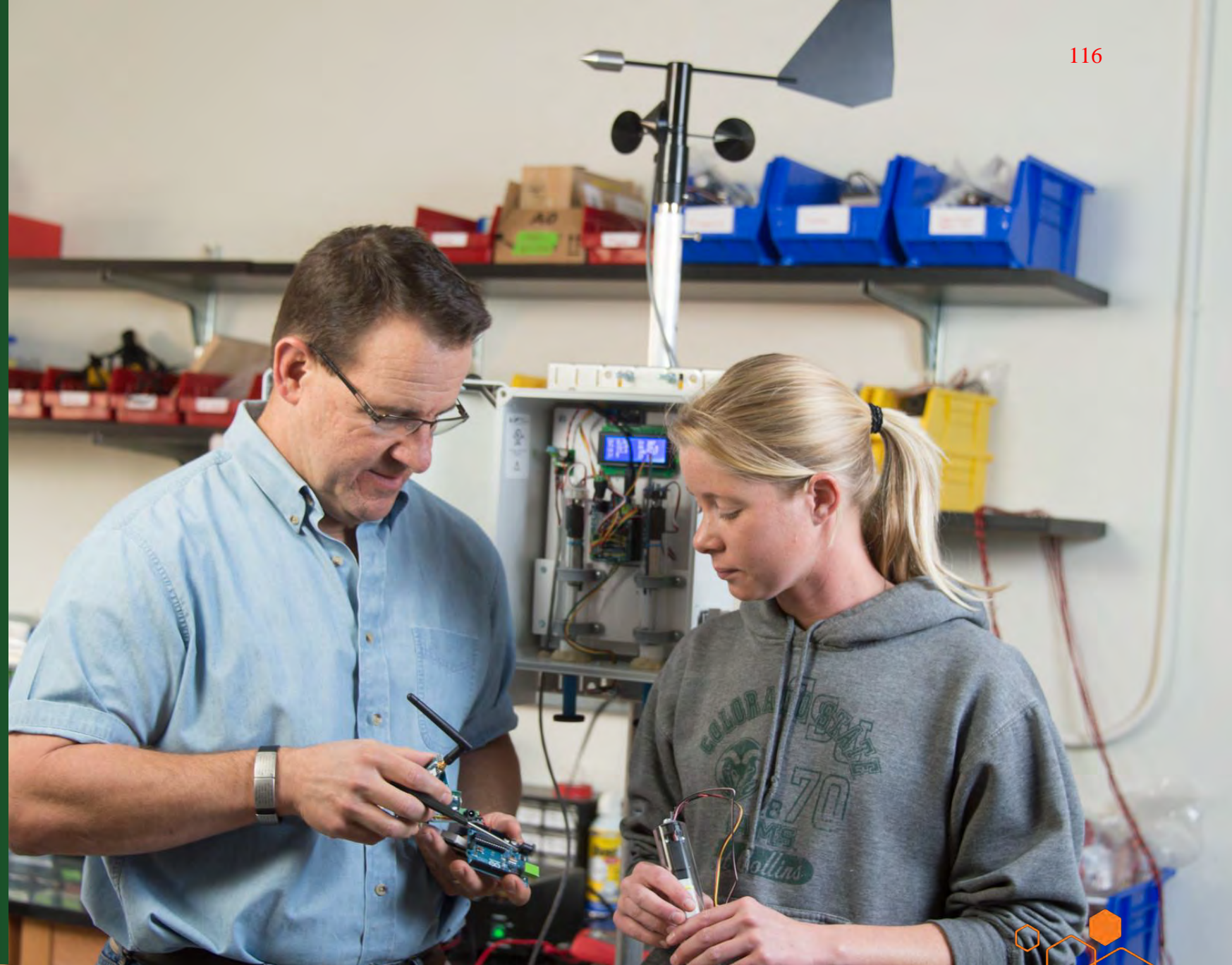
- Disease Vector Modeling
- Herbicide Resistance
- Cropping Systems
- Drought Resistance
- High Speed Phenotyping
- Nimble Response Teams



Building the Internet of Soil

Notable Strengths

- Irrigation Water Optimization
- Sensor Technology
- Soil Health
- Carbon Cycling
- Precision Agriculture



Infrastructure and Analytics for Real Time Biology

Notable Strengths

- Meat Safety and Quality
- Microbiome
- 'Omics Research
- Industry Partners
- Bioinformatics



Controlled Environment Agriculture

Notable Strength

- hydroponic techniques
- produce safety
- plant photobiology
- lighting optimization
- CHAMP initiative leadership



Convening Critical Conversations

Notable Strengths

- Food Systems
- AgIndustry Leadership Council
- AgInnovation Summit
- Commodity Research Forum
- Governor's Forum for Ag
- Colorado Blueprint for Ag
- Legends of Ranching



Leveraging the Agricultural Brand with Transparency, Traceability and Literacy

Notable Strengths

- Consumer Research
- Engagement w/ Partners
- Experimental Economics
- Specialty Crop Research



Better for you. Better for Colorado.

BRANDING

NURTURE *Life.*



COME TO

ESTD

1870

THE TABLE

COLLEGE OF

Agricultural

SCIENCES

Thank You



Section 5

Annual Research Reports

Research Report

Colorado State University-Pueblo

December 2019

Mohamed Abdelrahman, PhD

Provost/Executive VP for Academic Affairs



Research Metrics



External Funding Overview

External Funding @ CSU-Pueblo

Institutional Support

Infrastructure
Development

Curricular
Improvements

Student
Services &
Success

Outreach

Research

Applied

Basic Research

Pedagogical

FY19 New and Continued External Funding

| Source | FY18 | FY19 |
|---------------------------------|---------------------|---------------------|
| US Dept. of Education | \$ 4,360,656 | \$ 4,217,780 |
| Institute of Cannabis Research | \$ 1,800,000 | \$ 1,800,000 |
| Other State and Federal Sources | \$ 648,820 | \$ 704,063 |
| Total | \$ 6,809,276 | \$ 6,721,843 |

The table above is inclusive of research and non-research sponsored program awards and contracts. However, because this is for FY19 the new PPOHA award "CUMBRES", the KANCO renewal, as well as two other contracts are not included in the data, but will be included in the FY20 Funding data to be presented at the next annual report.



Research Expenditures

| Source | FY18 | FY19 |
|---------------------------------|--------------|--------------|
| US Dept. of Education | \$ 1,466,647 | \$ 1,063,036 |
| Institute of Cannabis Research | \$ 1,695,800 | \$ 1,800,000 |
| Other State and Federal Sources | \$ 279,105 | \$ 339,409 |
| Total | \$ 3,441,552 | \$ 3,202,445 |

The table above is based on research related expenditures in alignment with the reporting for the NSF HERD survey approach. This does not capture the full award amount if expenditures have not be exhausted for the respective award/sponsored program. It also does not include sponsored programs (grants or contracts) that are not related to research and development as defined by NSF.



Proposals Submitted since Feb. 2019

| Sponsor Name | Count | \$\$\$ |
|-------------------------------|-----------|-------------------------|
| Department of Education | 2 | \$ 5,937,664.00 |
| National Science Foundation | 3 | \$ 3,750,440.00 |
| National Institutes of Health | 1 | \$ 705,015.00 |
| US Department of Agriculture | 1 | \$ 275,000.00 |
| State of Colorado | 2 | \$ 5,500.00 |
| Subcontracts | 5 | \$ 456,643.00 |
| Other | 3 | \$ 30,750.00 |
| TOTAL | 17 | \$ 11,161,012.00 |



Funding Sources

- US Department of Education
- National Endowment for the Humanities
- State of Colorado
- Colorado Health Foundation
- Pueblo County
- CDOT
- US Air Force Academy
- Other Universities – Subcontracts with Prime funds from sponsors such as NASA and NSF

**COLORADO STATE
UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL



New Awards in FY19 & FY20

- CUMBRES Title III (~\$3M)
- KANCO Grant (renewal - ~\$370k)
- US Air Force Academy IPA (~\$155k)
- State Grants for Libraries (~\$5k)
- NEH Orman Collection Preservation Grant (\$4k)
- Colorado OER Grant (~\$45k)
- CHRAB-Colorado Chicano Movement Archives Audiovisual Digitization Project (\$5k)

**COLORADO STATE
UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL



**As of November 15, 2019.*

Research Highlights





- Established in 2016
- Currently in its fourth year of operation
- State appropriation with FY20 budget of \$1.8M
- Working with new Governing Board as a result of HB19-1311
- Will be hosting Fourth Annual Research Conference April 4-6, 2020





Mission: The Institute of Cannabis Research generates new knowledge and understanding of cannabis and its derivatives through research and education.

FY20 Research Funding > \$1,112,000

- Direct Research Support
 - Research Personnel
 - Research Infrastructure
- }
- **20 PIs and Co-PIs**
 - **2 Visiting Scientists**
 - **More than 30 Student Researchers**

Cannabis Research Conference: 350+ Academic, industry, and government researchers to CSU-Pueblo for the annual event.

Journal of Cannabis Research: Multidisciplinary journal sponsored by the ICR



Current Research Studies*

An ongoing investigation into the effects of medicinal cannabis on seizures in adults with medically refractory epilepsy

Identification and characterization of hemp components that control abnormal proliferation of rheumatoid arthritis fibroblast-like synoviocytes and triple negative breast cancer cells

Interactions of Penicillium Spinulosum with Hemp and Nonpsychoactive Hemp Compounds

Data Analytics in Cannabis Research

*Select research titles listed.

CSU PUEBLO | COLORADO STATE UNIVERSITY PUEBLO

ABOUT | ADMISSIONS | ACADEMICS | STUDENT LIFE | ATHLETICS | COMMUNITY

Home | Institute of Cannabis Research

Institute of Cannabis Research

- Mission and Objectives
- History and News
- Current Research Studies**
- ICR Conference 2020
- Past Conferences
- Research Outcomes
- Steering Committee and Working Groups
- Research and Program Update
- Annual Report
- FAQ
- Student Opportunities
- Participants Recruitment
- Contact Us

Institute of Cannabis Research
COLORADO STATE UNIVERSITY-PUEBLO

The ICR was established in June 2016 through an innovative partnership between Colorado State University – Pueblo, the state of Colorado, and Pueblo County.

With initial funding support from Pueblo County and the state of Colorado, the ICR is the nation's first multi-disciplinary cannabis research center at a regional, comprehensive institution. The primary function of the Institute is the generation of knowledge that contributes to science, medicine, and society through investigation of the benefits and risks associated with cannabis. Research findings are used to translate discoveries into innovative applications that improve lives.

The Institute aligns with the university's mission as a provider of education, research, and service to the region. Research is conducted in collaboration with a variety of agencies, companies, and universities, including the Colorado Department of Public Health and Environment, Colorado Department of Agriculture, and the Industrial Hemp Research Foundation.

Key components of the Institute include a multi-disciplinary academic conference and journal, dedicated staff, and a steering committee comprised of academic deans and faculty. In its first year, the ICR funded research projects in a variety of areas and successfully hosted an international, multi-disciplinary research conference. Work was completed on a Pueblo County Cannabis Impact Study and a new minor in cannabis studies is now offered at CSU-Pueblo. Ongoing activities include:

- Hosting annually an international, multi-disciplinary cannabis research conference

2019-2020 Curricular Development and Redesign Grants

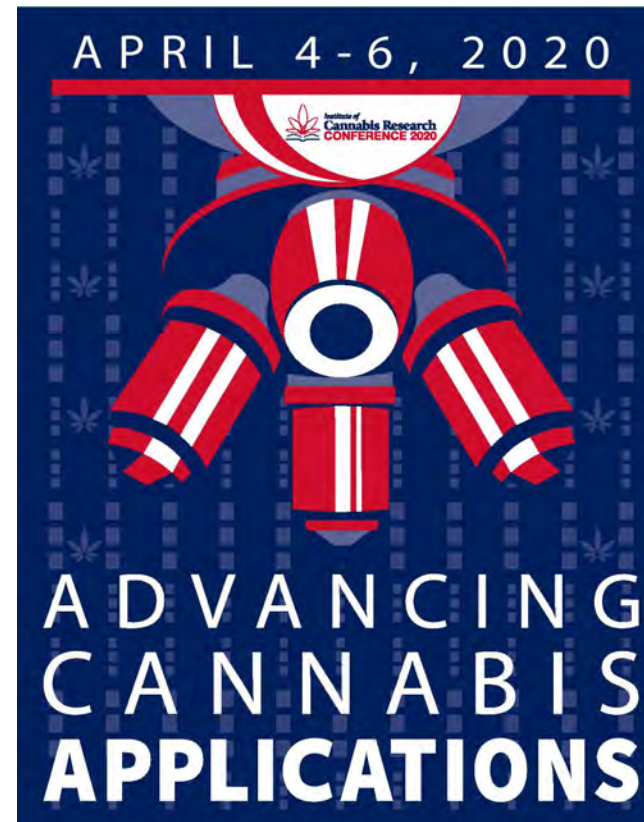
Access Grant Info

Fiscal Year 2019 Annual Report

ANNUAL REPORT

The *Journal of Cannabis Research (JCR)* is the official publication of the Institute of Cannabis Research. JCR is published in partnership with Springer Nature.





A Multidisciplinary Cannabis Research Conference

- Biology, chemistry, physiology, and agronomy of Cannabis
- Medical & clinical research
- Hemp cultivation, processes, and uses
- Non-medical (industrial) hemp
- Cannabinoid pharmacology
- Public health and education
- Public policy and regulation
- Economic and social impact
- Quality assurance and quality control of Cannabis products
- Research administration and collaboration

Keynote Speakers



Dr. Roger Pertwee will deliver the Mechoulam Lecture at the Institute of Cannabis Research Conference 2020. Dr. Pertwee was personally recommended by Dr. Raphael Mechoulam for this honor.




Dr. Marilyn A. Huestis will serve as the Opening Plenary speaker for the Institute of Cannabis Research Conference 2020.





Journal of Cannabis Research

the official publication of the Institute of Cannabis Research

 **BMC** Part of Springer Nature

**JCR Launched
fall 2018**



**JCR 1st Issue
published June 2019**

A Truly Multidisciplinary Journal:

- Agriculture and plant biology
- Commerce, business, and environment
- Endocannabinoid system
- Cannabis and cannabinoids biochemistry and genetics
- Cannabis and cannabinoids preclinical pharmacology
- Cannabis and cannabinoids clinical pharmacology
- Epidemiology and public health
- Cannabis-related disorders
- Medical cannabis
- History, regulation, and public policy

Editorial | 7 June 2019

Journal of Cannabis Research: a new international, multi-disciplinary, open access journal

David A. Gorelick

Brief Report | 7 June 2019

High school student cannabis use and perceptions towards cannabis in southcentral Colorado – comparing communities that permit recreational dispensaries and communities that do not

Tim Peters and Carol Foust

Original Research | 7 June 2019

Genetic tools weed out misconceptions of strain reliability in *Cannabis sativa*: implications for a budding industry

Anna L. Schwabe and Mitchell E. McGlaughlin

Original Research | 7 June 2019

Molecular neuroscience at its "high": bibliometric analysis of the most cited papers on endocannabinoid system, cannabis and cannabinoids

Andy Wai Kan Yeung, Nikolay T. Tzvetkov, Nicolas Arkells, Luigi Milella, Adrian M. Stankiewicz, Łukasz Huminiecki, Olaf K. Horbanczuk and Atanas G. Atanasov





Communities to Build Active STEM Engagement (CBASE)

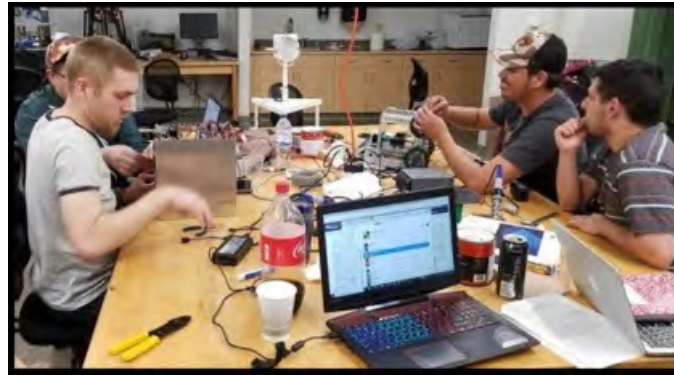
- US Department of Education Title III Grant – Capacity Development
- \$5.9M over 5 years – Project in Year 4
- Focus: Increase enrollment, retention and graduation rates in STEM fields among Hispanic and low-income learners





The CSU-Pueblo CBASE Program integrates:

- curricular (new and redesigned coursework),
- co-curricular (undergraduate research opportunities, mentorship, student services),
- programmatic (professional development, community building, and seminar series)



Colorado State University System

colorado state university
colorado state university - pueblo
csu - global campus

PROGRAM HIGHLIGHTS: GRADUATION & PERSISTENCE



Year 1 – CY 2017

Directly supported 43 students
22 Graduated
21 Enrolled F18

} 100% Grad/Persist

Year 2 – CY 2018

Directly supported 108 students
15 Graduated
86 Enrolled F18

} 94% Grad/Persist

Year 3 – CY 2019

Directly supported 82 students
3 Graduated
of remaining 79, 78 Enrolled F19

} 99% Grad/Persist

RESEARCH COMMUNITIES

- Recruited 164 students into 3 different research communities to date
- Students have achieved multiple national awards and been recruited to major graduate programs
- Building 3 new Research Communities in 2020 – Teacher ED, CET, and Physics

SCIENCE LEARNING CENTER

- The SLC saw 4170 visits (F17), 3301 visits (S18), and 500 visits (Sum18)
- The SLC had an average satisfaction rating of 4.86 (out of 5) by the students who utilized our support.
- Each semester, students who utilize the SLC are more likely to succeed in their courses.

SCIENCE LEARNING CENTER

- The SLC saw 4170 visits (F17), 3301 visits (S18), and 500 visits (Sum18)
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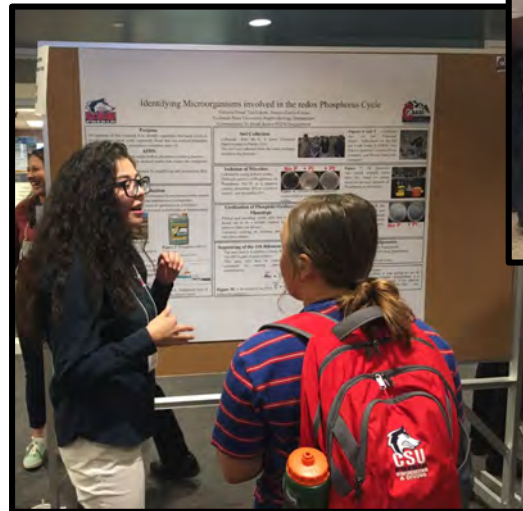
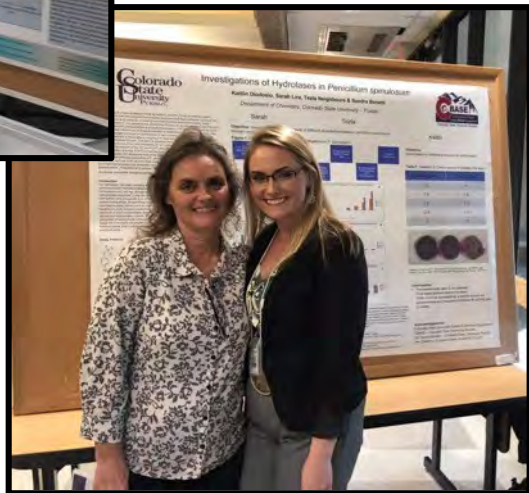
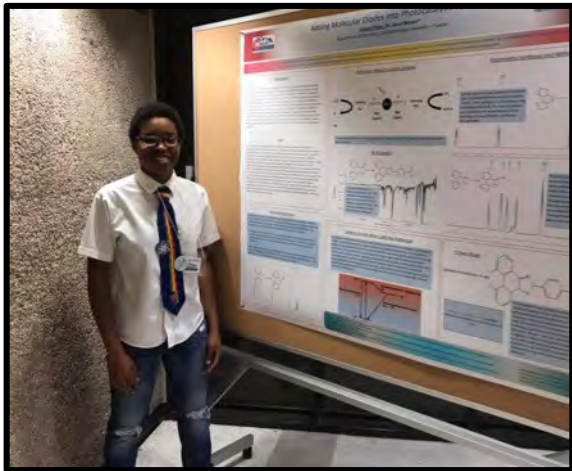




Colorado State University-Pueblo
www.csupueblo.edu/cbase

CBASE Friends and Family Night Thursday October 17, 2019

43 Research Posters from 3 Research Communities
Biology, Chemistry, Engineering



Colorado State University System

colorado state university
colorado state university - pueblo
csu - global campus



CUMBRES - Promoting Post baccalaureate Opportunities for Hispanic Americans (PPOHA) Program

- The Broad theme of CUMBRE is to build our institutional capacity to attract, support, and graduate Hispanic and low-income graduate students from the local community.
- Integrates curricular, co-curricular, and programmatic activities to achieve the primary goals of:
 1. Expanded post-baccalaureate educational opportunities and degree attainment for Hispanic students;
 2. Expanded post-baccalaureate academic offerings, as well as enhanced program quality to support our large numbers of Hispanic and low-income students in completing postsecondary degrees;
 3. The VIAJE program, a unique bridge to PhD program with CSU-Fort Collins;
 4. A integrated Financial Literacy program imbedded in both the curriculum (online and face-to-face) and orientation; and 5) A Professional Science Master's in Applied Agriculture.
- ~\$3M over 5 years



College of Humanities, Arts, and Social Sciences (CHASS)

- Professor Juan Morales, English, Winner, 2019 International Latino Book in the Poetry, Single Author-English category for The Handyman's Guide to End Times. Latino Literacy Now
- Dr. Sam Ebersole, Mass Communications was Winner 2019 Broadcast Educational Association Competition Award for The Arkansas River: from Leadville to Lamar, Celebrating water and life in the Arkansas River basin in Colorado.
- Dr. Tim McGettigan, Sociology, Editor, The Politics of Marijuana: A New Paradigm Peter Lang: New York, 2019
- Social Work Department receives funding (250K+) to support BSW & MSW students research. Grant supported 25 students over the period 2017-2020.
- The Campus Connections should start in Spring 2020. The Pueblo County DHS has requested that we have 21 slots for youth, for which they will pay \$1,400.00 each. Potentially, it will bring in \$29,400/semester or \$58,800.00 per AY.



College of Education, Engineering, and Professional Studies (CEEPS)¹⁴⁴

Sample Funded Research

- Industrial Engineering
 - Distributed energy resources planning
 - Funded research by Black Hills Energy through the CSU-Pueblo Foundation - \$30K)
- Civil Engineering Technology
 - Feasibility of Using Hand-Held Dynamic Cone Penetrometer for Analyzing Soft Subgrade Quickly.
 - Colorado Department of Transportation (CDOT)
 - Investigate correlation between single-mass, and dual-mass DCP, and determine correlations among other subgrade tests for Colorado's pavement soils.
- Department of Exercise Science Physical Education and Recreation
 - *Establishing The Institute of Ecotourism Studies: Collaborative Workforce Development and Cultural Exchange Strategies in Baja California Sur*":
 - funded by the 100,000 Strong in the Americas: The MetLife Foundation Study Abroad Innovation Competition in partnership with Colorado State University – Ft. Collins and the Autonomous University of Baja California Sur. \$25,000.
 - Undergraduate students from CSU-Pueblo, Ft. Collins and Autonomous University of Baja California Sur engaged in the process of this research.



College of Education, Engineering, and Professional Studies (CEEPS)¹⁴⁵

Doctor of Nursing Practice (DNP) Students

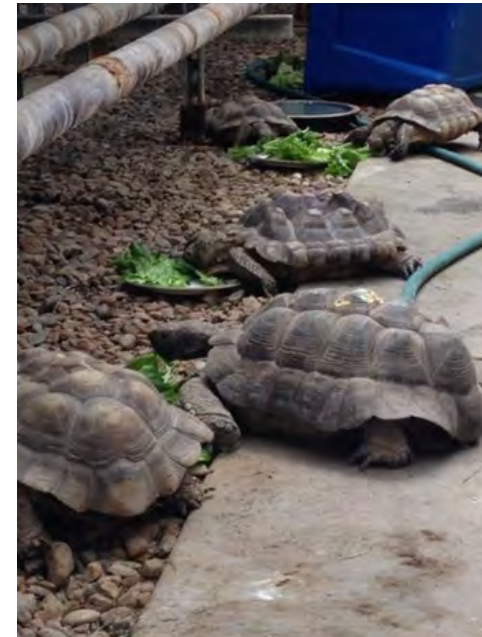
- The Doctor of Nursing Practice (DNP) students as part of their course work partner with politicians, attorneys and patient care settings to write business plans, design and implement healthcare policies, and conduct organizational quality improvement projects.
- One of the several Community partnerships include the implementation of pediatric telemedicine patient care visits for pediatric diabetic patients in Southern Colorado. In addition, this project involves CSU-Pueblo nurse practitioner students, Pueblo County Health Department and an Endocrinologist at the Barbara Davis Center at CU Anschutz.
- As part of their applied research:
 - One DNP students partnered with four medical health providers to improve practice barriers to implement Diabetic protocols as part of their regular visits using Six Sigma QI methods.
 - Another student is implementing a trained technician in a Pulmonary Specialist office to consistently provide patient education and proper CPAP mask fitting to increase patient treatment compliance, reduce the risk high of cardiac complications while increasing provider availability.



The College of Science and Mathematics (CSM)

Sample Accomplishments in Research from CSM

- Drs. Fran Sandmeier, Claire Ramos and Nate Bickford received funding to study the effects of the major upcoming campus solar project on flora and fauna biodiversity.
 - Dr. Amaya Garcia Costas was awarded a SEA-PHAGES program to work with new soil viruses called bacteriophages.
 - Dr. Fran Sandmeier published 3 articles this year researching a respiratory disease affecting tortoises.
- Drs. Paul Chacon and Igor Melnykov published a statistics paper on a classic two-period engineering economy problem known as the oil pump problem.



Research & Scholarship Support

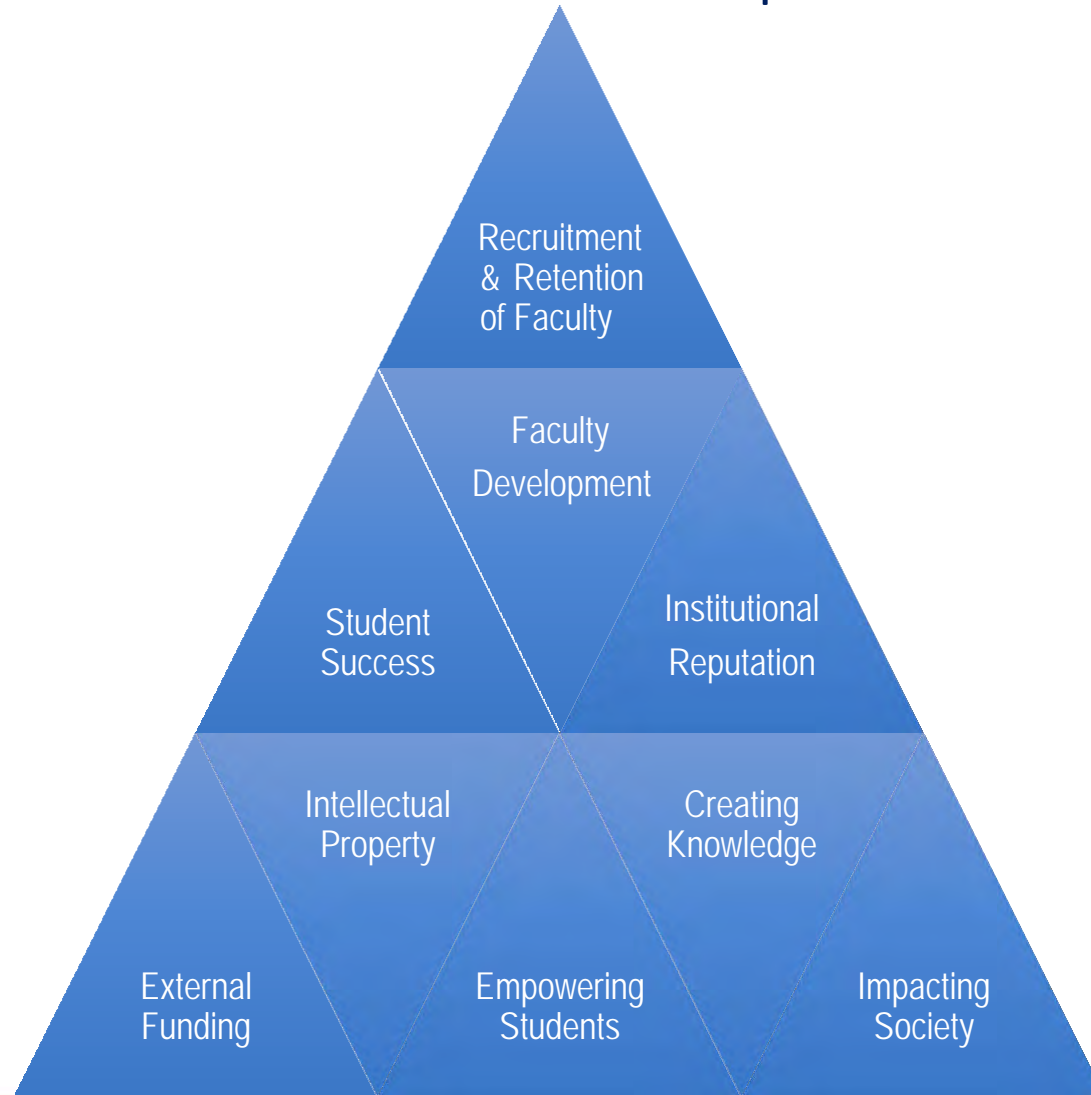


Internal Support

- SEED Grants – Seed monies for faculty research to lead to journal article submission and/or sufficient research data that can lead to external grant submissions (and awards)
 - 12 awards funded in FY19 in the areas of: Chemistry, Exercise Sciences, Engineering, Mathematics, History, Foreign Languages, Sociology and Biology
- SURP Grants – Summer undergraduate research program grants to fund student research projects.
 - 7 funded in FY19 in the areas of: Engineering, Business, Chemistry, Biology, and Sociology
- Five Sabbaticals Funded in AY 2019/2020 for faculty members.
- Type B instructions providing faculty with teaching credit for working with individual students registered for research credits.



Why Support Research & Scholarship & Creative Activities?



Moving Forward



Moving Forward ...

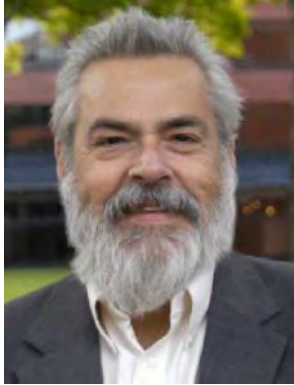
- Infrastructure
 - Continue collaborations with CSU-FC on Research Development, Administration and Compliance
 - Policy Review and Development
 - Redesign of ORSP Website
 - Continue collaborations with CSU Ventures on Tech Transfer
 - Development of robust research metrics to evaluate impact of various initiatives
- Facilitate Seeking External Funding
 - Identify ways to partner with faculty members from CSU-FC on external grants
 - Targeting different funding agencies (e.g., NSF, NIH, DOD)
 - Refinement of internal grant programs (SEED/SURP) to result in increased external funding
 - Development of Principal Investigator Faculty Advisory Committee
 - Development of Campus Training Programs on Research Development

**COLORADO STATE
UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL



New ORSP Staff



John Williamson, PhD

Dr. Williamson's past positions include Research Initiatives Coordinator for the University of Dayton and University of Dayton Research Institute, Dayton, OH; Branch Chief of Basic and Mechanistic Research, National Center for Complementary & Integrative Health, National Institutes of Health, United States Department of Health and Human Services, Bethesda, MD; and Professor of Medicinal Chemistry & Research Professor of the National Center for the Development of Natural Products & Research Professor of the Research Institute of Pharmaceutical Sciences, Department of Medicinal Chemistry, School of Pharmacy, University of Mississippi.



Nicole Quartiero, MS, CRA, CCRP

Ms. Quartiero holds an undergraduate degree in Biology and a master's degree in Clinical Research Management from Arizona State University. She has worked as a research administrator at ASU, the Mayo Clinic, Denver Health and most recently at the University of Colorado Denver-Anschutz Medical Center where she served as a Senior Grants and Contracts Manager. She holds two research administration certifications and is a national member and Regional Officer for NCURA (National Council of Research Administrator's).

Questions?



RESEARCH

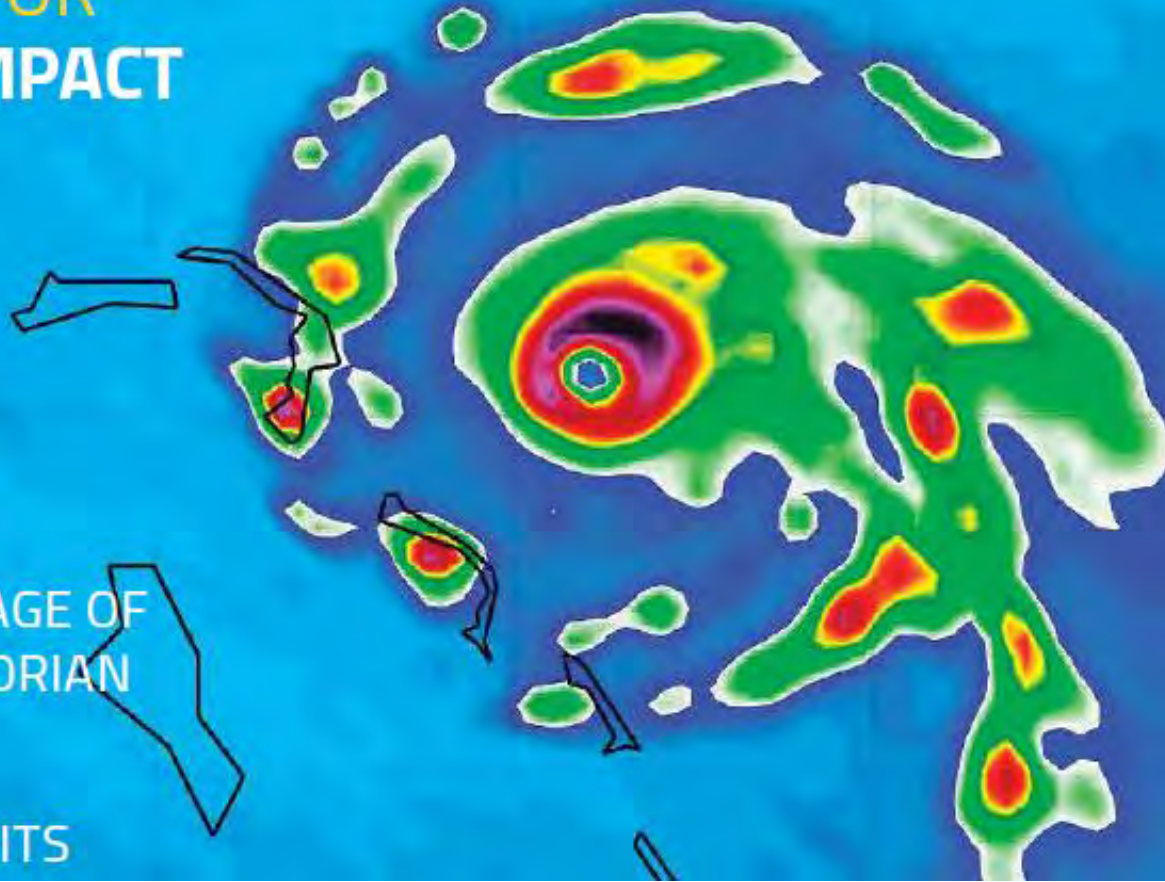
Fall 2019

BREAKING NEW
GROUND FOR
GLOBAL IMPACT

TEMPEST-D
SATELLITE

CAPTURES IMAGE OF
HURRICANE DORIAN

RESEARCH
ENTERPRISE HITS



A Historic Year for CSU Research

Alan S. Rudolph
VP Research

Dec 5 2019

COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY | CSU - PUEBLO | CSU - GLOBAL

A Historic Year for CSU Scholarship, Research and Innovation

Our ROI: FY19 Highlights, Awards, and Impacts

Growth Drivers

Investment Options and Outcomes



What is our Return on Investment (ROI?) in Research: The 7 ROIs.....

- Return on Impact (from local to global)
- Return on Inter- and Transdisciplinary Collaboration
- Return on Investment and Resources (financial, human, time)
- Return on Innovation (ideas to scale)
- Return on Inclusivity (and principles of community)
- Return on Initiatives (and strategic priorities)
- Return on Imagination (did we learn, challenge and enlighten ourselves?)



Selected FY19 Research Highlights ¹⁵⁷

- Multiple National Awards: Our newest National Academy Member (from presidential young investigator to lifelong society career awards)
- Our deep expertise in Atmospheric Science continues: NOAA-CIRA recompetes won (\$155M 5 year NOAA award)
- New Facilities On-line: TMI and Richardson Design opening and broke ground on vector research building
- New Columbine Center for Healthy Aging Launched
- New strategic corporate partnerships with Nutrien, Mars, HP, Lockheed Martin, Caterpillar, Arthrex , Zoetis
- New Cybersecurity centers and Data Sciences Launched
- Expansion of Foothills Impacts: Zoetis Incubator at Foothills and new global and One Health large impact projects
- Open Philanthropy project launches largest canine cancer clinical trials
- Research administrative investments payoff: NSF Audit completed with minimal outcomes

The administrative backbone:



RamAround Research Administrative Team and Sponsored Programs

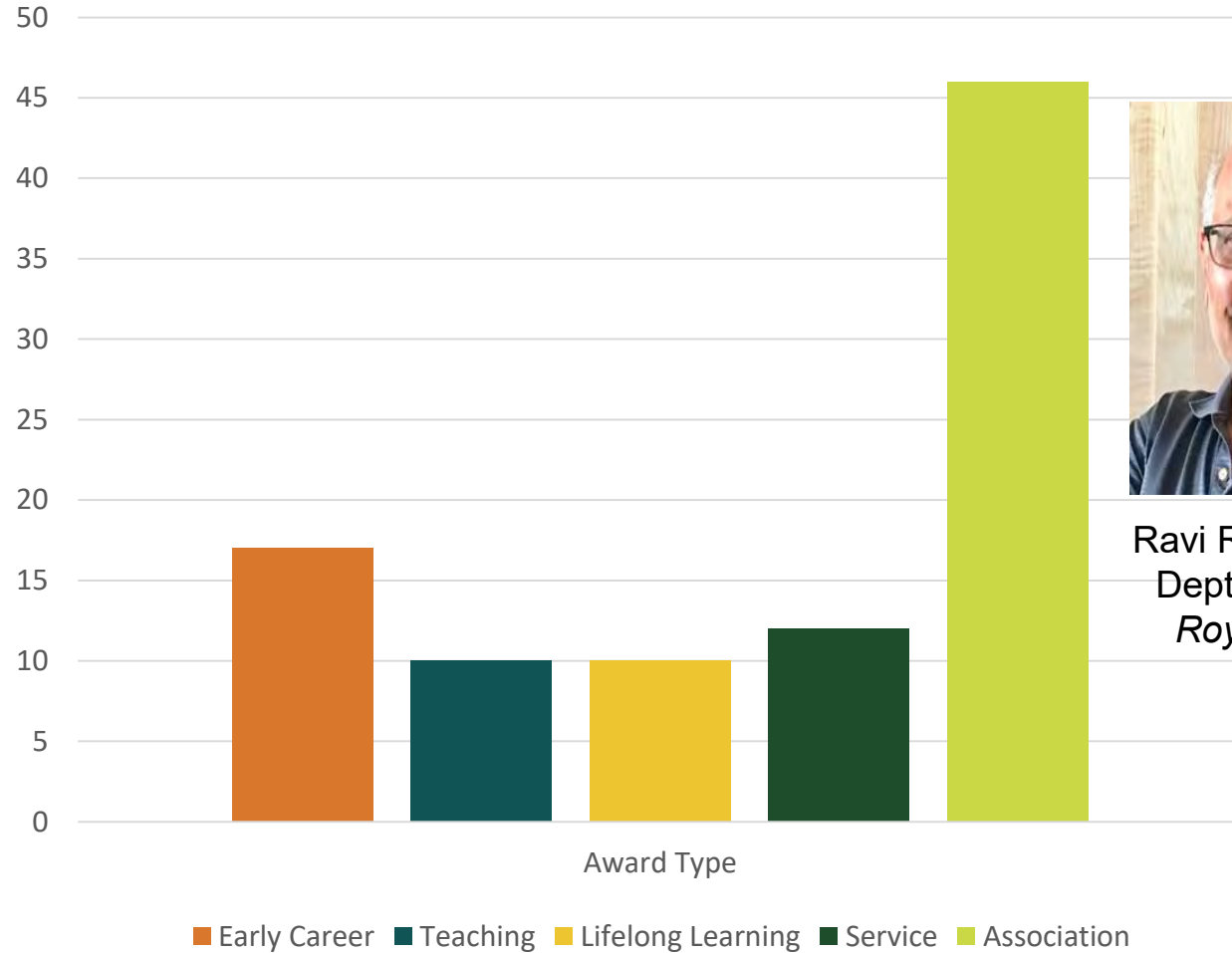


2019 CSU College Awards and Honors

Highlights Include:

158

Number of Awards at Colorado State University



Ravi Ravishankara
Dept. Chemistry
Royal Society



Diana Wall, SOGES
*British Ecological Society
President's Medal*



Kelly Wrighton,
Agricultural Sciences
*Presidential Early Career Award
for Scientists and Engineers*



Sonia Kreidenweis,
WSCO
*American Geophysical
Union Fellow*



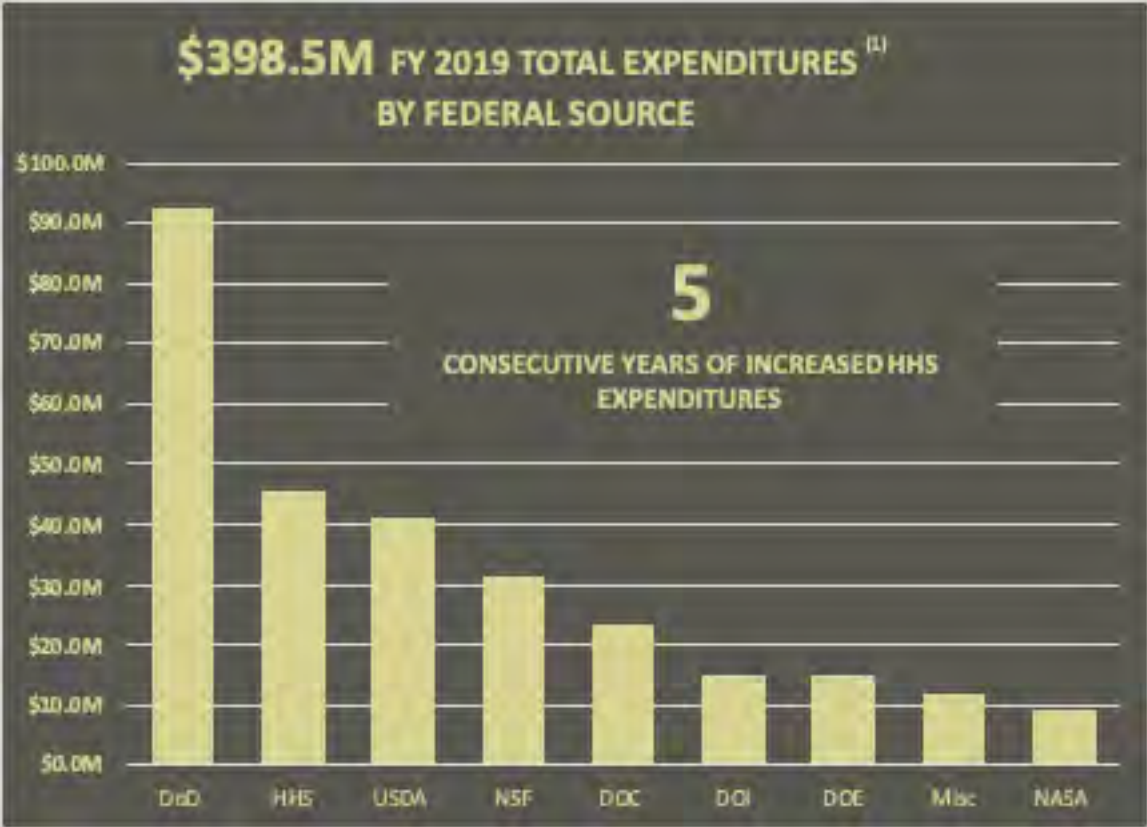
Sue VandeWoude,
CVMBS
*National Academy of
Sciences*



FY 19 by the numbers...



Our Research Infrastructure Investments are Paying Off



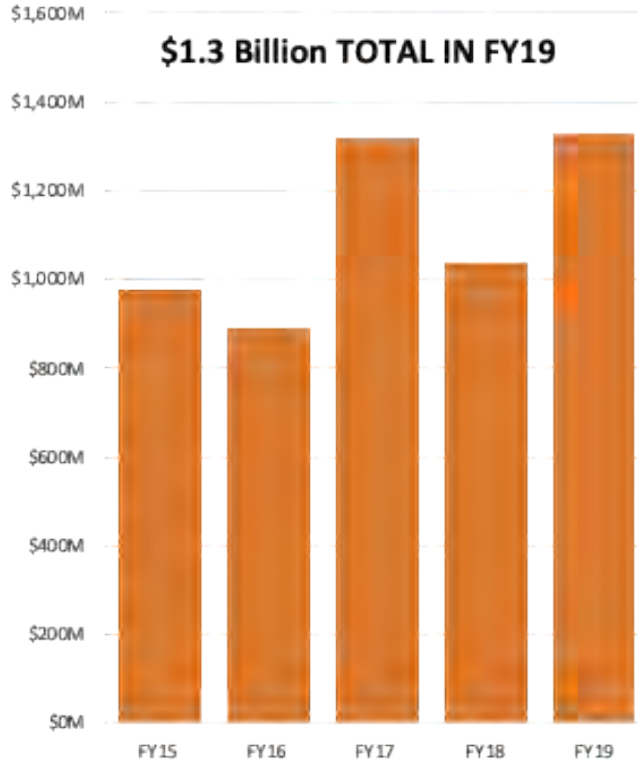
BAR SIZE REPRESENTS THE VALUE INDICATED AT THE BASE



Our Research Infrastructure Investments are Paying Off

36

**PERCENT INCREASE
IN PROPOSALS
OVER THE LAST FIVE YEARS**



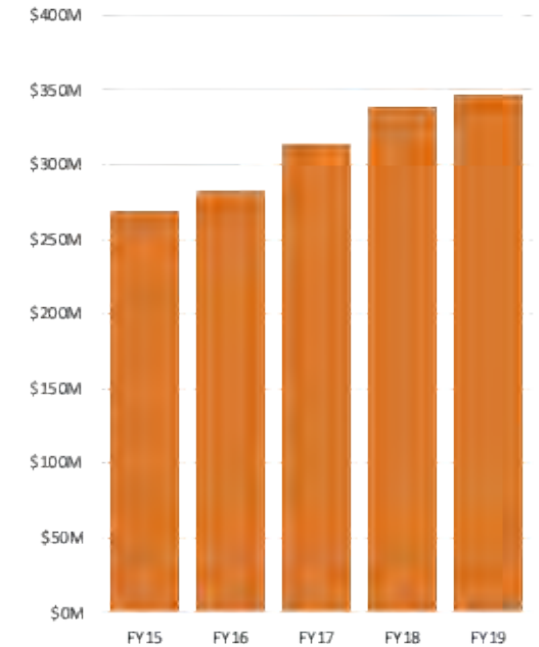
26 PERCENT INCREASE

IN SPONSORED EXPENDITURES IN THE LAST FIVE YEARS



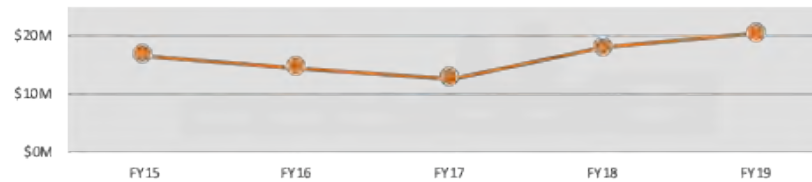
29

**PERCENT INCREASE
IN SPONSORED AWARDS
OVER THE LAST FIVE YEARS**



23 PERCENT INCREASE

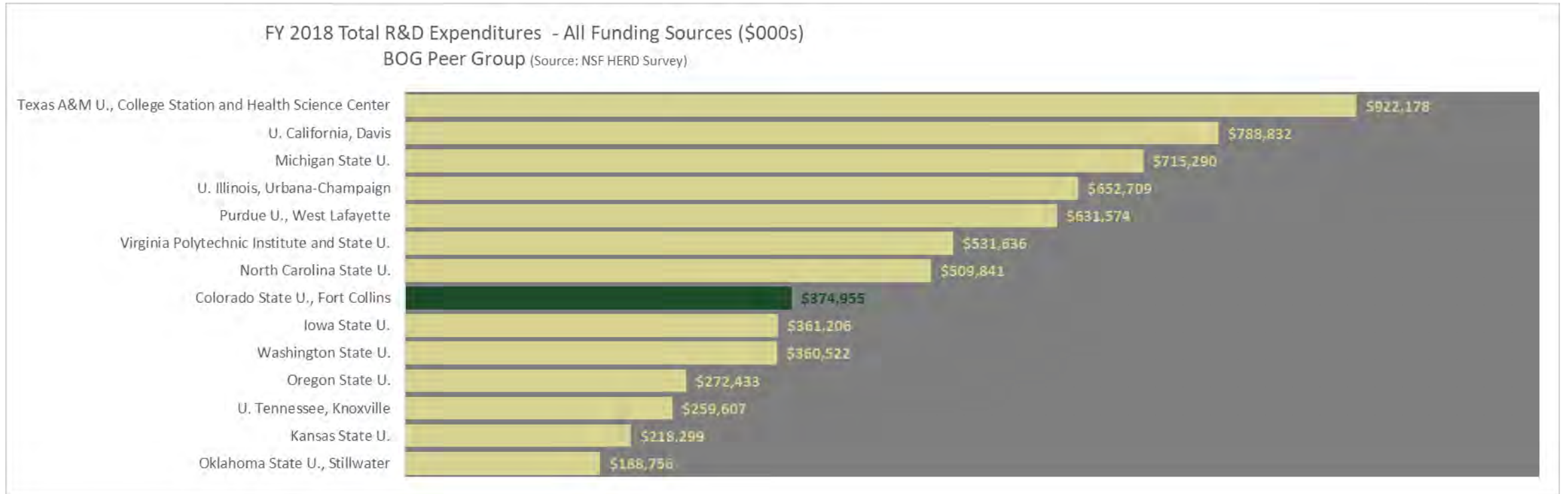
IN INDUSTRY AWARDS IN THE LAST FIVE YEARS



BAR SIZE REPRESENTS THE VALUE INDICATED AT THE BASE



RESEARCH EXPENDITURES – ALL FUNDING SOURCES FY2018



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
COLORADO STATE UNIVERSITY - PUEBLO
CSU - GLOBAL CAMPUS



FY 19 by the numbers...

Corporate Strategic Partnerships

And Technology Transfer



A First of its Kind Corporate Discovery and Innovation Partnership for CSU



zoetis

- World's largest animal health company
- Established 'Idea Incubator' at Foothills Campus
- Hiring 15-20 local scientists in livestock health
- Engaged to establish research and student collaborations and work in our core labs
- Focus on early stage R&D in areas relevant to Colorado Agriculture
- Cluster Hire in similar areas underway at CSU which will bring largest talent pool in livestock health in the US to region



Video: Zoetis leadership on choosing CSU



<https://youtu.be/RSIgl-jX83k>

“Our agreement with Zoetis represents the beginning of an era of collaboration, cooperation, and innovation between public and private research leaders, all in the interest of improving animal health.”

-Ray Goodrich, Executive Director, IDRC





Industry Research Partner Activity



CSURF: Intellectual Property, Licenses and Start-ups



- Inventions 127
- Patent Applications 149
- Issued Patents 47
- Licenses 52
- Licensing income \$3.82M
- Startups 6

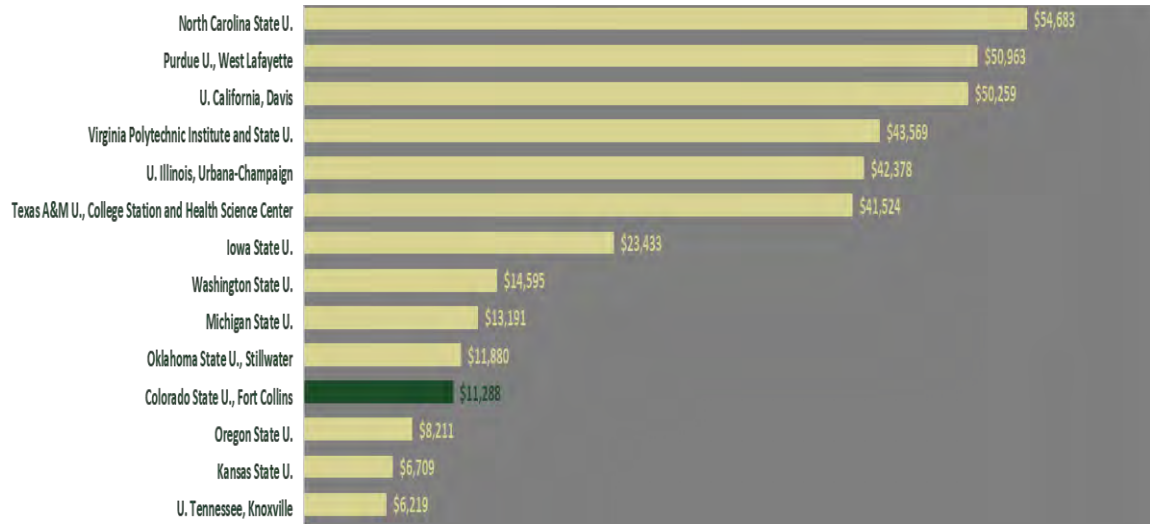
KromaTiD



INDUSTRY SUPPORTED RESEARCH EXPENDITURES FY2018

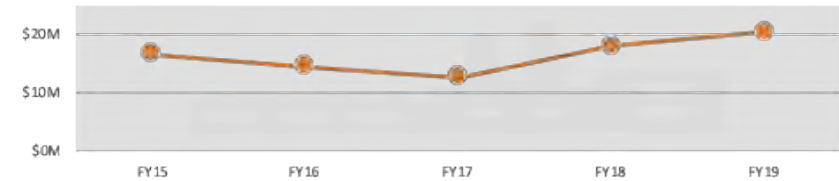
FY 2018 Total R&D Expenditures Funded by Industry (\$000s)

BOG Peer Group (Source: NSF HERD Survey)



23 PERCENT INCREASE

IN INDUSTRY AWARDS IN THE LAST FIVE YEARS



COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
 COLORADO STATE UNIVERSITY - PUEBLO
 CSU - GLOBAL CAMPUS



Growth Drivers

Graduate Student Support

New Strategic Centers and Institutes

Internal and External Collaborative Networks

Shared Core Research Facilities and Services

Foothills Campus Development



Growth Driver: Graduate Student Research Support

Afnan Shazwan Nasaruddin



“The experiences I gained will help me improve my skills in public science communication and make me more confident in putting myself out there,”

PhD Student, Saving Colorado’s Crops from Disease
Award Winner at Western Regional Conference

Hajar Homayouni



Masters student
WRG award winner
in Computer
Science

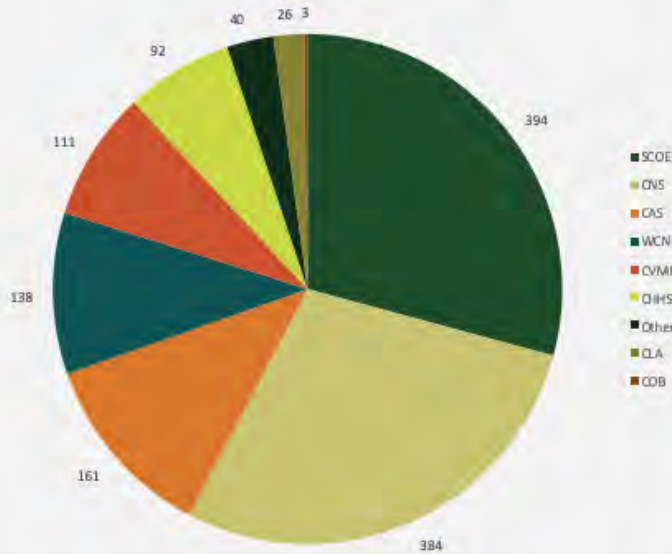
“These experiences inspire me to do more in communicating science to the public.”



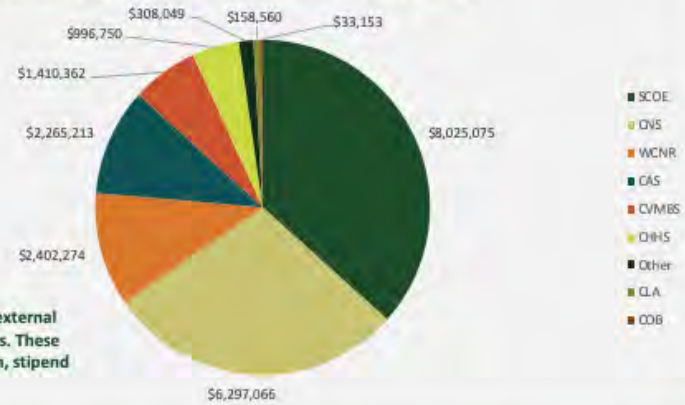
Graduate Student Support from External Funds

Number of Graduate Students Supported on Externally-Funded Research by College FY 2019

1,279 graduate students supported on 1,017 active

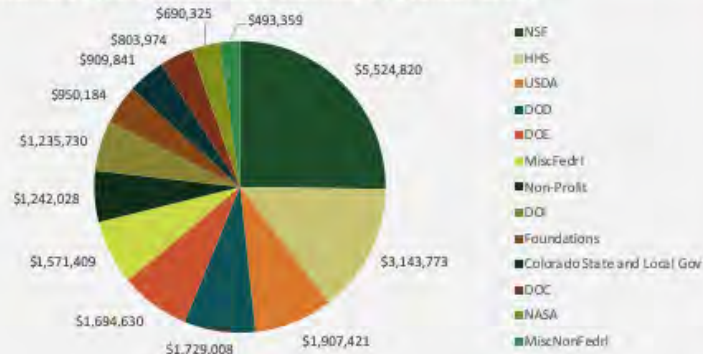


FY 2019 External Support for Graduate Students by College



A total of \$21,896,502 was provided by external sponsors in support of graduate students. These expenses include salary, benefits, tuition, stipend and hourly pay.

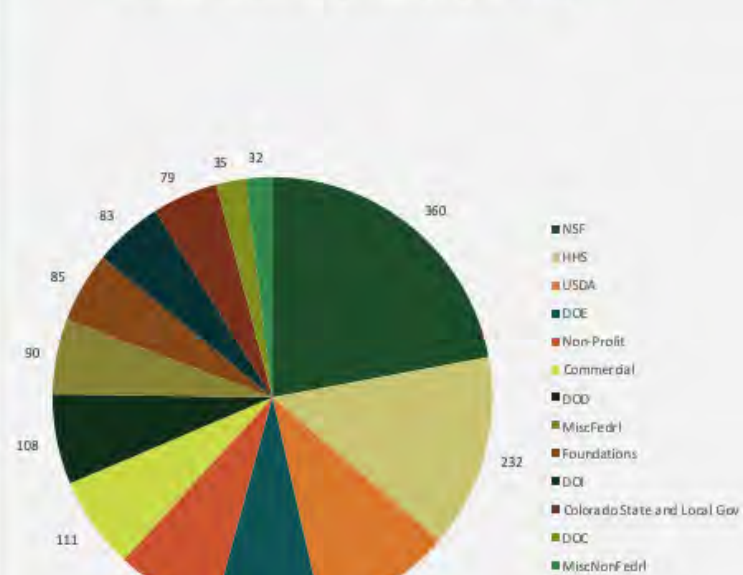
FY 2019 External Support for Graduate Students by Sponsor Group



MiscFedrl sponsors include EPA, DOI, DHS, ED, NEA, DOL and Peace Corps.

MiscNonFedrl sponsors include various non-Cororado domestic and foreign institutions of higher education and government entities.

Number of Graduate Students Supported on Externally-Funded Research by Sponsor Group in FY 2019



MiscFedrl sponsors include EPA, DOI, DHS, ED, NEA, DOL, DOS, DOT and NASA.

MiscNonFedrl sponsors include various non-Cororado domestic and foreign institutions of higher education and government entities.

Growth Drivers

Graduate Student Support

New Strategic Centers and Institutes

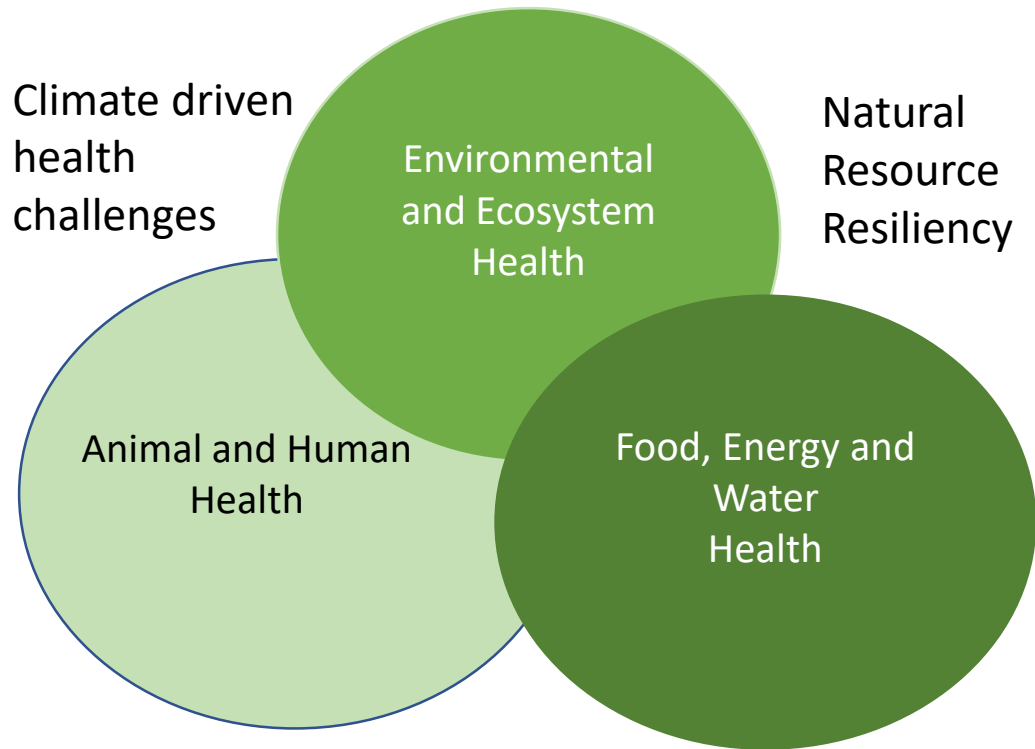
Internal and External Collaborative Networks

Shared Core Research Facilities and Services

Foothills Campus Development



Growth Driver: One Health

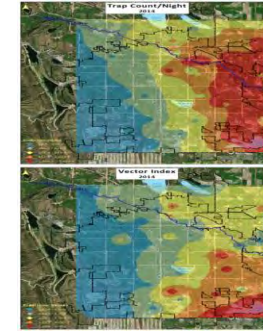


Climate driven health challenges

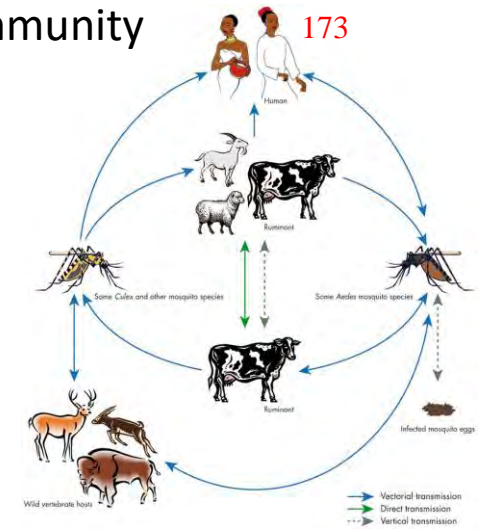
Natural Resource Resiliency

Disease transmission between animals and humans

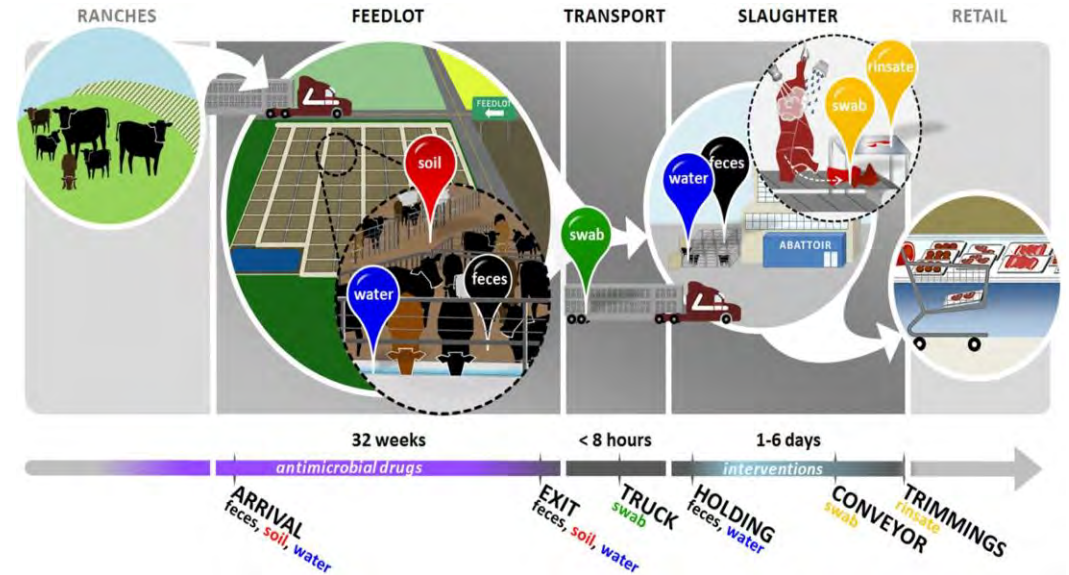
Managing West Nile Virus In Colorado



Complex community interactions



Livestock Antimicrobial Resistance from Ranch to Retail



Growth Driver: Expanding Human Clinical Trials Research ¹⁷⁴

New Hires:



Nicole Earhardt
Director, CHA

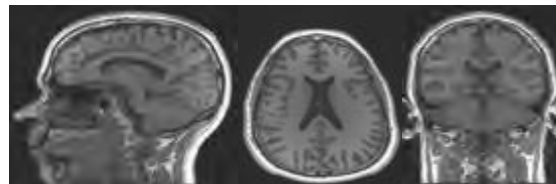
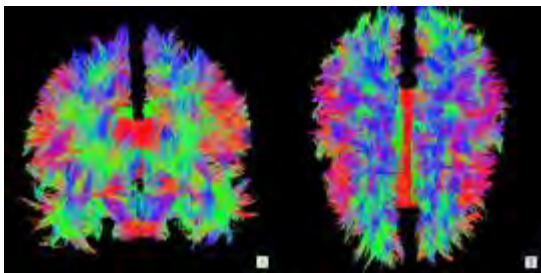


Sue VanDeWoude
Director, OHI



Heather Pidcoke
*Chief Medical
Research Officer*

- Enhanced Clinical Trials in Infectious Disease, Regenerative Medicine, and Cancer (approximately 35 ongoing human clinical trials)
 - Translational Medicine Institute
 - One Health Institute (OHI)
 - Columbine Center for Healthy Aging (CHA)
 - Mental Health and U@CSU
 - Clinical Regulatory Affairs and Operations



First Brain Images from Human Patients with new MRI at TMI



Growth Driver: Environmental Sciences

NOAA Cooperative Institute
for Research in the
Atmosphere



Dan Zimmerle
Senior Research Associate
Energy Institute



Methane Leak Detection Site
For ARPA-e Monitor Program

PACH: Partnership for Air
Quality Climate and Health



Emily Fischer
Macelwane Medal
from AGU &
Presidential Award for
mentoring in STEM in
Women's Network

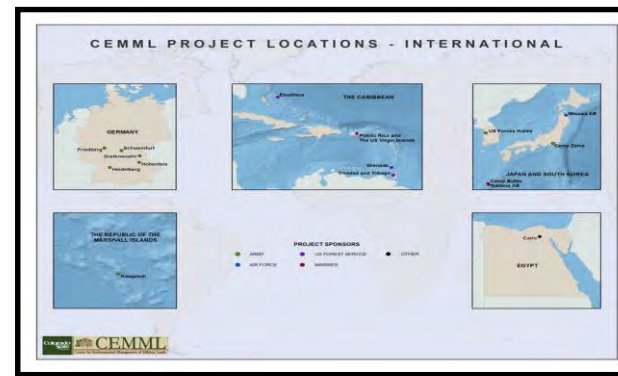


Foundation for Food and Agricultural Research

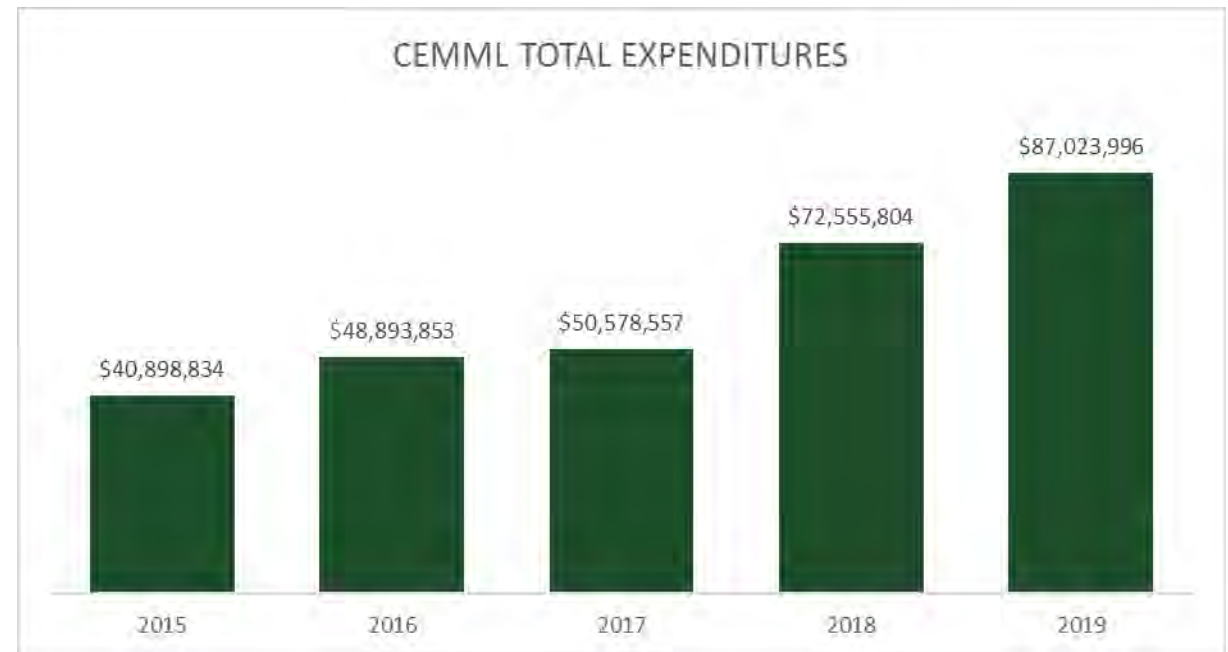




- Cooperative agreement with US Army Corps of Engineers for over 20 years
- Leading institution in the US in support of Military Base Environmental Compliance
- Center has doubled in size over the last 5 years due to increasing regulation
- WCNR Leadership has positioned center to continue expansion and seek greater ties to CSU mission and visibility



680 employees (600 off campus) across US and Internationally



Growth Drivers

Graduate Student Support

New Strategic Centers and Institutes

Internal and External Collaborative Networks

Shared Core Research Facilities and Services

Foothills Campus Development



Catalyst for Innovative Partnerships ROI

12 Teams in 2 cohorts, \$200K, 2 Years to reach next investor (\$10M)

Proposals Submitted

267/

\$271m

Awards Received

76/

\$23m

Colleges Represented

8

Internal Team Members

289

External Partners

77

Publications

168

Citations

28

Presentations

303



Partnering in Colorado

- **Colorado Energy Research Collaboratory** – unique partnership with DoE-NREL, CS Mines and CU. Primed for state renewal
- **Colorado School of Public Health** – strategic planning across the schools and collaborative seed funding started in FY 19
- **Colorado Clinical and Translational Sciences Institute** – A large NIH translational medical institute in collaboration with CU Anschutz
- **CSU Pueblo** – research administration support and programmatic support for Cannabis and Hemp programs
- **National Western Center** – supporting water and Ag innovation program development



CSU is Poised for Expanded Impact in Ag Biodefense and Biosecurity

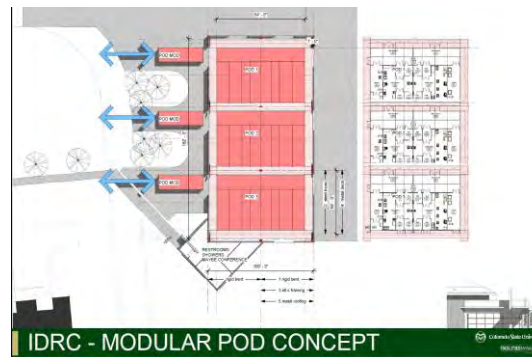
- CSU Infectious disease faculty have been enhanced by recent awards and cluster hires
- Poised to expand capabilities for USG
 - African Swine Fever, Foot and Mouth Disease
 - VSV and regional endemic threats (Newcastle)
 - Potato and citrus diseases
 - Expanded human Rx production
- BioMARC manufacturing facility is positioned to expand toward new Advanced Development and Manufacturing for Ag threats



CSU Hosts the DC Bipartisan Commission on Biodefense
Focus: "Agricultural Biodefense, Too Important to Ignore"

Design Phase of BioMARC expansion for Ag growth

BioMARC wins Colorado Manufacturer Award for 2019



Growth Drivers

Graduate Student Support

New Strategic Centers and Institutes

Internal and External Collaborative Networks

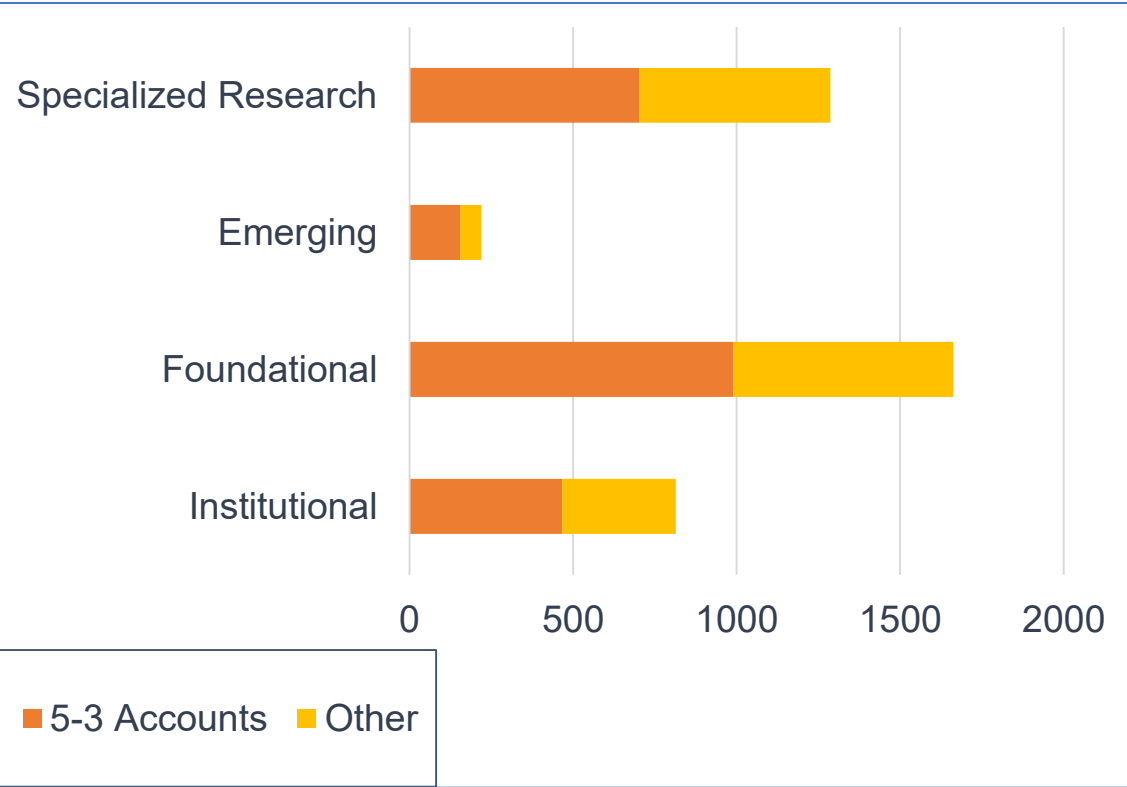
Shared Core Research Facilities and Services

Foothills Campus Development

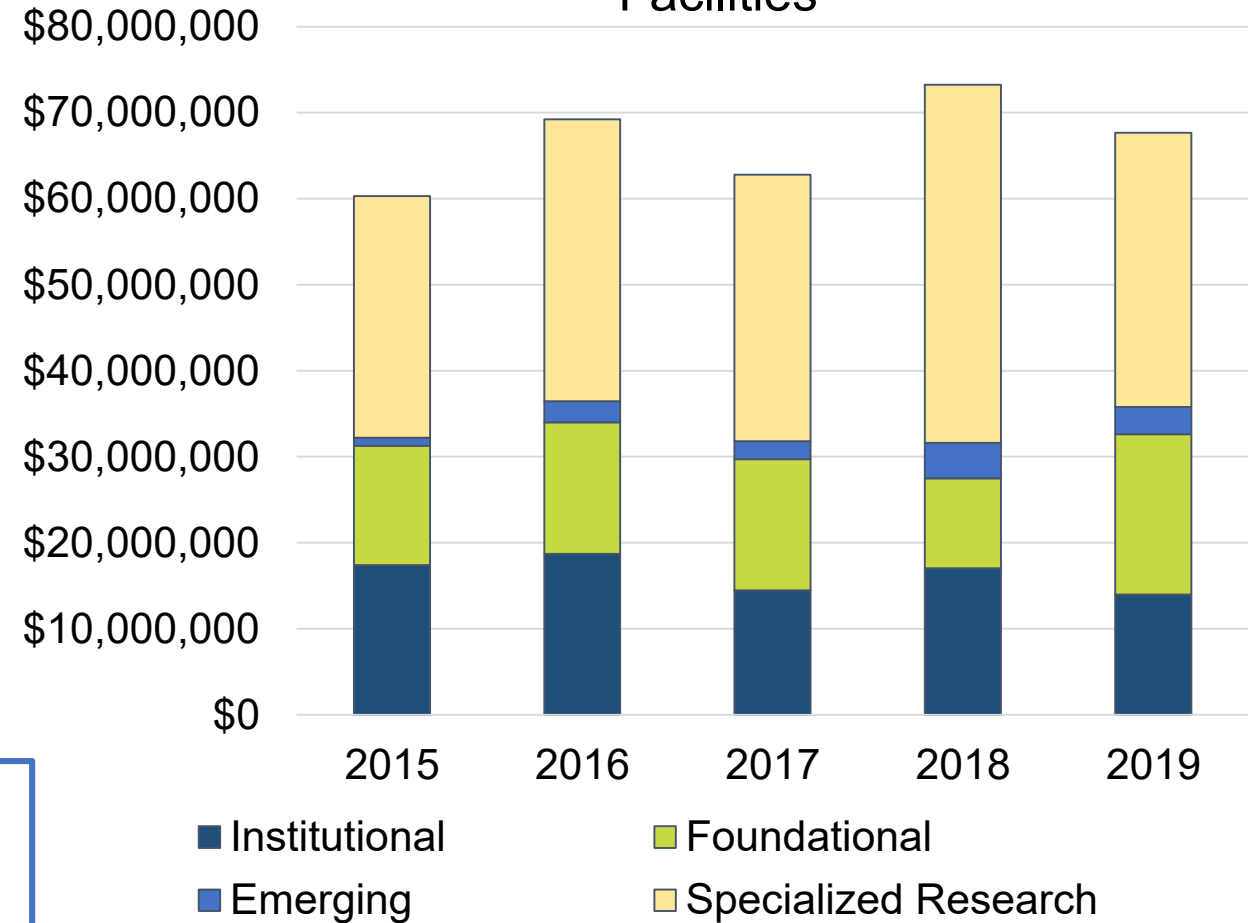


Activity Supported by Core Facilities (FY15-19)¹⁸²

Number of Unique Accounts Charged by Core Facilities

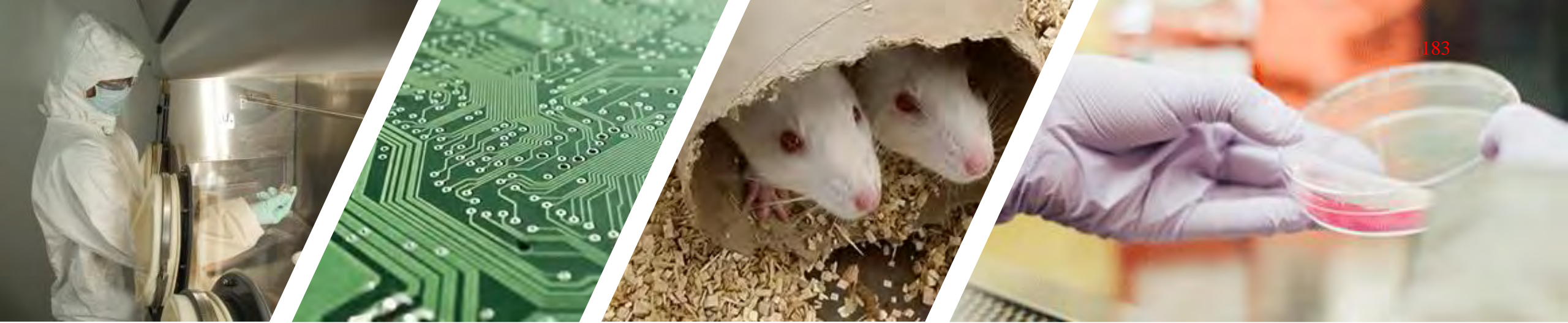


Obligated Awards Supported by Core Facilities



- 5 year average expense allocation: ~\$5M/year
- ~\$22M in state-of-the-art instrumentation
- ~60 grad & undergrad courses supported/year





Current Institutional Cores & Needs

- Lab Animal Resources (LAR)
 - Caging needs, HVAC upgrades, BSL-3 expansion
 - Painter center renovation/expansion and Bay facility – south campus completion
- Plant Growth Facilities/Greenhouses
 - At capacity, aging facilities, need of expanded growth chambers
- BSL3 Labs (IDRC & D-lab) - foothills
 - BioMARC cGMP Manufacturing – phase 1 design in play
- High Performance Computing (HPC) at capacity with CU
- Evaluating new institutional cores needed for expansion and efficiencies



Growth Drivers

Graduate Student Support
New Strategic Centers and Institutes
Internal and External Collaborative Networks
Shared Core Research Facilities and Services
Foothills Campus Development



Foothills Campus Planning:

- FY19 saw a dramatic increase in Foothills investments and impact with significant investments from public and private sector in animal and human health
- Vector Research Building ground breaking
- OVPR visioning task force in FY19 will lead to next phase of master planning



WCNR: Foothills Fisheries Lab



Infectious Disease Research Center



Foothills South Campus



Foothills North Campus Science and Engineering of our Environment



Hydraulics and Water Testing Lab

XUV Laser Laboratory



Colorado Climate Center



NOAA Cooperative Institute for Research in the

A Historic Year for CSU Scholarship, Research and Innovation

Investment Options and Outcomes



Future Investments Planned and Outcomes

- Human clinical research with One Health and medical school expansions
- Core Research Facilities and Strategic Research Priorities
- Foothills Campus
- Graduate Students and Cluster Hires
- Strategic Transformation Priorities
- Clinical Trial support in regulatory affairs and management to support increased human medical impacts
- Additional core resources for wider access to existing and new research facilities
- New innovation campus on global health at Foothills?
- Research expenditures of \$500M in 5 years



Key Considerations for Future Priorities and Investments in Research

- Base Support for Faculty Start Up and Retention and new cluster hires focused on research outcomes
- Sustaining IDC returns from adjusted F&A rates and continued investments in Research and Scholarly Success Initiative and Strategic Transformation
- Evaluation of Resourcing to priorities/phases and using integrated sources from IDC, thematic philanthropic fundraising, expanding corporate strategic partners and networks
- Stabilizing Investments for Strategic Centers and Institutes (SRUs) similar to SAUs (Special Academic Units)
- Enhancing Strategic External Partnerships through all Mission elements including Engagement/Extension



Thank you!



Section 6

*Real Estate and Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
December 5-6, 2019 – Denver**

Committee Chair: Steve Gabel (Chair), Bill Mosher (Vice Chair)

Assigned Staff: Jason Johnson, General Counsel, Ajay Menon, CSU Research Foundation

EXECUTIVE SESSION

OPEN SESSION

1. CSU Program Plan NCAA Division 1 Women's Soccer and Softball Complex (Lynn Johnson) Action Item (5 min)
2. CSU Meridian Village/Geothermal Project Update (Lynn Johnson) Update (5 min)

**Board of Governors of the
Colorado State University System
Meeting Date: December 5-6, 2019
Action Item**

MATTER FOR ACTION:

Approval of the Colorado State University Program Plan for the NCAA Division 1 Women's Soccer and Softball Complex

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves the Program Plan for the NCAA Division 1 Women's Soccer and Softball Complex.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

The project will create an NCAA Division 1 Women's Soccer and Softball Complex on main campus. Existing fields for soccer, softball and the old football practice fields will be reconfigured to provide competition and training facilities for both programs, with concessions and restrooms for fans. The current softball facility is substantially unchanged from when it first opened in 1995 and is routinely inundated during heavy rain and snowmelt. Soccer has completed six seasons as a Division 1 program with no permanent home field. There are no permanent concession or restroom facilities for visitors.

The estimated project budget is \$6.5M, and we anticipate using a target value design-build procurement. The project will be bond funded, supported with student athletic fees and Central funds.

With Board of Governors approval completion is expected in August 2021.

A more detailed project description can be found in the attached Summary of the Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

**Board of Governors of the
Colorado State University System
Meeting Date: December 5-6, 2019
Action Item**

**SUMMARY OF PROGRAM PLAN FOR THE NCAA DIVISION 1 WOMEN’S SOCCER
AND SOFTBALL COMPLEX**

The project will create an NCAA Division 1 Women’s Softball and Soccer complex on main campus. Existing fields for soccer, softball and the old football practice fields will be reconfigured to provide competition and training facilities for both programs, with concessions and restrooms for fans.

The mission of the Athletics Department is to Educate, Engage and Excel. Successful completion of this project will significantly improve the opportunity for each program to excel in competition as they represent the university. Furthermore, the concession and restroom facilities will provide improved engagement with fans and community members at competitions and youth clinics.

The University and Athletic Department are also committed to complying both in letter and in spirit with the requirements of Title IX. This project is a significant investment and improvement in female student-athlete experience at CSU. Combined, the programs represent approximately 50 female student-athletes and more than 25% of all female student-athletes.

The current softball facility is substantially unchanged from when it first opened in 1995 and is routinely inundated during heavy rain and snowmelt. Soccer has completed six seasons as a Division 1 program with no permanent home field. There are no permanent concession or restroom facilities for visitors.

The estimated project budget is \$6.5M, and we anticipate using a target value design-build procurement. The project will be bond funded, supported with student athletic fees and Central funds.

With Board of Governors approval, completion is expected in August 2021.

Approved

Denied

Board Secretary

Date

Board of Governors of the
Colorado State University System
Meeting Date: December 5-6, 2019
Action Item



NCAA Division 1 Women's Soccer and Softball Complex

**Board of Governors of the
Colorado State University System
Meeting Date: December 5-6, 2019
Action Item**

MATTER FOR ACTION:

Approval of the Colorado State University Phase II of the CSU GeoExchange System for \$5.1M.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approves Phase II of the CSU GeoExchange System.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations.

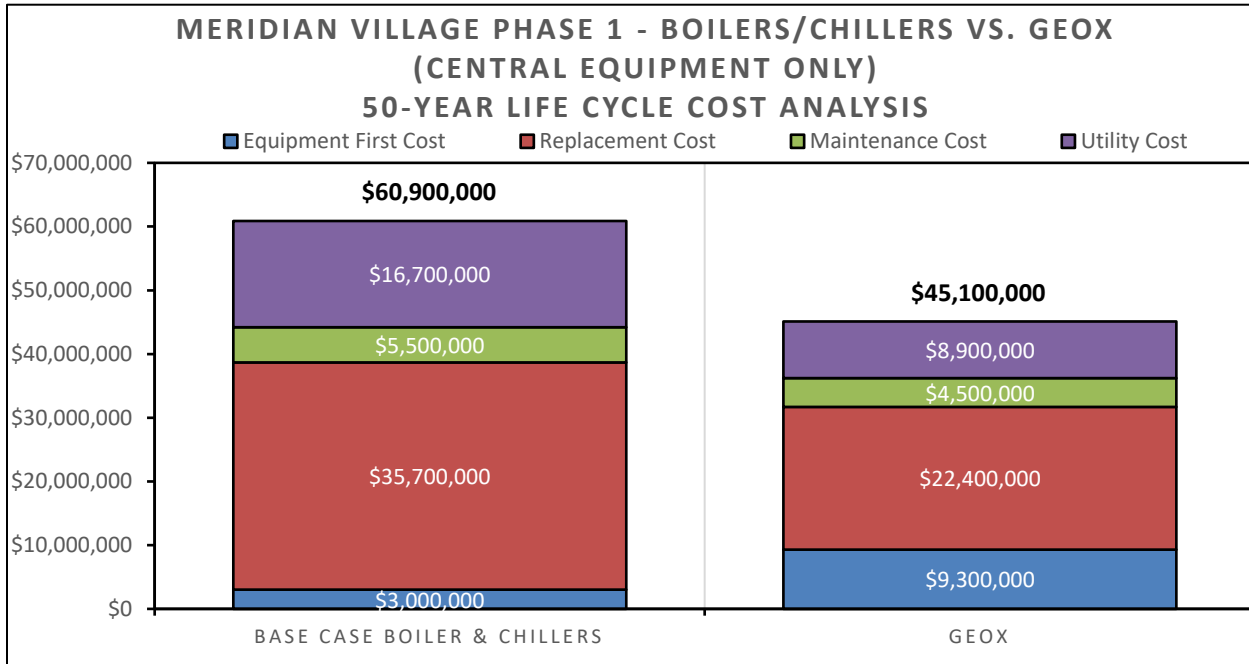
In May 2019 the Board of Governors approved the program plan for the CSU GeoExchange System, in order to retire steam utilities west of Meridian and provide heating and cooling for Moby Gym and Fum McGraw buildings. Since that time the Design-Build team for the Meridian Village project (program plan approved in Aug 2019) has researched the cost and potential benefit of connecting to that system for heating and cooling of the new residence halls. An additional well field for Meridian Village was a potential option included in the previously approved program plan for the GeoExchange system.

An order of magnitude life cycle cost analysis comparing a traditional boiler and chiller installation with a GeoX installation is shown on the following page. It is based on rough, per-square-foot mechanical system costs gathered during initial design efforts for Meridian Village and other projects, utility analysis of existing residential halls, and utility savings trends learned during the Moby GeoX feasibility studies. Costs shown are approximations and intended for concept comparison. Note that the building HVAC system for Phase 1 is common to both options, and so excluded from the table for clarity.

In addition to reduced life cycle costs, mobilization costs and overall disruption to the recreation fields will be reduced by drilling the additional wells concurrently with the first phase project. Other benefits include more program space in Meridian Village due to smaller heating and cooling plant requirements, as well as expanding CSU's commitment to sustainability.

Housing and Dining Services will contribute \$1M in cash from their R&M reserves towards the \$5.1M project, with the remaining \$4.1M being covered through the issuance of 30-year bonds. The debt service costs of ~\$260K will be covered through utility savings from the MV project of ~\$230K and an additional \$30K from CSU's Energy Reserve Fund, if needed.

**Board of Governors of the
Colorado State University System
Meeting Date: December 5-6, 2019
Action Item**



With Board of Governors approval, the construction of Phase II will begin in Summer 2020.

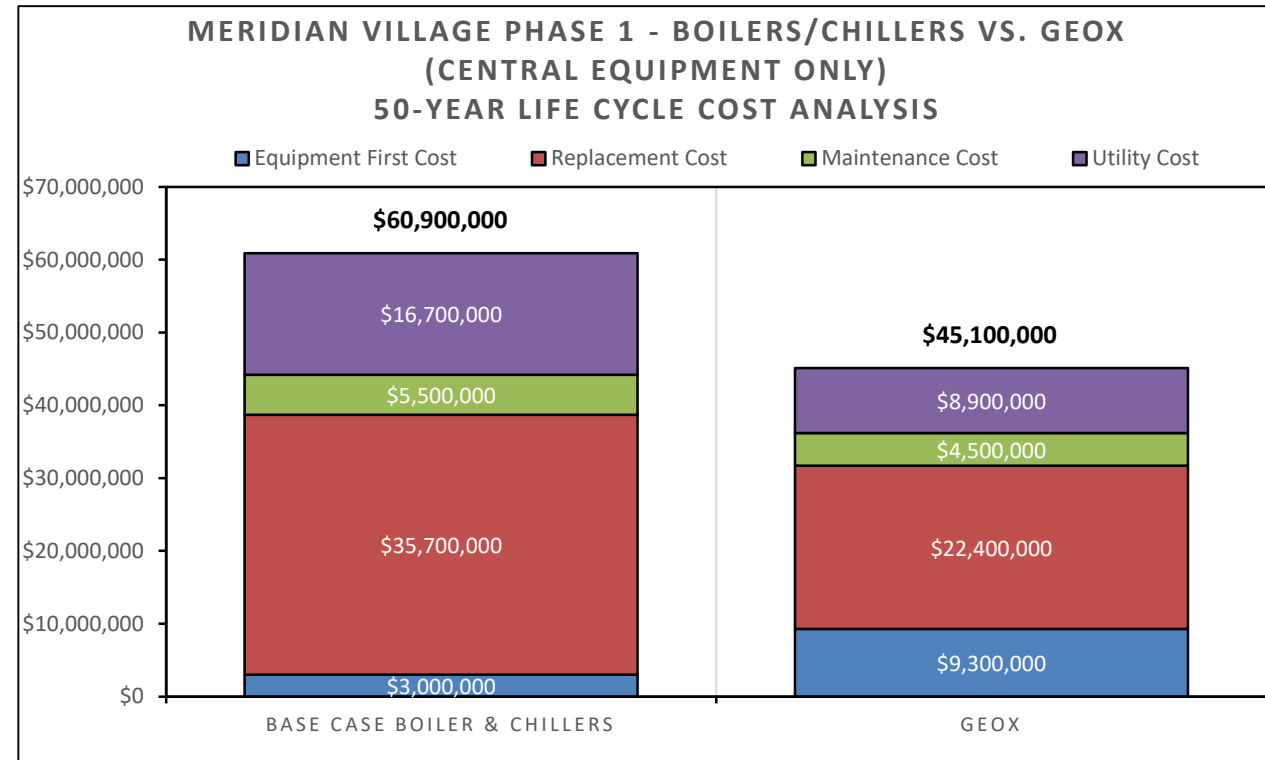
Approved

Denied

Board Secretary

Date

- Replace traditional heating/cooling system with expansion of GeoThermal Plant.
- Resulting in
 - reduced life cycle cost,
 - additional program space within Meridian Village, and
 - contributes to CSU sustainability goals.
- Funding swap from annual utility costs to:
 - \$1M cash infusion from HDS, and
 - Trade out of perpetual utility costs for debt service of \$4m over 30 years.



Section 7

Executive Session

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Section 8

Evaluation Committee

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Section 9

*Academic and Student Affairs
Committee*

BOARD OF GOVERNORS OF THE
 COLORADO STATE UNIVERSITY SYSTEM
 ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
 December 5-6, 2019

Committee Chair: Dean Singleton (Chair), Kim Jordan (Vice Chair)

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- Master of Sport Management

Colorado State University-Global Campus

- BSN Completion Program
- Master of Science in Nursing
- Post Baccalaureate Alternative Licensure Program

Colorado State University-Pueblo

- Bachelor of Applied Science in Health Science
- Bachelor of Science in Cannabis Biology and Chemistry
- Bachelor of Science in Middle School Mathematics Education
- New Online Emphasis Program: MS Nurse Manager & Leader Program
- Retitled Business Degree Program: BSBA in Marketing
- Retitled Engineering Degree Program: MS in Mechatronics Engineering

II. Miscellaneous Items

Colorado State University

- Faculty Manual – Section C.2.3.1.a
- Faculty Manual – Section D.5.3.1
- Faculty Manual – Section D.7.18
- Faculty Manual – Section E.2.1
- Faculty Manual – Section F.3.13
- Faculty Manual – Section K
- Faculty Manual – Section K.3.1
- Faculty Manual – Section K.3.2
- Faculty Manual – Section K.12.4
- Sabbatical Requests – 2020-2021
- Academic Calendar – Fall 2024 – Summer 2026
- Program Review Summary

Colorado State University-Global Campus

- Action on: Revised Mission and Vision Statement

Colorado State University-Pueblo

- Sabbatical Requests 2020-2021
- Academic Calendar 2020-2022
- Program Review Summary
- Action on: Renaming Department of Art
- Action on: Renaming Mass Communications and Center for New Media

III. Campus Reports

- Student Success and Enrollment
- Online Offerings System-wide Report

MATTERS FOR ACTION

New Degree: Master of Sport Management

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a New Degree Program: Master of Sport Management.

If approved, this degree will be effective Fall Semester 2020.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Master of Sport Management (MSPMT) program provides a mixture of academic and applied education in areas such as sport governance, policy, marketing, and leadership. All curriculum of the program is geared toward providing students with the necessary skills and knowledge to become successful sport industry leaders.

Graduates of the MSPMT program become mid-to-high level sport industry leaders in domestic and global as well as private, public, and non-governmental sport organizations. Students are prepared to pursue leadership roles within sport equipped with critical understandings and tools for effective responsiveness to the shifts in industries of sport. Graduates of the sport management master's program will gain practical and theoretical knowledge to pursue a range of mid-high level positions in sport. This specialization has a focus on preparing managers across the sport industry. All curriculum of the program is geared towards providing students with the necessary skills and knowledge to become successful sport industry leaders.

The proposed MSPMT program aligns with CSU's land-grant mission and the University's strategic plan. This program leverages the world-class reputations of Colorado State University System, CSU-Fort Collins campus, the premier franchise of the Denver Broncos professional football organization. The MSPMT is also supported by other sport industry leaders locally within the state of Colorado and stakeholders outside the state regarding support for student experiential learning opportunities and classroom engagement. This program provides a path by which graduates can contribute to problem solving in the public and private sectors of the sport industry. This program will increase graduate student enrollment at CSU by attracting students interested in serving in the multifaceted industry of sport both domestically and internationally.

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Colorado State University
PROGRAM MANAGEMENT

NEW PROGRAM PROPOSAL

MASTER OF SPORT MANAGEMENT, PLAN C

Program Title: Master of Sport Management, Plan C

Academic Level: Graduate

Program Type: Degree

Recommended CIP Code:

College: Liberal Arts

Department/Unit: 1701 – College of Liberal Arts

Program available to students: Fall 2020

Program Description:

The Master of Sport Management (MSPMT) program provides a mixture of academic and applied education in areas such as sport governance, policy, marketing, and leadership. All curriculum of the program is geared toward providing students with the necessary skills and knowledge to become successful sport industry leaders.

Program Catalog Copy:

Graduates of the MSPMT program become mid-to-high-level sport industry leaders in domestic and global as well as private, public, and non-governmental sport organizations. Students are prepared to pursue leadership roles within sport equipped with critical understandings and tools for effective responsiveness to the shifts in industries of sport. Graduates of the sport management master's program will gain practical and theoretical knowledge to pursue a range of mid-high level positions in sport. This specialization has a focus on preparing managers across the sport industry. All curriculum of the program is geared toward providing students with the necessary skills and knowledge to become successful sport industry leaders.

CSU-Fort Collins – New Degree: Master of Sport Management (Plan C)

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Offered as: Main Campus Face-to-Face and Online

Fit with Campus Mission:

The role and mission of Colorado State University by state statute is: *Colorado State University shall be a comprehensive graduate research university with selective admission standards offering a comprehensive array of baccalaureate, Masters, and doctoral degree programs. Consistent with the tradition of land grant universities, Colorado State University has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine. The Colorado commission on higher education, in consultation with the board of governors of the Colorado State University system, shall designate those graduate level programs that are the primary responsibility of Colorado State University. Colorado State University has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. CRS 23.31.101.*

- The mission requires that the University “offer a comprehensive array of baccalaureate, masters and doctoral degree programs.” The establishment of a sports management master’s degree program would satisfy this mission. This Master of Sport Management (MSPMT) program will provide CSU students with an opportunity to receive graduate level training and research opportunities in both domestic and global sport contexts equipping them to manage sports while confronting the modern challenges facing industries of sport. The MSPMT program aims to provide a multi-disciplinary curriculum and co-curricular experience for students that underscores the role and mission of Colorado State University to serve as a comprehensive graduate research university.

Evidence of Need:

According to recent market analysis by Hanover, sport management jobs reveal a trending nationwide 3.3% increase through 2024 with an average annual position availability of over 17,000 jobs each year. This market data, while positive, does not fully capture the complexity of how the sport industry is constructed as well as exponentially growing through mergers with other industries such as communications and digital graphic design, computer science, data analytics and information technologies, cybersecurity, the formulation of relevant policy, digital consumer marketing, and even the emergence of increasingly global marketplaces. The employment opportunities collected and imbedded with the industries of sport will require the talent, innovation, and skills of students from colleges of business, health and exercise science, liberal arts (economics, philosophy, international and ethnic studies, communications, political science, etc.), engineering, construction management, design, and much more. It is all of these areas together that have become and will continue to merge in ways that define the future of sport industries through the twenty-first century. Students with a background in various

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disciplines will have the opportunity to align their academic interests with the exciting and attractive field of sport management that will advance the discipline and its growing complexity.

Plunkett, a market research and forecasting firm, estimates that the sports industry in the United States generated \$498.4 billion in 2015, while the global sports industry generated \$1.5 trillion. This growth is due in large part to the advancement of students with the management skills to forecast market needs and potential and then match them with engaging technologies and make informed decisions from the collection of big data.

Student Population in Five Years and Profile:

According to a market analysis based on IPEDs data from the National Center for Education Statistics (NCES) exploring the labor market for relevant long-term sport management employment projections between 2014 and 2024, sport management degree completions have shown an upper trend and student demand continues to increase. State and regional sport management employment projections data were drawn from Projections Central, a repository maintained by the Projections Managing Partnership that offers state-level occupational projections data for a standard 10-year period (2014 through 2024). Master's completions in programs with an online option have steadily grown between 2011 and 2015 at a rate of 8.5%. Completions in this field growing at this annualized rate is above the aggregate rate of growth for all master's degrees in the United States during the same time period (0.9 percent). **This finding of the market analysis suggests that students are increasingly pursuing Masters of Sports Management degrees with at least some distance education component.**

CSU is part of the Rocky Mountain region, which includes CO, ID, MT, UT, and WY. The University of Northern Colorado has experienced enrollments of between 45 and 63 students in the Sport Administration emphasis program. A comparable masters in sport administration program at Ohio University has seen enrollments of between 211 and 258 students in their program which includes 36 online credits. The Ohio University MSA program is 21 months with six residencies long compared to our proposed 18 months. Each of their course offerings are seven weeks compared to our eight weeks. The University of Massachusetts-Amherst (UMass) offers an in-residence MS in Sports Management. Their enrollments have ranged from 17 to 23 students per year in spite of a highly competitive selection process. The enrollment data and structural arrangements of these popular and competitive programs demonstrate a very similar structure with the opportunity to capitalize on strong enrollment numbers. Due to the popularity and commonness of distance education programs nationwide, we anticipate a conservative 125 graduates over the first five years. We compare this conservative estimate to the productivity of other distant education programs surveyed in the Hanover report. Table 1 summarizes the expected enrollment and anticipated graduation numbers for the first five years.

Table 1. Expected Enrollment and Graduation Numbers (Year 1-5)

| | 2020 | 2021 | 2022 | 2023 | 2024 | Total Enrolled |
|---------------------------|------|------|------|------|------|----------------|
| Online/Distance* | 12 | 30 | 46 | 56 | 68 | 212 |
| # of Resident** | 0 | 20 | 35 | 35 | 35 | 125 |
| # of Non-Resident | 0 | 4 | 6 | 8 | 10 | 28 |
| MPSMT Graduates*** | 0 | 10 | 40 | 65 | 85 | 200 |

*Online/distance students represent a yearly head count of newly enrolled students

** Enrollment of student in residence will begin in Year 2. Residential enrollments will be capped at a 35-student cohort each year. The enrollment numbers shown are a yearly head count of newly enrolled residential students.

*** The graduate numbers represent an anticipated cumulative number each year.

- The current DBSMI minor program (established in 2014) repeatedly has graduating seniors that have expressed their desire for a master's degree program, their satisfaction with minor courses, and its importance to their personal and professional growth.
- An annual survey of the DBSMI graduating seniors has been administered each year since 2015. We have surveyed over 130 students between 2015-2019. The survey results reveal the following:
 - On average, 18 senior student respondents plan to attend graduate school within one year of graduating from CSU.
 - On average, 11-12 (11.3) senior student respondents have been accepted into a sport management/admiration graduate program and will attend this program within one year of graduating from CSU.

Admission Requirements:

All admission standards will be established in consultation with the graduate school, the College of Liberal Arts, and the Commission on Sport Management Accreditation (COSMA). We will follow the recommendations of the graduate to admitted quality students into this graduate program.

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Curriculum:

| First Year (Fall, Spring, and Summer) | Course Title | Credits |
|---------------------------------------|---------------------------------------|---------|
| SPMT 523 (new course) | Communications and Media in Sport | 2 |
| SPMT 533 (new course) | Economics and Data Analytics in Sport | 2 |
| SPMT 560 (new course) | Sport Law | 2 |
| SPMT 536 (new course) | Sport and Communities | 2 |
| SPMT 562 (new course) | Sport and Ethics | 2 |
| SPMT 545 (new course) | Sport Governance and Policy | 2 |

| Second Year (Fall) | Course Title | Credits |
|--------------------------------------|---|--------------|
| SPMT 572 (proposed new course) | Organizational Communication in Sport | 2 |
| SPMT 641 (proposed new course) | Sport Management Capstone | 2 |
| SPMT 687 (proposed new course) | Sport Management Internship | 2-4 |
| <i>TOTAL CORE CREDITS</i> | | 18-20 |
| Concentration Tracks | | |
| <i>Option 1: General MSPMT track</i> | <i>TOTAL CREDITS IN CONCENTRATION</i> | <i>12</i> |
| SPMT 554 | Sport and Environments | 2 |
| SPMT 561 | Sport Facility & Event Management | 2 |
| SPMT 568 | Sport Marketing | 2 |
| SPMT 575 | Risk Management in Sport | 2 |
| SPMT 592 | Sport Management Seminar | 2 |
| SPMT 547 | Contemporary Sport, Society and Globalization | 2 |
| <i>TOTAL CREDITS</i> | | <i>30-32</i> |

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| | | |
|---|---|--------------------------------|
| Option 2: Media and Communications | TOTAL CREDITS IN CONCENTRATION | 12 |
| JTC 511 | Corporate Media Ethics and Issues | 3 |
| JTC 550 | Public Relations | 3 |
| JTC 560 | Managing Communications Systems | 3 |
| JTC 573 | Strategic Digital Communication | 3 |
| TOTAL CREDITS | | 33-35 |
| Option 3: Higher Education | TOTAL CREDITS IN CONCENTRATION | 12 + 4 elective credits |
| EDHE 661 | Inclusive University | 3 |
| EDHE 662 | Trends, Issues and Assessment in Higher Education | 2 |
| EDHE 670 | Foundations and Trends in Student Affairs | 3 |
| EDHE 672 | Ethical and Practical Issues-Student Affairs | 2 |
| SPMT Elective | Choose any SPMT Elective | 2 |
| SPMT Elective | Choose any SPMT Elective | 2 |
| TOTAL CREDITS | | 32-36 |
| Option 4: Business Foundations | TOTAL CREDITS IN CONCENTRATION | 12 + 4 elective credits |
| BUS 500 | Business Systems and Process | 2 |
| BUS 601 | Quantitative Business Analysis | 2 |
| BUS 614 | Accounting Concepts | 2 |
| BUS 640 | Marketing Management | 2 |
| BUS 655 | Financial Principles and Practice | 2 |
| SPMT 572 | Organizational Communication in Sport | 2 |
| SPMT Elective | Choose any SPMT Elective | 2 |

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| | | |
|---------------------------------------|--|-------------------------------|
| SPMT Elective | Choose any SPMT Elective | 2 |
| TOTAL CREDITS | | 32-34 |
| Option 5: Marketing Management | TOTAL CREDITS IN CONCENTRATION | 9 + 4 elective credits |
| MKT 568 | Sport Marketing | 2 |
| BUS 656 | Marketing Strategy and Planning | 2 |
| Selective five (5) courses from below | | |
| MKT 610 | Qualitative Marketing Research Methods | 1 |
| MKT 611 | Quantitative Marketing Research Methods | 1 |
| MKT 621 | Search Engine Marketing and Optimization | 1 |
| MKT 661 | Consumer Behavior | 1 |
| MKT 662 | Strategic Selling for Business Customers | 1 |
| MKT 667 | Service Marketing Management | 1 |
| SPMT Elective | Choose any SPMT Elective | 2 |
| SPMT Elective | Choose any SPMT Elective | 2 |
| TOTAL CREDITS | | 31-33 |

| | | |
|-------------------------|---|---|
| Elective options | | |
| SPMT 547 (new course) | Contemporary Sport, Society and Globalization | 2 |
| SPMT 554 (new course) | Sport and the Environment | 2 |
| SPMT 561 (new course) | Sport Facility & Event Management | 2 |
| SPMT 568 (new course) | Sport Marketing | 2 |
| SPMT 575 (new course) | Risk Management in Sport | 2 |
| SPMT 592 (new course) | Sport Management Seminar | 2 |

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Sample Plan of study – General Track

1st yr. Fall: 8 cr total

- SPMT 523: Sport Media (2 cr)
- SPMT 533: Economics and Data Analytics in Sport (2 cr)
- SPMT 560: Sport Law (2 cr)
- SPMT Elective (2 cr)

1st yr. Spring: 8 cr total

- SPMT 536: Sport and Communities (2 cr)
- SPMT 562: Sport and Ethics (2 cr)
- SPMT Elective (2 cr)
- SPMT Elective (2 cr)

1st yr. Summer: 6 cr total

- SPMT 545: Sport Governance and Policy (2 cr)
- SPMT Elective (2 cr)
- SPMT Elective (2 cr)

2nd yr. Fall: 8-10 cr total

- SPMT 572: Organizational Communication in Sport (2 cr)
- SPMT 641: Sport Management Capstone (2 cr)
- SPMT 687: Sport Management Internship (2-4 cr)
- SPMT Elective (2 cr)

Faculty Resources, Current and Required:

The SPMT will require three new FTE tenured and/or tenure-track faculty lines to be able to execute the program as designed to fulfill all teaching and service commitments. We anticipate receiving Provost and College of Liberal Arts support for these faculty lines. In order to be ready for the first set of students we anticipate hiring one FTE faculty member in 2020, another in 2021 and another in 2023. Additional funding will be required to support Non-Tenure Track Faculty with base funds beginning in 2020.

The proposed MSPMT program does request funding support for three FTE graduate assistantship positions. In order to be ready for the first set of students, meet teaching needs for faculty and accreditation purposes the proposed program anticipates hiring the one GTA in 2021, 2022, and in 2023 (totaling three).

Library Resources, Facilities, Equipment, etc. – Current and Required

The MSPMT program is building onto a minor program curriculum already operating at CSU. However, according the Review of Library Resources report, CSU Libraries is deficient in

several databases that cover the areas of marketing and advertising.

The MSPMT program will utilize standard classroom scheduling and event space as needed for workshops, classes, and presentations. The program will coordinate with CLA to identify office and facility space for new faculty and the administrative assistant hired as part of this new program development. All new faculty will require typical technology packages such as a work computer/laptop. No new lab space, special equipment or unusual materials are necessary to implement this program at this time.

Overall Budget Summary

- Faculty lines: In order to deliver the proposed curriculum and meet accreditation requirements the program will need a total of (5) FTE tenure track faculty affiliated with the program. Three new TT lines will approximate \$310,000. The proposed program will also host non-tenure track faculty with qualified experience and expertise relevant for instruction various courses and/or special topics areas. All non-tenure track faculty are expected, in addition to teaching in their areas of expertise, to provide significant visibility for the program and for CSU. All non-tenure track faculty will be hired on an as-needed basis and will be retained and compensated according to the unit and faculty manual codes. Such non-tenure track faculty may include individuals from organizations such as the Denver Broncos and Colorado State Athletics. The estimated starting per course pay rate of non-tenure track faculty instructors is \$5,000-\$7,000.
- GTA lines: In order to deliver quality instruction and provide an effective line of communication between students and faculty the program requests the addition of (1) GTA each year from 2021-2023 to meet student and faculty needs for course instruction (minimum base funding of \$15,500 beginning in 2021).
- Equipment needs: Other than common technology packages for faculty and staff, no specialized or unique equipment is needed for this program at this time.
- Facility and Technology: The Clark building has limited available space. The MSPMT program will coordinate with the College of Liberal Arts to identify appropriate office space, a conference room, and suitable workroom space for all unit instructors and administrative support staff. Facility and technology needs will include instructional technology, room scheduling, conference room rental, and faculty research lab equipment and necessary software. Faculty and staff will all require regularly updated computer and other suitable electronic devices necessary for their teaching, research and service commitments (\$15,000 one-time and \$10,000 base funding).

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- Administrative support staff will be necessary to provide quality service to students and faculty in the program. The MSPMT program will coordinate with CLA to identify appropriate administrative support staff resources to support the unit that houses the sport management programs.
- Operations: The operating budget will include base funding of \$20,000 in years 2020 and 2022 and then \$35,000 in 2022. One-time funds of \$15,000 in 2020 and then \$30,000 in 2021 will be directed to the program. Anticipated operating costs to be expected are as follows:
 - Accreditation visits, Marketing material creation and distribution, communications, promotion, guest hospitality and advancement, student and faculty recruitment and hiring, program events (e.g. conferences, symposiums, rookie camp), internship coordination and support, department apparel costs, work study employment, and advising.
- Summary of new budget resources being requested from CSU Central Administration: In order to implement this program, we are requesting support for the new faculty lines and instructor opportunities, all initial accreditation expenses, student success advising, library resources, facility and technology, and relevant operating expenses.
- Per an agreement with the Provost's office, this program will receive revenue sharing. The Provost's office will support the costs of the program for the first five years during which a gradual shift will be made in this support model whereby the program becomes self-sufficient.
- Tuition cost for proposed MSPMT program to charged at \$700 per credit hour in 2020 and 2021, then \$750 per credit hour in 2022 and 2023, and then will increase to \$800 per credit hour 2024 along with all necessary fees. Most courses will be (2) two credits. The average full-time online load of courses is (8) credit hours for an 18-month program.

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| REVENUE | 2020 | 2021 | 2022 | 2023 | 2024 |
|----------------------|---------------|----------------|----------------|----------------|------------------|
| Tuition per credit | 700 | 700 | 750 | 750 | 800 |
| # of Resident | - | 20 | 35 | 35 | 35 |
| # of Non-Resident | - | 4 | 6 | 8 | 10 |
| # of Online) | 12 | 30 | 46 | 56 | 68 |
| Resident Tuition | - | 192,610 | 347,180 | 357,595 | 368,323 |
| Non-resident Tuition | - | 94,447 | 145,920 | 200,397 | 258,012 |
| Online Tuition | 80,200 | 206,100 | 335,300 | 401,200 | 522,600 |
| Total Tuition | 80,200 | 493,157 | 828,400 | 959,192 | 1,148,934 |

| EXPENSES | 2020 | 2021 | 2022 | 2023 | 2024 |
|----------------------------|------------------|----------------|----------------|----------------|------------------|
| Faculty | 102,800 | 102,800 | | 102,800 | |
| Other Salary (i.e. NTTF) | 15,500 | | | | |
| GTA_FTE | | 15,200 | 15,200 | 15,200 | |
| Operating (base) | 20,000 | 20,000 | 35,000 | | |
| Operating (1-time) | 15,000 | 30,000 | | | |
| Library (1-time) | 10,000 | 10,000 | 10,000 | | - |
| Facilities & Tech (base) | 10,000 | 10,000 | | - | - |
| Facilities & Tech (1-time) | 15,000 | | | | |
| Total Expenses | 188,300 | 336,310 | 356,520 | 464,530 | 464,530 |
| Total Revenue | 80,200 | 493,157 | 828,400 | 959,192 | 1,148,934 |
| Net to Program | (142,426) | 39,930 | 229,752 | 155,551 | 210,198 |

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| | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|------------------|---------------|----------------|----------------|----------------|
| Proposed Department Tuition Sharing % | 0% | 90% | 80% | 70% | 60% |
| Department Revenue from Tuition Sharing | - | 258,351 | 394,480 | 390,595 | 375,801 |
| Online Tuition -12% OH & 35% Share | 45,874 | 117,889 | 191,792 | 229,486 | 298,927 |
| Total Revenue to Program | 45,874 | 336,930 | 586,272 | 620,081 | 674,728 |
| - Total Expenses | 188,300 | 336,310 | 356,520 | 464,530 | 464,530 |
| Net to Program | (142,426) | 39,930 | 229,752 | 155,551 | 210,198 |

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MATTERS FOR ACTION:

Bachelor of Science in Nursing Completion Program

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Bachelor of Science in Nursing Completion Program to serve urban area hospitals.

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

CSU Global proposes a new Bachelor of Science in Nursing (BSN) Completion Program to provide an unprecedented pathway for Licensed Practical Nurses (LPN), with a focus on service in our Colorado urban populations. LPN programs are typically housed within school district career and technical schools. As such, they face extreme difficulty moving beyond what may be considered a terminal credential. Acceptance into the limited seats available at most institutions and challenges associated with transfer of credit have made it difficult for LPNs to find the academic and career pathways currently afforded to RNs. CSU-Global's proposed program will provide quality upskilling for the 6,970 LPNs in the state of Colorado earning an average salary of \$42,000; a wage slightly above the living wage in CO (Burning Glass, 2019).

While the LPN market is considerably underserved from an educational standpoint, there is increasing pressure on hospitals to hire only BSN qualified nurses; and in Colorado, to maintain their Magnet Status, our hospital leadership in urban areas are increasingly only seeking BSN qualified nurses (IOM). CSU-Global's BSN completion program has been created in partnership with two urban metro Denver LPN programs, Emily Griffith Technical College and Pickens Technical College whose students are facing these very challenges. This program is designed to provide flexible high quality and long-term career progression opportunities for students, LPN credentialed nurses, and urban hospitals in need of BSN prepared nurses for Colorado and beyond.

CIP Code: 51.3801



Program Title: BSN Completion Program

Degree Type: Undergraduate

STEM: Yes

Recommended CIP Code: 51.3801

Program Chair/Program Manager: Tony Contento

Program Description and Outcomes

The LPN-BSN completion program is designed for LPNs to complete the requisite academic and content hours needed to take and pass the RN NCLEX Exam and complete a BSN. Due to the nature of the advanced clinical skills, critical thinking, complex patient needs, and focus on patient safety, students are required to participate in clinical practice opportunities. They will be provided opportunities to practice and apply advanced clinical concepts at simulation centers in strategic locations within the state of Colorado. In addition, each student will be assigned four 8-week preceptorships during which students will meet the state requirements for clinical hours in the areas of focus needed to qualify for the RN (acute care, ambulatory care, home health care, etc.). The goal of the proposed program is to promote academic progression and provide students with the opportunity to achieve their professional goals while addressing the critical nursing shortage in Colorado and within our urban healthcare facilities. A solid foundation in the arts, sciences, humanities, and technology will be additional crucial curricular components of the program to prepare graduates to meet the demands in current healthcare environments. Once LPN students meet the requirements to sit for the RN NCLEX exam, they will progress into more advanced nursing courses to expand the student nurses' knowledge and experiences while preparing them to advance within their professional nursing career. The program will also prepare graduates for entry into graduate nursing education. The program will require a total of 120 credit hours to earn a Bachelor of Science in Nursing degree. In keeping with the CSU-Global campus mission, the LPN-BSN program will be primarily online, offer monthly class starts, and provide flexibility to meet the needs of the working adult student.

The courses in each program will be designed to address expected program learning outcomes of the certifying body, The Commission for Collegiate Nursing Education.

Program Learning Outcomes Commission Collegiate Nursing Education (CCNE)

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1. Integrate knowledge, skills, and values in the management of client care for individuals and groups across the lifespan and across healthcare environments.
2. Utilize current evidence to improve healthcare outcomes for clients.
3. Participate in quality and client safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
4. Communicate and collaborate as members of interprofessional teams to deliver safe, quality healthcare.
5. Demonstrate technology skills in locating, retrieving, applying, and evaluating the integrity of information while using information responsibly and ethically.
6. Integrate professional values in the delivery culturally sensitive care to clients across the lifespan.
7. Integrate scholarly inquiry and research into evidence-based nursing practice.
8. Accept responsibility for lifelong learning, global citizenship, and service in the nursing profession

Program Eligibility

Applicants for the LPN-BSN Completion Program must meet the following requirements:

Admission

- Current unencumbered LPN License
- Transcripts from an accredited LPN program
- Pass the HESI Exam with a score of 850 or higher.
- Health requirements directed by the Colorado Board of Nursing

General Education and Sciences Prerequisites

- All required science courses must be completed with a grade of C or better within the last 10 years.
- All required general education courses must be completed with a grade of C or better within the last 10 years.

Applicants who do not have the state required general education course requirements or the nursing pre-requisites may be admitted on provisional status and required to complete the requirements before enrolling in core nursing courses.

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Mission Appropriateness:

CSU-Global is dedicated to the success of nontraditional adult learners in a global society and positively impacting our local and national economy. Colorado, along with rest of the nation, is experiencing an unprecedented shortage of BSN qualified nurses. Implementation of a nursing program at CSU-Global will support each of the primary themes in the Institute of Medicine (IOM), *The Future of Nursing: Leading Change, Advancing Health*, report and address the health and workforce needs in Colorado. This shortage is expected to persist based on the Institute of Medicine's national initiative calling for 80% of the U.S. nursing workforce to have a BSN degree by 2020 (IOM, 2011).

CSU-Global is confident that quality faculty can be recruited through a local and national search. CSU-Global is uniquely positioned to source faculty across the US with competitive benefits and remote work agreements.

The CSU-Global mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU Global is the first statutorily defined, non-profit, online state university in the U.S. Through implementation and growth of a nursing program CSU-Global as a state institution is addressing a moral and ethical responsibility to meet the health needs of our residents. The nursing shortage has national attention and projections are expected to intensify as Baby Boomers age and the need for health care grows (Buerhaus, 2017, 2019). Compounding the problem is the fact that nursing schools across the country are struggling to expand capacity to meet the rising demand for care given the national move toward healthcare reform.

- According to the Bureau of Labor Statistics' *Employment Projections 2016-2026*, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2026. The RN workforce is expected to grow from 2.9 million in 2016 to 3.4 million in 2026, an increase of 438,100 or 15%. The Bureau also projects the need for an additional 203,700 new RNs each year through 2026 to fill newly created positions and to replace retiring nurses.
- In the July 2017 *Journal of Nursing Regulation*, Dr. Peter Buerhaus and colleagues examine the "Four Challenges Facing the Nursing Workforce in the United States," which include the accelerating rate of RN retirements. The researchers project that one million RNs will retire by 2030 and that "the departure of such a large cohort of experienced RNs means that patient care settings and other organizations that depend on RNs will face a significant loss of nursing knowledge and expertise that will be felt for years to come."

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- According to the “United States Registered Nurse Workforce Report Card and Shortage Forecast” published in the January 2012 issue of the *American Journal of Medical Quality* (Juraschek, 2012), a shortage of registered nurses is projected to spread across the country between 2009 and 2030. In this state-by-state analysis, the authors forecast the RN shortage to be most intense in the South and the West.

Analysis of the Nursing Shortage

Released in October 2010, the Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health*, is a thorough examination of the nursing workforce. The recommendations offered in the report focused on the critical intersection between the health needs of diverse, changing patient populations across the lifespan and the actions of the nursing workforce. The recommendations were intended to support efforts to improve the health of the U.S. population through contributions nurses can make in the delivery of care. The eight recommendations offered in the report are centered on four main issues:

1. Nurses should practice to the full extent of their education and training.
2. Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
3. Nurses should be full partners with physicians and other health professionals, in redesigning health care in the United States.
4. Effective workforce planning and policymaking require better data collection and information infrastructures.

The report was designed to serve as a framework for changes in the nursing profession and the health care delivery system. These nurse-led solutions are directed to individual policy makers, national, state, and local government leaders, payers, health care researchers, executives, and professionals (including nurses), and larger groups such as licensing bodies, education institutions, and philanthropic and advocacy organizations, especially those advocating for consumers.

Nursing Shortage in Colorado

The Colorado Center for Nursing Excellence was formed in 2002, as the only neutral, nursing workforce-focused organization operating from a system and state-wide perspective. The Center’s Mission is: “Building upon a foundation of evidence”. The Center advocates for and provides professional education, leadership development, coaching and data analysis to continually strengthen the nursing and healthcare workforce. The Center uses its system-wide perspective and consensus-building credibility to create innovative, high-leverage interventions that help improve the volume, quality, and operations of Colorado’s nursing workforce. The Center provides a plethora of relevant facts related to the critical nature of nursing and health care in Colorado. According to the Colorado Center for Nursing Excellence (CCNE, 2019):

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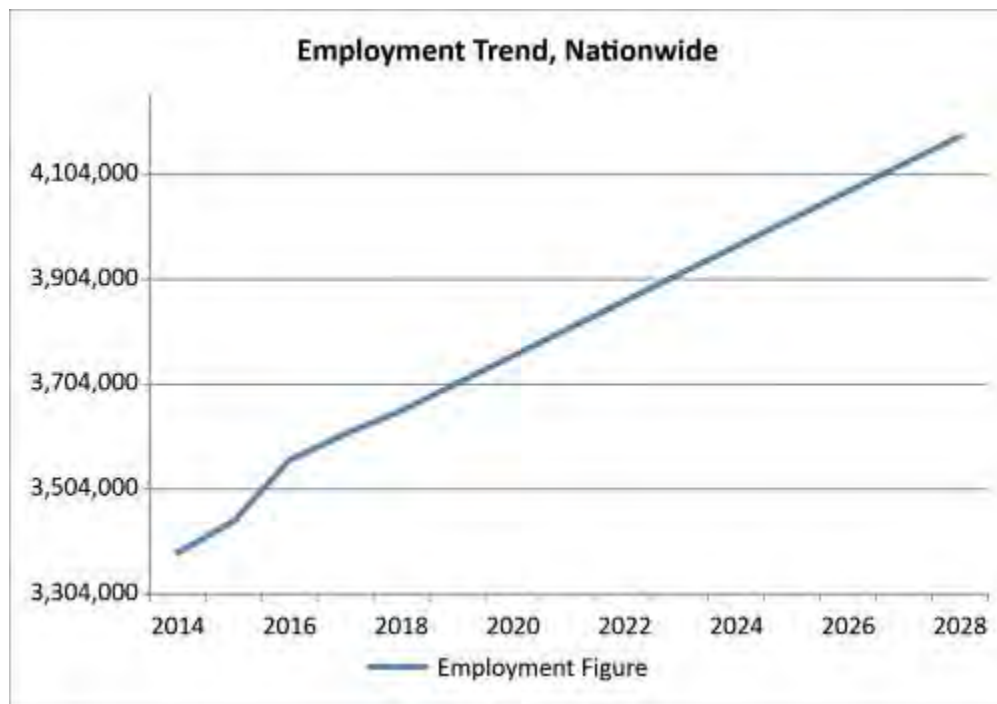
- The nursing shortage in Colorado is twice the national average. This rate is projected to grow to with a shortage of nearly 6,700 nurses by 2024 (bsnedu.org, 2019)
- Preparing future nurses and health care workers is a priority for Colorado's educational system. The health care and social service sectors provide employment to 11 % of Colorado employees, with 253,000 employees, and annual payroll of over \$11 billion.
- Nurses are needed to replace almost 7,000 retiring nurses and to respond to increased health care demands due to population growth.
- One-third of the state's licensed RNs are currently over the age of 55.
- Colorado's population grew by nearly 80,000 people in 2018, making it the seventh fastest-growing state in the country.
- Colorado needs 1,780 more nurses to reach the national average nurse to population ratio.
- As the uninsured gain increased access to care, Colorado can expect to see an increase in the demand for registered nurses in physician offices, community care clinics, public health, and other service areas.
- Although the pipeline for nursing education has significantly expanded since 2000, very serious challenges remain in developing, recruiting, and paying for nursing faculty to meet the annual demand for over 2 million hours of student nurse clinical experiences.
- Colorado's need for nurses to support health care services will continue to outstrip the supply of nurses unless concerted action is taken by public, private and educational institutions.

Labor Market Data

According to Burning Glass (2019), there were 665,869 job postings in the past 12 months listed for Bachelor of Science in Nursing (BSN) graduates. The Bureau of Labor Statistics (2019) indicates the number of jobs is expected to grow through 2028.

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Employment (BLS) | 3,382,920 | 3,443,160 | 3,559,580 | 3,609,540 | 3,653,650 | 4,176,848 |

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Employment data between years 2019 and 2028 are projected figures.

There are many advantages to earning a BSN degree including increased salaries, better positions, and improved patient care (BSNedu.org, 2019). Hospitals with a higher percentage of BSN prepared nurses have greater standards of patient care and lower incidences of patient post-surgical mortality (Robert Wood Johnson Foundation). Specifically, in Colorado, there is a 37-61% increase in salary when an LPN is able to earn the RN and/or BSN.

| City/Area | Avg LPN Salary | Avg RN Salary | % Diff |
|-------------------------------|----------------|---------------|--------|
| Denver, Aurora, Lakewood - CO | \$50,150 | \$71,730 | 43.0% |
| Colorado Springs - CO | \$45,850 | \$65,990 | 43.9% |
| Boulder - CO | \$46,700 | \$75,470 | 61.6% |
| Fort Collins - CO | \$46,430 | \$67,480 | 45.3% |
| Pueblo - CO | \$46,610 | \$63,930 | 37.2% |
| Grand Junction - CO | \$43,660 | \$68,050 | 55.9% |
| Greeley - CO | \$47,320 | \$70,280 | 48.5% |

Table data taken from BLS <https://www.bls.gov/oes/current/oes291141.htm> & <https://www.bls.gov/oes/current/oes292061.htm>

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Industry Comparison

There are 368 online nursing programs in the United States with an average cost of \$24,659 for RN-BSN programs. Tuition is generally based on a cost-per-credit or cost-per-time model. Ten of these programs are in Colorado, and each are accredited by either the Accreditation Commission for Education in Nursing (ACEN) or (CCNE) Commission on Collegiate Nursing Education.

While there are some online programs for BSNs, they are mostly limited to RN to BSN programs including Capella University, Western Governors, and Excelsior, which offer programs for those wishing to upskill from RN to the BSN. Through our innovative partnerships with our local career and technical schools, CSU Global is uniquely positioned to provide a high quality, industry relevant solution for LPN to BSN students.

| Colorado Approved Baccalaureate Programs | | | | |
|--|--------------------------------|------------|------------------|---|
| Institution | Cost per credit hour residents | Fees (Y/N) | Format | Cost |
| Adams State University | \$333 per credit hour | Yes | On-ground RN-BSN | 42 credits \$13,986 total tuition |
| Advent Health University | \$510 per credit hour | Yes | Online RN-BSN | 30 credits \$15,300 total tuition |
| Front Range | \$357 per credit hour | Yes | On-ground RN-BSN | 30.5 credits \$10,888.50 total tuition |
| Colorado Christian University | \$315 per credit hour | Yes | Online RN-BSN | 33 credits \$10,395 total tuition |
| Colorado Mesa University | \$697 per credit hour | Yes | Online RN-BSN | 31 credits |

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|--|----------------------------------|-----|-------------------|---|
| | | | | \$9,999.98 total tuition |
| CSU Pueblo School of Nursing | \$382.42 per credit hour | Yes | Online RN-BSN | 30 credits \$11,472.60 total tuition |
| Denver College of Nursing | \$241.21 per quarter credit hour | yes | On-ground RN-BSN | 30 credits \$14,055 total tuition |
| Metropolitan State University Denver (ANO) | \$362 per credit hour | yes | RN-BSN completion | 36 credits \$13,032 total tuition |
| University of Colorado -Colorado Springs | \$367 per credit hour | Yes | Online RN-BSN | 33 credits \$11,000 fixed tuition |
| University of Colorado College of Nursing | \$400 per credit hour | yes | Online RN-BSN | 29 core credits \$11,600 total tuition |
| University of Northern Colorado | \$415 per credit hour | yes | Online RN-BSN | 30 core credits \$12,450 total tuition |

Enrolment Projections and Budget Summary

CSU-Global will need to hire one additional full-time faculty member to support the development of the program and the selection of highly qualified part time faculty, and to engage with qualified nurse preceptors and practicum coordinators. The curriculum will be developed by CSU-Global working with existing and new faculty members; based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements

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for qualified workers. The cost of development for the seventeen (17) new courses including simulations and case studies is 175,000.

Based on the current Colorado DORA estimates for allowable enrollment, the first year of the program may be limited to 12 Colorado residents with an additional 12 Colorado residents added every year. The current per credit cost is \$350 per credit for undergraduate tuition with a total tuition cost of \$18,900 per student for the nursing program requirements (excluding prerequisites and general education). The financial projections below assume: (1) modest enrollment projections for Colorado residents based on state regulatory agency guidance, (2) out of state student enrollment projections based on CSU-Global's demonstrated ability to scale enrollment and create effective partnerships, (3) an undergraduate retention rate of 84%, (4) the initial investment in full time faculty, and (5) the costs associated with development of the curriculum, and accreditation.

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | Total |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Colorado Enrollment | 12 | 24 | 36 | 48 | 48 | 48 | 216 |
| Out of State Enrollment | 20 | 40 | 55 | 70 | 85 | 100 | 370 |
| Student Completions | 0 | 21 | 33.6 | 46 | 59 | 71 | 231 |
| Revenue | \$210,000 | \$512,400 | \$744,240 | \$976,080 | \$1,207,920 | \$1,439,760 | \$5,090,400 |
| Full time Faculty | (\$125,000) | (\$125,000) | (\$125,000) | (\$125,000) | (\$125,000) | (\$125,000) | (\$750,000) |
| Accreditation | (\$10,000) | | | | | | |
| Curriculum/Sim | | | | | | | |
| Costs | (\$175,500) | \$0 | (\$40,000) | \$0 | (\$40,000) | \$0 | (\$255,500) |
| Instructional Costs | (\$121,200) | (\$295,728) | (\$429,533) | (\$563,338) | (\$697,142) | (\$830,947) | (\$2,937,888) |
| Net Operating Income | (\$221,700) | \$91,672 | \$149,707 | \$287,742 | \$345,778 | \$483,813 | \$1,147,012 |

Projected Launch: January 2021

Overview of Program and Courses:

The LPN-BSN completion program is designed to support the clinical and academic needs of LPNs as they progress in their career to earn the RN and a BSN. Through our partnerships, this program supports nurses who are LPNs, and RNs with a diploma certificate or associate degree the opportunity to earn their Bachelor of Science in Nursing degree (BSN) with a focus on urban

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services. Students will be provided a mentor to provide ongoing counseling and support. Assessment Technologies Institute (ATI) products for nursing programs will be integrated into the program to benchmark the ongoing progress of the students and program outcomes. Virtual Simulation activities will be integrated into each course with products such as these:

1. <https://www.laerdal.com/us/products/courses-learning/virtual-simulation/vsim-for-nursing/>
2. <https://evolve.elsevier.com/education/nursing/virtual-clinical-excursions/>

To meet the clinical hours requirement (350 hours) CSU-Global will contract with local hospitals and partner with career and technical schools with academic simulation centers. The program curriculum will be structured to align with the standards required for the accreditation visit by the Commission on Collegiate Nursing Education (CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency CCNE is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education. Accreditation is comprised of four primary standards:

1. Program Quality Mission and Governance
2. Program Quality: Institutional Commitment and Resources
3. Program Quality Teaching and Learning Practices
4. Program Effectiveness and Achievement of Learning Outcomes

LPN-BSN Program Structure

The LPN-BSN Completion Program is structured to allow LPN students maximum transferability and access to flexible general education courses. Students may transfer up to 36 credits from the LPN program and up to 31 approved general education credits. LPNs, or other transfer students, who do not meet the transfer requirements may fulfill the requirements through CSU-Global pre-nursing and gtPathways approved general education offerings.

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| Pre-nursing and/or LPN Requirements | Colorado General Education Requirements |
|---|--|
| Pharmacology Calculations Alterations in Adult Health I Basic Assessment for the Practical Nurse Alterations in Adult Health II Practical Nursing Arts and Skills Pharmacology Practical Nursing Advancement into Practical Nursing Maternal Newborn Nursing Pediatric Nursing Mental Health Geriatric Nursing Clinical I Clinical II Clinical III Clinical IV | Written Communication – minimum 6 credits Mathematics – 3 credits Arts and Humanities – 6 credits History – minimum 3 credits Social and Behavioral Sciences – minimum 3 credits including Human Growth and Development Natural and Physical Science – 7 credits including Biology w/lab, |
| Up to 36 Credits (including a minimum of 400 clinical hours) | Minimum of 31 Credits |

Upon successful completion of all pre-requisite course work, students may enter the LPN-BSN nursing courses listed below. The courses below are in alignment with CCNE accreditation standards and fulfill the additional 350 hours of clinical experience required for the RN.

| LPN-BSN Completion Program | |
|--|---|
| NUR301 Advanced Nursing Skills Bridge Course | 4 |
| NUR308 Advanced Medical Nursing | 3 |
| BIO216 Pathophysiology | 4 |
| NUR312 Advanced Pharmacology | 4 |
| NUR414 Advanced Pediatrics and Obstetrics | 3 |
| NUR413 Advanced Medical Surgical Nursing | 3 |

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|--|-------------------|
| NUR412 Mental Health Nursing | 3 |
| NUR415 Complex Medical Surgical Nursing | 3 |
| NUR409 Leadership in Contemporary Nursing | 3 |
| NUR401 Advanced Health Assessment | 3 |
| NUR306 Care of the Older Adult | 3 |
| NUR256 Evidence Based Practice and Healthcare Statistics | 3 |
| NUR214 Nutrition and Patient Care | 3 |
| NUR215 Community and Urban Health | 3 |
| NUR470 Clinical Rotation One (90 hours) | 2 |
| NUR471 Clinical Rotation Two (90 hours) | 2 |
| NUR472 Clinical Rotation Three (90 hours) | 2 |
| NUR473 Clinical Rotation Four (90 hours) | 2 |
| Total | 53 Credits |

Required Science and Nursing Curriculum

BIO216 Pathophysiology

In this course, students will focus on the alterations in physiological, cellular, and biochemical processes, the associated homeostatic responses, and the manifestations of disease. Prior knowledge of cellular biology, anatomy, and physiology is essential for the study of pathophysiology.

Prerequisite: BIO202

Course Outcomes

1. Explain the etiology of disease states and imbalances.
2. Analyze how health deviations alter normal physiology.
3. Describe the alterations in cells, tissues, and organs that occur with disease and the effects they have on total body function.
4. Relate the manifestations of diseases to their underlying cellular mechanisms.

NUR301 Advanced Nursing Skills Bridge course LPN-RN Competencies

In this course, students will focus on development or enhancement of clinical skills and physical assessment across the lifespan. The course includes a review of mathematical calculations and conversions related to clinical skills, skills competencies and physical assessment. In addition, the nursing process, role transition, plan of care and critical thinking with test taking strategies will be presented.

Prerequisite: None

Course Outcomes

1. Perform mathematical calculations related to clinical practice.
2. Obtain a health history and perform physical assessment.
3. Analyze the five steps of nursing process to develop a nursing plan of care
4. Examine the rationale for and demonstrate competency in selected nursing skills.
5. Demonstrate therapeutic communication in clinical context and document process.
6. Discuss effective telemedicine practices.

NUR308 Advanced Medical Nursing

In this course, students are prepared to provide and evaluate care for patients across the lifespan with alterations in cardiovascular, respiratory, endocrine, and hematologic systems as well as patients with fluid/electrolyte and acid-base imbalance, and alterations in comfort.

Prerequisite: NUR301

Course Outcomes

5. Evaluate nursing care for patients with coronary artery disease.
6. Evaluate nursing care for patients with other alterations in the cardiovascular system consider patient diversity across the lifespan when applying principles of patient-centered care.
7. Evaluate nursing care for patients with alterations in the hematological system.
8. Evaluate nursing care for patients with alterations in the endocrine system.
9. consider patient diversity across the lifespan when applying principles of patient-centered care.
10. Evaluate nursing care for patients with alterations in fluid and electrolyte balance.
11. Evaluate nursing care for patients with alterations in acid-base balance.
12. Evaluate nursing care for patients with pain and alterations in comfort.

NUR312 Advanced Pharmacology

In this course, students will examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics in the treatment of selected illnesses. Students will examine concepts of safe administration and monitoring the effects of pharmacotherapeutic agents.

Prerequisite: NUR110 or similar Nursing Pharmacology course

Course Outcomes

1. Describe the general principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics in wellness promotion and illness prevention and treatment.
2. Describe principles of safe administration of medications.
3. Contrast the principles of pharmacotherapeutics across the lifespan including the effects of race, gender and, ethnicity.
4. Investigate technologies and systems used for medication administration.
5. Discuss legal and ethical parameters of medication administration.

NUR414 Advanced Pediatrics and Obstetrics

In this course, students will examine the growth and development from conception to adolescence. Additionally, students will integrate knowledge derived from the bio/psycho/social sciences, humanities, nursing and current literature to achieve safe, competent care of OB and pediatric patients and their families who are experiencing normal development and alterations in body systems. Advanced nursing care of the pregnant client and children are studied.

Prerequisite: NUR308

Course Outcomes

1. Examine the normal growth and development of children from conception through adolescence.
2. Discuss the normal phases of pregnancy from conception through six (6) weeks post-delivery.
3. Describe the professional nurse's role in maternal and pediatric healthcare delivery.
4. Apply nursing assessment, planning, interventions and evaluation for disorders commonly seen in obstetric and pediatric clients.
5. Explain the nutritional needs of pregnant and nursing women, and children.
6. Demonstrate appropriate nursing care for obstetric and pediatric clients.

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NUR413 Advanced Medical Surgical Nursing

In this course, students are prepared to provide and evaluate care for patients in a surgical setting. Students will apply of the nursing process to the critically ill patient. They will practice time management, and review collaboration with other members of the healthcare team. Selected topics in critical care and emergency room nursing will be addressed.

Prerequisite: NUR308

Course Outcomes:

1. Describe professional nursing practice concepts used in a surgical setting.
2. Integrate diverse patient values into plan of care for surgery patients.
3. Recognize system contributions that impact the quality and safety of surgical nursing practice.
4. Create an evidence-based approach in the delivery and evaluation of care for surgical patients.
5. Discuss effective collaboration with the health care team in the delivery of patient care before, during and after surgery.
6. Explain the use of appropriate technology for the delivery of care for surgical patients.

NUR412 Mental Health Nursing

In this course, students will cover topics related to the delivery of community and mental health care. Specific health needs of individuals, families, and groups will be addressed across the lifespan. Attention will be given to diverse and at-risk populations. Mental health concepts will concentrate on adaptive/maladaptive behaviors and specific mental health disorders. Community resources will be examined in relation to specific types of support offered to racial, ethnic, economically diverse individuals and groups.

Prerequisite: NUR308

Course Outcomes

1. Assess a community including the relationships among individuals, groups, and health.
2. Manage nursing care for the health needs for the community (including vulnerable populations such as disabled, homeless, mentally ill, elderly, teens, chronically ill, culturally diverse).
3. Analyze the role of the nurse in providing safe care related to environmental hazards and emergency preparedness.
4. Analyze concepts of mental health nursing.
5. Manage care for patients experiencing a variety of mental health disorders.

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6. Manage care for patients with mental health disorders of childhood and adolescence.
7. Manage care for patients experiencing substance abuse.
8. Manage care for patients and families experiencing domestic violence.
9. Manage care for patients experiencing eating disorders.

NUR 415 Complex Medical Surgical Nursing

In this course, students are prepared to provide and evaluate care for patients across the lifespan with alterations in the immune, neuro-sensory, musculoskeletal, gastrointestinal, hepatobiliary, renal/urinary, reproductive systems and shock, burns and trauma. Students will also focus on the management of care for patients with high-risk perinatal conditions and high-risk newborns.

Prerequisite: NUR308

Course Outcomes

1. Evaluate nursing care for patients with alterations in the immune systems.
2. Evaluate nursing care for patients with alterations in the neuro-sensory system.
3. Evaluate nursing care for patients with alterations in the musculo-skeletal system.
4. Evaluate nursing care for patients with alterations in the gastrointestinal and hepato systems.
5. Evaluate nursing care for patients with critical/life threatening situations including shock, burns, and trauma.
6. Evaluate nursing care for patients with alterations in the reproductive system.
7. Evaluate nursing care for the high-risk perinatal patient.
8. Evaluate nursing care for a high-risk newborn.

NUR409 Leadership in Contemporary Nursing

In this course, students will examine nursing management and professional issues related to the role of the registered nurse. Students will synthesize theories and concepts related to critical thinking, change theory, conflict resolution, delegation, and changes that impact the health care delivery system is discussed. Theories and concepts related to leadership and management are presented. Emphasis is placed on preparing for practice as a registered nurse.

Prerequisite: NUR301

Course Outcomes

1. Apply principles of prioritization when evaluating nursing care in complex situations.
2. Apply principles of delegation and supervision when evaluating nursing care.
3. Collaborate with multidisciplinary team members to plan care.
4. Analyze ethical dilemmas in health care.
5. Analyze legal implications of nursing practice in healthcare.

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6. Integrate concepts of basic organizational and systems leadership with the culture of the organization to coordinate quality patient care.
7. Integrate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership and management actions.
8. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement.

NUR401 Advanced Health Assessment

In this course, students examine health assessment principles and techniques. This course builds on the student's knowledge of therapeutic communication and on principles of assessment of health status of individuals across the lifespan. Focus is on development and use of general and specialized assessment skills as a basis for clinical decision-making. Students are required to demonstrate mastery of advanced assessment skills. The clinical component provides the student the opportunity to independently practice the required skills and submit at mid-semester and final, video recording of their assessment skills.

Prerequisite: NUR308

Course Outcomes

1. Assess health history, wellness/illness beliefs, values, attitudes, and health promotion practices of individuals, and a focused family health history.
2. Utilize therapeutic communication techniques in obtaining a comprehensive health history and physical examination.
3. Apply concepts of quality and safety using structure, process, and outcome measures when obtaining a comprehensive health history.
4. Demonstrate the ability to utilize information management and healthcare technology when documenting comprehensive health assessments.
5. Identify cultural, developmental, and functional variations in the health status of individuals across the lifespan.
6. Incorporate evidence-based nursing practice when performing a comprehensive health assessment.
7. Perform a comprehensive physical examination using inspection, palpation, percussion, and auscultation techniques.

NUR306 Care of the Older Adult

In this course, students adapt the concepts from prior coursework to the care of older adults and develop an understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply

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health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older

adults by focusing on cultural, religious, spiritual, and communication needs, and by collaborating on care with older adults, families, and caregivers.

Prerequisite: NUR308

Course Outcomes

1. Incorporate professional attitudes, values, and expectations about physical and mental aging in the provision of patient-centered care for older adults and their families.
2. Assess the living environment as it relates to functional, physical, cognitive, psychological, and social needs of older adults.
3. Intervene to assist diverse older adults and their support network to achieve personal goals, including functional, physical, and mental wellness based on the availability of community resources/programs.
4. Compare models of care that promote safe, quality physical and mental health care for older adults.
5. Integrate relevant theories and concepts included in a liberal education into the delivery of patient-centered care for older adults.

NUR256 Evidenced-Based Practice and Health Care Statistics

In this course, students will apply the basic concepts of statistics as they learn how to design and conduct research about nursing practice, patient care, and quality processes. Students will develop a background in what constitutes sound research design and how to appropriately model phenomena using statistical data. After students are introduced to the basics of evidence-based practice, they will continue to implement the principles throughout their clinical experience.

Prerequisite: MTH156 or any General Education Mathematics course

Course Outcomes

1. Apply the concepts of probability and standard statistical distributions.
2. Demonstrate knowledge of fixed-sample and large-sample statistical properties of as related to health care economics.
3. Demonstrate knowledge of the health care quality and health care pay for performance model.
4. Demonstrate the ability to perform complex data management and analysis as related to healthcare quality.

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5. Demonstrate understanding of how to use health care data to define problems and create solutions.
6. Identify processes of inquiry relevant to provision of evidence-based healthcare by members of the interprofessional team.
7. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care
8. Apply elements of the research process and models for applying evidence to clinical practice.

NUR214 Nutrition and Patient Care

In this course, students will examine the importance of nutrition on wellness, and patient care and recovery. Students will study the health problems associated with poor nutrition and discuss prevention and treatment strategies to be used in clinical practice. Topics covered will include the nutritional aspects of obesity, nutrient and ion-imbalance, kidney disease, clinical care diets, and the role of diet in cancer care. Effective communication of nutritional care options will also be practiced in this course.

Prerequisite: NUR301

Course Outcomes

1. Describe the role of nutrition in health, wellness and disease prevention.
2. Apply theory, knowledge and evidence-based research from the public health and nursing sciences in the healthcare management of patient nutritional requirements during acute and long-term care.
3. Apply knowledge of nutrition to suggest care for specific example patients.
4. Analyze the social, physical, and environmental determinants that impact access to adequate nutrition.
5. Practice effective communication techniques to deliver information about the importance of care-based nutrition.

NUR215 Community and Urban Health

In this course, students will examine the foundational theories and models of health promotion applicable to the community and urban health nursing environments. Students will develop an understanding of how policies and resources influence different health population. Students will examine the importance of a community and urban assessment to improve or resolve a community health issue. This course introduces students to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.

Prerequisite: NUR301

Course Outcomes

1. Apply theory, knowledge and evidence-based research from the public health and nursing sciences in the healthcare management of aggregates, communities and populations.
2. Apply knowledge of organizational systems issues to achieve safe and quality health outcomes for populations.
3. Utilize cultural humility and the principles of social justice when advocating for vulnerable populations.
4. Analyze the social, physical, and environmental determinants that impact health.
5. Utilize information management and healthcare technology to improve the quality of
6. population focused care.
7. Apply public health nursing strategies in the development of wellness promotion and illness prevention interventions.
8. Discuss response systems and management strategies for selected disasters.
9. Demonstrate legal and ethical accountability when performing population focused nursing care.

NUR470 Clinical Nursing Rotation I

Nursing students will integrate content from classroom learning activities and skills labs in a health care setting. Nursing students complete a minimum of 350 clinical hours meeting all DORA and CCNE rotation requirements. Within this course, students will complete a minimum of 87.5 clinical rotation hours caring for patients with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to well childbearing families, adult, geriatric clients in a variety of settings within the community.

Prerequisite: NUR301

Course Outcomes

1. Apply the nursing process in the care of clients across the lifespan utilizing the principles of growth and development.
2. Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.
3. Use effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health needs of patients.
4. Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan.
5. Apply ethical and legal concepts relevant to the practice of professional nursing.
6. Initiate leadership and management skills necessary for effective delegation and supervision of others in a healthcare setting.

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7. Distinguish the pharmacologic interventions for varying patient populations.

NUR 471 Clinical Nursing Rotation II

Nursing students will integrate content from classroom learning activities and skills labs in a health care setting. Nursing students complete a minimum of 350 clinical hours meeting all DORA and CCNE rotation requirements. Within this course, students will complete a minimum of 87.5 clinical rotation hours caring for patients with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to well childbearing families, adult, geriatric clients in a variety of settings within the community.

Prerequisite: NUR470

Course Outcomes

1. Apply the nursing process in the care of clients across the lifespan utilizing the principles of growth and development.
2. Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.
3. Use effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health needs of patients.
4. Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan.
5. Apply ethical and legal concepts relevant to the practice of professional nursing.
6. Initiate leadership and management skills necessary for effective delegation and supervision of others in a healthcare setting.
7. Distinguish the pharmacologic interventions for varying patient populations.

NUR 472 Clinical Nursing Rotation III

Nursing students will integrate content from classroom learning activities and skills labs in a health care setting. Nursing students complete a minimum of 350 clinical hours meeting all DORA and CCNE rotation requirements. Within this course, students will complete a minimum of 87.5 clinical rotation hours caring for patients with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to well childbearing families, adult, geriatric clients in a variety of settings within the community.

Prerequisite: NUR471

Course Outcomes

1. Apply the nursing process in the care of clients across the lifespan utilizing the principles of growth and development.
2. Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.

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3. Use effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health needs of patients.
4. Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan.
5. Apply ethical and legal concepts relevant to the practice of professional nursing.
6. Initiate leadership and management skills necessary for effective delegation and supervision of others in a healthcare setting.
7. Distinguish the pharmacologic interventions for varying patient populations.

NUR473 Clinical Nursing Rotation IV

Nursing students will integrate content from classroom learning activities and skills labs in a health care setting. Nursing students complete a minimum of 350 clinical hours meeting all DORA and CCNE rotation requirements. Within this course, students will complete a minimum of 87.5 clinical rotation hours caring for patients with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to well childbearing families, adult, geriatric clients in a variety of settings within the community.

Prerequisite: NUR472

Course Outcomes

1. Apply the nursing process in the care of clients across the lifespan utilizing the principles of growth and development.
2. Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.
3. Use effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health needs of patients.
4. Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan.
5. Apply ethical and legal concepts relevant to the practice of professional nursing.
6. Initiate leadership and management skills necessary for effective delegation and supervision of others in a healthcare setting.
7. Distinguish the pharmacologic interventions for varying patient populations.

Faculty Resources

The addition of the LPN-BSN Completion Program will require the recruitment and selection of one full time faculty member who will serve as both Program Chair and Instructional Faculty.

The proposed Program Chair will be responsible for the oversight of the curriculum development process and the selection of highly qualified part time teaching faculty and nurse preceptors. The initial suggested salary for this position was included in the budget summary

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and the ongoing costs associated with part time faculty recruitment are included in the cost per credit hour formula.

Library Resources

CSU-Global currently provides a variety of general education, healthcare management, and pre-nursing courses. As such, there are no additional database requirements for this program.

Facilities, Equipment, and Technology

The LPN-BSN program will be offered using existing technology and infrastructure. Students will be provided with the same level of support as with all CSU-Global students including 24/7 technical support, 24/7 tutoring, mental health services, career coaching, writing coaching, and a dedicated student success counselor. Specific attention will be provided to supporting the needs of LPN students in their progression as nursing professionals.

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MATTERS FOR ACTION:

MS in Nursing

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the MS in Nursing

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

The Master of Science in Nursing (MSN) is intended for Registered Nurses already holding a bachelor's degree in nursing. The MSN is designed to provide coursework to prepare nurses for advanced nursing and leadership. The curriculum is aligned with CCNE Standards and Professional Nursing Guidelines produced by the American Association of Colleges of Nursing (AACN). Students will be provided with the necessary knowledge and skills to oversee, manage and lead initiatives that improve outcomes in areas of quality processes, budget management, and improved care provided at multiple levels across the healthcare continuum. Core content within the curriculum includes leadership, fiscal management, evaluation methods, information systems, and healthcare policy. Students also have the choice of two specializations (1) Nursing Leadership and Administration and (2) Military and Veteran Healthcare. Learning experiences include asynchronous and synchronous online learning paired with onsite practicum courses.

The nursing shortage has been estimated to reach a 36% vacancy rate (Zinn, Guglielmi, Davis, & Moses, 2012). According to Burning Glass (2019), there are approximately 148,561 open positions nationally and 2,393 open positions in Colorado requiring an MSN. There is a predicted growth in the need for MSN prepared nurses in Colorado of 34.41%. A CSU-Global graduate level nursing program will address the challenge by preparing more nurses qualified to become expert clinicians and nurse leaders.

CIP Code: 51.3818



Request approval for a new Master of Science degree in Nursing

Program Title: MSN

Degree Type: Graduate

STEM: No

Recommended CIP Code: 51.3818

Program Chair/Program Manager: Tony Contento

Program Description:

The proposed Masters of Science in Nursing (MSN) is intended for Registered Nurses who already hold a bachelor's degree in nursing and seek to advance their nursing expertise and leadership. The curriculum is aligned with CCNE Standards and Professional Nursing Guidelines produced by the American Association of Colleges of Nursing (AACN). Students will be provided with the necessary knowledge and skills to improve outcomes in areas of healthcare quality processes, budget management, and improved care provided at multiple levels across the healthcare continuum. Core content within the curriculum includes leadership, fiscal management, evaluation methods, information systems, and healthcare policy. Students also have the choice of two specializations (1) Nursing Leadership and Administration and (2) Military and Veteran Healthcare. Learning experiences include asynchronous and synchronous online learning paired with onsite practicum courses. Practicum experiences may be student-arranged within their current healthcare facilities or at other facilities that provide the desired learning experience aligned with the chosen specialization.

Overview of Need

There is a need for increased nursing leadership and management within Colorado and across the nation (AACN, 2019; AACN, 2019a). A CSU-Global nursing program will address the challenge by preparing more nurses qualified to become expert clinicians and nurse leaders. There are nursing shortages across the country that are negatively affecting patient care

(Buerhaus, 2017; 2019). According to the United States Registered Nurse Workforce Report Card and Shortage Forecast (Juraschek, 2012) more graduate degree trained nurses are needed across the healthcare system to support patient care and to lead healthcare and educational organizations involved in training healthcare providers. The shortages are the result of an increase in nurses need to treat the growing population of Colorado citizens accelerated demand for nursing education (Colorado Center for Nursing Excellence, 2019). Additionally, in alignment with CSU-Global's service of military students (15-17% of total student population), the US Military and the Department of Veteran Affairs remain the top employers in need of MSN graduates. This demonstrated need within the military and veteran community creates a unique opportunity to serve advanced nursing specialties in both leadership and military and veteran specific nursing (Burning Glass, 2019).

Colorado's population grew by nearly 80,000 people in 2018, making it the seventh fastest-growing state in the country and resulting in a nursing shortage nearly twice the national average. While there are options within the state, more attention is needed in the preparation of advanced nurses locally and nationally. Preparing future nurse leaders and health care workers is a priority as the health care and social service sectors provide employment to 11 % of Colorado employees, with 253,000 employees, and annual payroll of over \$11 billion. Colorado's need for nurses to support health care services will continue to outstrip the supply of nurse administrators, one third of whom are over the age of 55 (Colorado Center for Nursing Excellence, 2019). Although the pipeline for nursing education has significantly expanded since 2000, very serious challenges remain in developing, recruiting, and paying for nursing administrators to meet the annual demand (Colorado Center for Nursing Excellence, 2019). The nursing shortage is both local and national with shortages across the country and specific need within our military and veteran healthcare systems

Released in October 2010, the Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health*, is a thorough examination of the nursing workforce. The recommendations offered in the report focused on the critical intersection between the health needs of diverse, changing patient populations across the lifespan and the actions of the nursing workforce. The recommendations were intended to support efforts to improve the health of the U.S. population through contributions nurses can make in the delivery of care. The eight recommendations offered in the report are centered on four main issues:

1. Nurses should practice to the full extent of their education and training.
2. Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

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3. Nurses should be full partners with physicians and other health professionals, in redesigning health care in the United States.
4. Effective workforce planning and policymaking require better data collection and information infrastructures.

The report was designed to serve as a framework for changes in the nursing profession and the health care delivery system. These nurse-led solutions are directed to individual policy makers, national, state, and local government leaders, payers, health care researchers, executives, and professionals – including nurse administrators– as well as to larger groups such as licensing bodies, education institutions, and philanthropic and advocacy organizations, especially those advocating for consumers.

According to a January 2010 nursing faculty study conducted by The Colorado Health Institute (CHI), the average age of a nursing administrator is 50 years old, with 42 percent over the age of 55. From this population pool, twenty-seven percent have a BSN degree, while 73 percent have a master's or above. With only 11 percent of nursing administrators under the age of 34, this shortage is projected to become more severe over the coming decade. Given the low levels of students pursuing master's and above academic degrees in Colorado and nationally, this task presents a very significant challenge for the nursing community. However, it is a challenge CSU-Global is uniquely positioned to help solve.

Proposed Program Description:

The MSN is intended for Registered Nurses already holding a bachelor's degree in nursing. The MSN is designed to provide coursework to prepare nurses for advanced nursing expertise and leadership. The curriculum is aligned with CCNE Standards and Professional Nursing Guidelines produced by the American Association of Colleges of Nursing (AACN). Students will be provided with the necessary knowledge and skills to improve outcomes in areas of quality processes, budget management, and improved care provided at multiple levels across the healthcare continuum. Core content within the curriculum includes leadership, fiscal management, evaluation methods, information systems, and healthcare policy. Students also have the choice of two specializations (1) Nursing Leadership and Administration and (2) Military and Veteran Healthcare. Learning experiences include asynchronous and synchronous online learning paired with onsite practicum courses. Practicum experiences will be facilitated by CSU-Global nursing staff or may be student-arranged within their current healthcare facilities or at other facilities that provide the desired learning experience aligned with the chosen specialization with approval by CSU-Global nursing staff.

The MSN is a 36-semester credit program with a 21-credit hour direct care core and a 15-credit hour specialization. Students can complete the program in as little as 18 months. Degree completion requirements include 36 credits of course work including 150 practicum hours. Practicums may be in the students' place of employment and/or facilitated by CSU-Global nursing staff. The final project will be a capstone project at a health care setting aligned with the student's chosen specialization.

Program Outcomes:

The MSN program prepares graduates to:

- Demonstrate competence in the integration of nursing and the related sciences required to analyze, design, implement, and evaluate aggregate outcomes of nursing care in diverse populations. (Essentials I, II)
- Apply leadership skills and decision making in the provision of quality and safe care delivery to individuals, populations, or communities across healthcare delivery systems. (Essentials III, VIII)
- Analyze information and systems related to continuous quality initiatives that promotes evidence-based practice and improved healthcare outcomes. (Essentials III, V, VIII)
- Apply research outcomes in the practice setting, resolve practice outcomes across healthcare environments and communicate results intended to advance clinical practice. (Essentials I, IV)
- Demonstrate competence in the application and determination of appropriate health care informatics and emergent technologies designed to improve health care outcomes. (Essentials V)
- Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system. (Essentials III, VI, VII)
- Demonstrate competence in the communication, collaboration, and consultation skills required to advance interprofessional teams and partnerships. (Essentials VII)
- Advocate for culturally competent and ethical care that promotes health and improvement of health among individuals, populations, or communities. (Essentials I, VIII)
- Be committed to personal and professional growth through continuing education and lifelong learning. (Essentials VII, IX)
- Demonstrate competence in a chosen area of advanced practice (nurse educator or executive nurse leader) that promotes positive health care outcomes for individuals, populations, or systems. (Essentials I, VIII, IX)

The Nursing Leadership and Administration Specialization

The Leadership and Administration Specialization is designed to support the leadership requirements of nurses and teach them how to critically analyze, evaluate and develop solutions in response to emerging trends and issues in nursing practice and health care. Nurses who are interested in advancing their careers will be provided with the knowledge and skills to become an effective nursing leader. Aligned with the CCNE leadership competencies, students will explore cultural competence, nursing informatics, finance, human resources, and evidence-based practices.

- Apply the requisite knowledge and leadership skills focused on health promotion outcomes for individuals, populations or communities across the health care delivery system.
- Lead ethical nursing practice through effective communication and relationship building with interprofessional teams and key stakeholders.
- Lead innovative evidence-based nursing practice that reflects systems thinking, best practices, and organizational change theory.
- Demonstrate competency in financial management, human resource management, and strategic and operational planning within the healthcare setting.
- Develop an executive leadership development career plan focused on professional growth

The Military and Veteran Nursing Specialization

The Military and Veteran Nursing Specialization prepares students who wish to serve the unique needs of military affiliated patients and family members. This specialization is designed to serve the high nursing needs found within the military and veteran healthcare systems. Through active engagement with the military and veteran community nursing students examine the context and structures of the healthcare systems serving military and veteran communities; assess the impact of service-connected injury and disability on quality patient care; and explore the unique cultural attributes associated with the healthcare of military affiliated patients.

- Participate in an interdisciplinary healthcare team as a nursing leader to provide quality and safe care for veterans and service members.
- Demonstrate a professional, ethical, caring, and culturally sensitive approach when working with military and veteran communities.
- Use psychological and theoretical frameworks to support the needs of military and veteran patients and families.
- Integrate evidence-based knowledge into managing the care of patients and families while protecting their health and wellness.
- Advocate for quality military and veteran care within the nursing profession.

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MSN Program Eligibility

Students wishing to enroll in the program will meet the following requirements:

- Bachelor of Science in Nursing (BSN) with a GPA of 3.00 or higher
- Official transcripts from an accredited BSN program
- Unencumbered RN licensure in the state in which the applicant is employed
- Current Resume indicating at least 3 years of experience working as a nursing professional
- 2 Letters of Recommendation from healthcare professionals
- A statement of purpose which includes career goals and objectives
- Acknowledgement of the practicum requirements

Mission Appropriateness

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. The nursing shortage has been estimated to reach approximately one million or about 36% vacancy rate by 2020 (Zinn, , 2012). Additionally, the need for more sophisticated health care leadership to respond to the clinical, organizational, and fiscal challenges faced by America's evolving health care industry is an absolute priority. Today's health care leaders and executives require not only clinical experience and strong communication skills, but also business acumen, and knowledge of financial and human resource management, leadership, applied quality improvement, patient safety, and organizational behavior (CCNE).

Rationale for offering the program

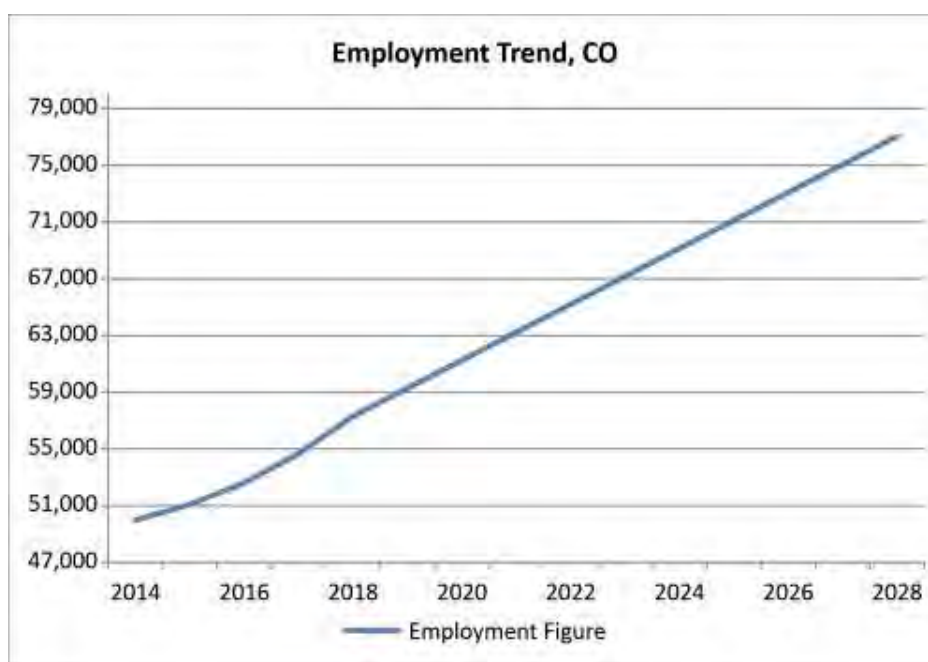
According to Burning Glass (2019), there are approximately 148,561 open positions nationally and 2,393 open positions in Colorado requiring an MSN. There is a predicted growth in Colorado of 34.41% which is a high level of growth compared to the Nationwide growth prediction of 16.32%. Head Nurse and Director of Nursing positions are among the highest paid positions requiring an MSN. The CSU-Global MSN is aligned to the CCNE standards for nursing administration and is positioned to support the long-term career progression for nurses.

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| Geography | Selected Occupations | Total Labor Market | Relative Growth |
|------------|----------------------|--------------------|-----------------|
| Colorado | 34.41 % | 17.40 % | High |
| Nationwide | 16.78 % | 5.78 % | High |

There is significant growth for career outcomes of the master's degree holding nurse. According to the Bureau of Labor Statistics (BLS, 2019), the trends have shown steady increases over time. These gains are projected to continue through 2028.

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|------------------|--------|--------|--------|--------|--------|--------|
| Employment (BLS) | 49,980 | 51,090 | 52,600 | 54,680 | 57,310 | 77,031 |



Employment data between years 2019 and 2028 are projected figures.

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The average national salary for an MSN is \$99,030 and in Colorado it is \$68,555 (BLS, 2019). Average salaries remain above the average living wage (Colorado of \$33,8000; Nationally, 31,450).

Of specific interest are the top employers of MSN graduates. The Military and Department of Veteran Affairs remain the top employers of MSN graduates with the US Airforce ranking #2, the Department of Veteran Affairs ranking #4, and the US Army ranking as the 8th largest employer of nurses. Military and veteran patients have unique characteristics and needs. The military and veteran health systems are also quite different in structure and funding. As such, there is growing interest in preparing nurses to serve in military and veteran healthcare settings.

Industry Comparison

While there are other online program options, CSU Global's nonprofit and dedicated high-quality approach to nontraditional education, and its expertise on working adults seeking professionally relevant degrees is an excellent fit for students wishing to earn an MSN. CSU-Global's proposed MSN also remains affordable with \$500.00 per credit hour tuition, and no student fees and no/low-cost books and resources policies.

| National Online Providers | | |
|-----------------------------------|------------------------------|----------------------|
| Institution | Degree | Cost Per Credit Hour |
| Colorado Technical University | Master of Science in Nursing | \$592 |
| Southern New Hampshire University | Master of Science in Nursing | \$627 |
| Chamberlain College of Nursing | Master of Science in Nursing | \$620 |
| Capella University | Master of Science in Nursing | \$3,600 (per term) |
| Colorado Providers | | |
| Institution | Degree | Cost Per Credit Hour |
| Colorado University | Master of Science in Nursing | \$655 |
| Regis University | Master of Science in Nursing | \$750 |
| CSU Pueblo | Master of Science in Nursing | \$540 |
| Colorado Christian University | Master of Science in Nursing | \$518 |

Budget Summary

The curriculum will be developed by CSU-Global working with existing and new faculty members. Full and part time faculty hiring synergies exist between the LPN-BSN completion program and the MSN program. The faculty used to develop the curriculum can be shared across programs reducing the overhead needed to create the MSN. The courses will be created based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements for qualified master's level nurses. The cost of development for the 12 new courses is \$126,000. The MSN program does not require DORA oversight, and will enrollment will not be limited by any state agency. The current per credit cost is \$500 per credit for graduate tuition with a total tuition cost of \$18,000 per student. The financial projections below assume (1) a graduate retention rate of 92% and include. (2) increased enrollment following finalization of specialized accreditation, and (3) the initial and ongoing investment in the development of the curriculum and accreditation.

Financial Projections

| | Pre-Accreditation | | Accreditation Received | | | Total |
|-------------------------------|-------------------|-------------|------------------------|---------------|---------------|---------------|
| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | |
| New Enrollments Student | 25 | 40 | 120 | 240 | 500 | 925 |
| Completions Registered Credit | 0 | 23 | 37 | 110 | 221 | 391 |
| HRs | 450 | 1134 | 2822 | 6307 | 12974 | 23688 |
| Revenue Course | \$225,000 | \$567,000 | \$1,411,200 | \$3,153,600 | \$6,487,200 | \$11,844,000 |
| Development | (\$126,000) | \$0 | (\$63,000) | \$0 | (\$63,000) | (\$252,000) |
| CSUG Costs/CR | (\$152,100) | (\$383,292) | (\$953,971) | (\$2,131,834) | (\$4,385,347) | (\$8,006,544) |
| Net Operating Income | (\$53,100) | \$183,708 | \$394,229 | \$1,021,766 | \$2,038,853 | \$3,585,456 |

Projected Launch: Winter 2021

Courses (Overview)

The 36-credit MSN program is aligned with the CCNE Standards and Professional Nursing Guidelines produced by the American Association of Colleges of Nursing (AACN) Essentials of Master's Education. As such all MSN students are required to complete the Direct Care Core

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(21 credits) including advanced study in pathophysiology, health assessment, and pharmacology. The program has two 15-credit specialization options (1) Leadership and Administration and (2) Veteran and Military Healthcare. All students are required to complete a 150-hour practicum.

| Nursing Direct Care Core | Leadership and Administration Specialization | Veteran and Military Healthcare Specialization |
|--|--|--|
| NUR500 Evidenced Based Research and Quality Assurance in Nursing (3CR) | NUR510 Leadership and Human Capital Management (3CR) | NUR520 Military and Veteran Healthcare Systems (3CR) |
| NUR501 Advanced Pathophysiology (3CR) | NUR511 Financial Management for Nurse Leaders (3CR) | NUR521 Veteran Healthcare (3CR) |
| NUR502 Advanced Health Assessments (3CR) | NUR512 Nursing Leadership and Change Management (3CR) | NUR522 Military and Veteran Mental Wellness (3CR) |
| NUR503 Advanced Pharmacology (3CR) | NUR513 Principles of Nursing Research (3CR) | NUR523 Military and Veteran Family Health Management (3CR) |
| NUR504 Health Policy in Nursing (3CR) | NUR514 Nursing Administration Role Practicum (3CR – 16 week) | NUR524 Military and Veteran Nursing Practicum(3CR-16 week) |
| NUR505 Program Planning for Health Promotion (3CR) | | |
| NUR506 Nursing Technology and Health Informatics (3CR) | | |
| 21 Credits | 15 Credits | 15 Credits |
| Total Credits | | 36 Semester Credit Hours |

Nursing Core

NUR500: Evidenced Based Research and Quality Assurance in Nursing

In this graduate level course, nursing students will acquire the skills needed to evaluate evidence-based research and outcomes. Topics include using statistics and information systems in evaluation and research, continuous quality improvement, evidence-based research and practice, safety and quality metrics, performance improvement indicators, and team-based problem solving.

Prerequisite: None

Course Outcomes

1. Analyze statistical and information systems.
2. Evaluate continuous quality improvement.
3. Compare the differences between performance improvement indicators and methods.
4. Discuss safety and quality metrics.
5. Summarize team-based problem solving.

NUR501: Advanced Pathophysiology

In this course, graduate nursing students will focus on pathophysiology and disruptions in normal body functioning for individuals across the lifespan. Students will examine the principles of disease and health disparities resulting from genetic, environmental, and stress related causes are included. Assessment findings, diagnostic testing and interventions specific to selected health problems are examined. Students will develop critical thinking skills for pathophysiologic causes and treatments of given disease processes.

Prerequisite: BIO216 or similar Undergraduate Pathophysiology course

Course Outcomes:

1. Apply principles related to normal anatomy and physiology of human body systems to pathophysiologic processes of common disease processes.
2. Differentiate among normal and abnormal variants of pathophysiologic and physical findings based on lifespan changes and normal anatomy and physiology.
3. Synthesize pathophysiologic knowledge with current aspects of care relating to commonly occurring diseases.
4. Incorporate current and emerging genetic/genomic evidence in advanced nursing care management plans for individuals, families, and communities.

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5. Discuss clinical manifestations of selected disease processes and health related problems across the life span.
6. Identify appropriate pharmacological and non-pharmacological treatment and management of specific health alterations.

NUR502: Advanced Health Assessment

In this course, nursing students will build upon health assessment skills developed the nurse's basic educational program and previous nursing experience. Students will develop both advanced theoretical and clinical bases for assessment. Students will apply advanced comprehensive physical, psychosocial, and cultural assessment across the lifespan to gather specific data relevant to common health problems. Students are provided with practice assessing patients and presenting findings.

Prerequisite: None

Course Outcomes

1. Demonstrate advanced knowledge of the problem-solving approach to the collection, synthesis, telemedicine, and communication of health data.
2. Compile a comprehensive database, including age-appropriate history, physical examination, laboratory and diagnostic studies.
3. Devise ways to modify the history, physical examination, and health screening according to age, developmental status, culture, language, and anxiety level of the client.
4. Compare critical reasoning approaches to advanced health assessment and patient-centered care.
5. Develop a format for presenting and displaying an organized and complete oral and written summary of the database and problem list
6. Describe advanced assessment techniques, and document findings, specific to the various systems presented in this course.

NUR502: Advanced Pharmacology

In this course, nursing students will focus on pharmacology and therapeutics used in the treatment of selected health condition. The student will explore, analyze, apply, and evaluate commonly used drugs for the treatment of chronic diseases and self-limiting acute conditions and apply critical appraisal skills in determining best evidence for prescriptive intervention. Emphasis is placed on the decision-making process utilized to safely and effectively prescribe and monitor pharmacotherapeutics appropriate to the client situation.

Prerequisite: NUR112 and NUR212 or similar Undergraduate Pharmacology coursework

Course Outcomes

1. Analyze factors, including pathophysiological processes, pertinent to making the most effective drug selection for diverse clients across the lifespan with specific medical diagnoses.
2. Analyze client indicators of therapeutic, ineffective, contraindications, or adverse responses to drug therapy.
3. Safely select effective drugs for the treatment of clients across the lifespan with specific medical diagnoses.
4. Apply appropriate client teaching for safety of prescribed drug therapy.
5. Utilize current drug research and clinical guidelines in prescribing the most effective drug regimens for clients across the lifespan.
6. Analyze major pharmacological groups including pharmacodynamics, pharmacokinetics, and indications for use, in the management of patients in primary care and with special populations such as infants, children, pregnant and lactating women, and older adults.

NUR504 Health Policy in Nursing

This graduate level course will explore the complex healthcare in the United States including economic, political, financial, ethical, and social factors affecting health policy. Topics include legislative and regulatory processes affecting nursing and healthcare and how healthcare is financed.

Prerequisite: None

Course Outcomes

1. Analyze the past economic impacts on healthcare.
2. Discuss the political and financial impacts of healthcare.
3. Explore ethical issues and how they impact healthcare policy.
4. Discuss legislative and regulatory processes affecting healthcare.

NUR505 Program Planning for Health Promotion

This course will focus on the role of the nurse leader in program planning for health promotion and disease prevention for populations. Topics will include determinants of health, epidemiology, biostatistics, and advancing equity in access, services, and outcomes for vulnerable populations.

Prerequisite: None

Course Outcomes

1. Analyze disease prevention strategies.
2. Analyze health promotion strategies.
3. Compare different services available for health promotion and how to implement.
4. Discuss ways to provide services to vulnerable populations.
5. Summarize biostatistics and impact on health.

NUR506 Nursing Technology and Health Informatics

In this course, students will gain knowledge and skills related to technology and nursing informatics in a variety of healthcare settings. Students will learn how to use project management principles and technologies to enhance patient-care delivery, management, and clinical decision support. Nursing students will examine the role and ethics of telemedicine and evaluate approaches to patient care reliant on technology. Research from nursing and other disciplines regarding improving patient outcomes, cost effectiveness, and patient safety will be emphasized.

Prerequisite: None

Course Outcomes

1. Compare different project management strategies and technologies available.
2. Discuss the impact of technology on clinical decision making.
3. Synthesize informatics and management of patient care.
4. Examine effective telemedicine practices.
5. Evaluate technology's impact on patient outcomes and safety.

Leadership and Administration Specialization Courses**NUR510 Leadership and Human Capital Management**

In this course, graduate nursing students will examine the nature of leading and managing people within the complex systems of healthcare. Students will address concepts and theories important to nursing leadership and management that create and maintain a healthy professional work environment. Topics include organizational behavior, leadership theories, conflict management, staffing models, selection, retention and supervision practices. Reality based decision making is used as an approach to support high quality and safe patient care.

Prerequisite: NUR504

Course Outcomes

1. Analyze leadership and management theories applicable to the healthcare industry.
2. Analyze human resource management practices.
3. Apply staffing models and hiring practices in a case study.
4. Design effective human capital management strategies that support a healthy workforce.
5. Examine the impact of supervision and performance management on the health and safety of patients.

NUR511 Financial Management for Nurse Leaders

In this course, students will develop knowledge and skills used by nurse managers for effective financial management in healthcare. Topics will include reimbursement systems, coding and payment mechanisms, ethics and legalities of contracting, government regulations, budget development. Students will apply accounting and economic principles, and financial management strategies to effectively manage health care resources in health care organizations. Students acquire the knowledge and skills to utilize computer software for conducting efficient financial analysis.

Prerequisite: None

Course Outcomes

1. Analyze the financial management strategies utilized by nurse leaders.
2. Describe reimbursement systems.
3. Compare different budget development strategies.
4. Discuss federal, state, and local regulations impacting healthcare finance.
5. Use computer software and tools to conduct financial analysis.
6. Interpret financial data in a healthcare setting

NUR512 Nursing Leadership and Change Management

In this course, students will focus on their development of specific leadership principles and practices for nurses in complex organizations. Students will examine the role of nurse leaders in change, patient safety, and population outcomes. Using complexity science as a foundation, students will examine new ways of leading change with the emphasis on the quality of relationships, the ability to lead teams, and the ability to inspire others. Students will explore a paradigm shift in thinking from a focus on linear or hierarchical traditional models to a transformational, collaborative, and relationship-based leadership approach.

Prerequisite: NUR510

Course Outcomes

1. Analyze the role as a nurse leader.
2. Discuss conflict resolution strategies.
3. Use complexity science to create a model for change in a healthcare setting
4. Explore how innovative healthcare leadership can positively impact patient care.
5. Compare different approaches to mentorship and coaching.
6. Reflect on your own leadership style, strengths, and weaknesses as applied to the role of nurse leader

NUR513 Principles of Nursing Research

In this course, students will explore nursing research approaches and the application of evidenced-based approaches to practice. By examining the applications, strengths, and major criticisms of nursing research drawn from both the qualitative and quantitative traditions, this course allows for an analysis of the process of evaluating research to inform leadership practice. The course offers an overview of the different approaches, considerations and challenges involved in nursing research.

Prerequisite: NUR500

Course Outcomes

1. Discuss the roles and responsibilities of the nurse related to research and evidence-based practice.
2. Compare and contrast nursing research findings.
3. Explain the interrelationships among nursing theory, practice, and research.
4. Describe basic concepts and steps of the research process in nursing.
5. Interpret research findings to determine statistical and clinical significance.
6. Critically appraise published quantitative and qualitative studies related to nursing.

NUR514 Nursing Administration Role Practicum (150 practicum hours)

In this course, students will apply best practices related to evidence-based quality and safety decisions in a practicum site. Local and national drivers of safety and quality initiatives, along with oversight of these programs, will be explored. Benchmarking and statistical process control methods will be emphasized to ensure appropriate leadership decisions.

This course will provide students the opportunity to design, implement, evaluate and professionally disseminate an evidence-based leadership project within a healthcare

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environment. Required MSN practicum hours related to the project (150 hours) will be satisfactorily completed over the course of this 16-week practicum.

Prerequisite: None

Course Outcomes

1. Apply evidenced based leadership strategies in nursing leadership.
2. Demonstrate leadership through the completion of a site-based leadership project.
3. Evaluate quality and safety decision making.
4. Apply knowledge of leadership skills by becoming a change agent.

Military and Veteran Nursing Specialization Courses:

NUR 520 Military and Veteran Healthcare Systems

In this course, students will examine the health care issues confronting military and veteran health care systems. Students will analyze the structure, functions, and processes, within military and veteran healthcare systems and describe how the policies regulating the healthcare system impact nursing and patient care. Additionally, the fundamental differences between civilian and military healthcare systems including funding, oversight, and regulations will be explored.

Prerequisite: NUR504

Course Outcomes

1. Describe the structure and funding of military and veteran healthcare systems.
2. Compare and contrast civilian and military healthcare systems.
3. Analyze the impact of federal oversight on the operation of military and veteran healthcare systems.
4. Identify strengths and weaknesses of the military and veteran healthcare systems.
5. Asses the role of nursing in military and veteran healthcare systems.

NUR521 Veteran Healthcare

In this course, students will explore aging and chronicity in veteran populations. The long-term health effects of environmental exposures in military environments, chemical, biological, radiological, nuclear, explosive materials will be discussed. Additionally, students will evaluate best practices associated with service-connected conditions for combat veterans. End-of-life care for veterans and their families will also be presented.

Prerequisite: NUR520

Course Outcomes

1. Analyze aging within the military and veteran patient population.
2. Describe the health effects associated with military environments.
3. Create best-practice nursing strategies for end-of-life care.
4. Examine the effects of service-connected disease or trauma on individual patient care plans.

NUR522 Military and Veteran Mental Wellness

In this course, students will explore military and veteran culture including post-traumatic stress disorder, traumatic brain injury, suicidality and effects of psychological health on family and parenting. Students will assess the relationship between mental wellness and health outcomes. Specific attention will be paid to the concepts of diversity, reintegration, redeployment, health care navigation and ethics.

Prerequisite: None

Course Outcomes

1. Assess the impact of military and veteran culture on a patient's willingness to seek care.
2. Evaluate the impact of post-traumatic stress disorder on the patient and his/her family members.
3. Examine best-practices in patient care within the military and veteran communities.
4. Describe the physical, mental, and emotional impacts of brain injury.
5. Describe the relationship between veteran mental health, homelessness, and healthcare.
6. Demonstrate culturally sensitive patient care in military and veteran healthcare.

NUR523 Military and Veteran Family Health Management

In this course, students will explore the dynamics and attributes of the families of servicemembers and veterans. Special attention is focused on the understanding of how these dynamics shift during and after military service. Students will explore issues related to family member deployment, reintegration, parenting, compassion fatigue, and living with post-traumatic stress. Students will create support plans for family care interventions in the effort to support the health management of the entire service-connected family.

Prerequisite: NUR520

Course Outcomes

1. Explore the relationship between military family dynamics and quality patient care.
2. Create support plans for family care interventions.

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3. Examine the impact of deployment on the service member or veteran's health care.
4. Explore military and veteran health management competencies.
5. Create assistance plans for military and veteran families transitioning to civilian healthcare.

NUR524 Military and Veteran Nursing Practicum (150 practicum hours)

In this course, students will apply best practices related to veteran and military health care competencies in an advanced nursing practice role. Students will engage in administrative roles within the military and/or veteran healthcare system such as a military hospital or local VA hospital. During the practicum nursing students will create patient centered solutions honoring the military culture and with sensitivity to the specific health concerns of service members, veterans, and their families. Required MSN practicum hours related to the project (150 hours) will be satisfactorily completed over the course of this 16-week practicum.

Prerequisite: None

Course Outcomes

1. Apply culturally sensitive leadership strategies in a military or veteran healthcare facility.
2. Demonstrate leadership through the completion of a site-based leadership project.
3. Engage in a variety of administrative roles in a military or veteran healthcare facility.
4. Demonstrate military and veteran healthcare competencies in a nursing leadership role.

Faculty Resources

The addition of the MSN will require the recruitment and selection of one full time faculty member who will serve as both Program Chair and Instructional Faculty. The proposed Program Chair will be responsible for the oversight of the curriculum development process and the selection of highly qualified part time teaching faculty. CSU-Global is uniquely positioned to source faculty across the US with competitive benefits and remote work agreements. The initial suggested salary for this position was included in the budget summary and the ongoing costs associated with part time faculty recruitment are included in the cost per credit hour formula.

Library Resources

CSU-Global currently provides a variety of graduate and pre-nursing courses. As such, there are no additional database requirements for this program.

Facilities, Equipment, and Technology

The MSN program will be offered using existing technology and infrastructure. Students will be provided with the same level of support as with all CSU-Global students including 24/7 technical support, 24/7 tutoring, mental health services, career coaching, writing coaching, and a dedicated student success counselor.

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MATTERS FOR ACTION:

Post Baccalaureate Alternative Licensure Program (elementary pathway and secondary pathway).

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve Post Baccalaureate Alternative Licensure Program (elementary pathway and secondary pathway).

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

Offering a post baccalaureate alternative teacher licensure program for both the elementary and secondary levels will support the state in addressing the issues outlined in Colorado Department of Education's report, *Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators*, (2018). The proposed program is a unique option for those with a bachelor's degree to earn the teaching credentials required to serve in Colorado schools.

The proposed program is delivered through an affordable competency-based model and is aligned with the InTASC Model Core National Teaching Standards, the Performance-Based Standards for Colorado Teachers, the Colorado Educator Effectiveness Teacher Quality Standards, and the Colorado 8.0 Content Standards. This alignment is designed to provide outcomes that are fundamental to educators in today's complex schools. Students will apply these principles and objectives in practical academic settings through coursework and through an ongoing student teaching experience integrated throughout all phases of the program.

CIP Code: 13.0101

MATTERS FOR CONSENT:

New Degree Program: Bachelor of Applied Science Degree in Health Science

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the Division of Extended studies in collaboration with the College of Education, Engineering and Professional Studies School of Nursing and Health Sciences to establish a new BAS degree in Health Science. If approved, this degree will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

1. Brief Overview of Proposed Program

- Name of Major/Program: **Health Science**
- Degree type: **BAS**
- Recommended CIP code: **51.9999 Health Professions and Related Programs**
- Department/School: **School of Nursing and Health Science**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: **70**

The online applied bachelor's degree in health sciences is a completion degree program that is open to aspiring students who currently hold an AS or AAS degree in a healthcare, allied health, or public health fields. This degree will be made available through online courses provided through the Division of Extended Studies. The program will bridge allied healthcare professionals who hold at two year degree and current healthcare licensure or certification to a four year BAS degree. Students will learn complementary, communication, technical and administrative skills necessary to enhance their preparation for working in these industries. Choosing a health science BAS degree prepares students for a robust and versatile advanced career in a large interdisciplinary healthcare arena. Graduates who major in the BAS in health science have many career options in a variety of settings such as schools, hospitals, government agencies, private or community agencies, or in non-profit groups. Graduates will be able to return to higher level and/or administrative positions in their original allied healthcare fields such as radiology, nuclear imaging, physical therapy assistant, medical assisting, emergency medication technicians, etc. Other career options include position such as: home health care coordinator, health maintenance organization care coordinator, insurance company health coach, long-term care health coordinator, women, infants, children nutrition coordinator, health navigator, and any number of other related careers.

Similar to the RN to BSN program, the program will accept up to 60 credit hours from the 2 year school the student attended for AS or AAS degree. Allied Health professionals with a current state approved license or certification may transfer up to 60 credits from the 2 year school from which they earned the AAS / AS degree and receive up to 30 escrow credits including up to 10 upper division credits for no more than 90 total credits accepted to CSU-Pueblo. The escrow credits are a block of credits held and awarded at the end of the program that represents the professional preparation and accomplishment of the license or certificate. Students will be required to complete at least 30 credits at CSU-Pueblo including 40 total upper division credits (30 upper division plus the maximum of 10 received for escrow on their allied health license/certification). The escrow credits will be transcribed in the final semester of attendance. The number of escrow credits will be determined based on the number of credits required in the specific allied health field to receive the AAS / AS degree and sit for the licensure / certification exam.

Putting the curriculum online through the Division of Extended Studies promotes accessibility and flexibility, particularly for potential adult learners who are already working in their field and who can utilize this degree as an economic ladder. These students with prior AS/AAS credentials are not available for traditional residential coursework due to predominately daytime work schedules, and their need for consistent income to afford additional education. The design of this BAS allows online instruction as the modality to create access, flexibility and opportunity for degree completion.

Year 0 (2019-2020) – Submit to CSU-Pueblo’s Curriculum and Academic Programs Board for a new degree. Health Science faculty will develop and implement online versions of existing Health Science courses through Division of Extended Studies. Develop and implement a recruitment and marketing plan. Begin constructing online versions of existing courses. Limited resources needed.

Year 1 (2020-2021) – Begin offering BAS in Health Science (BAS in HS). Online Health Science courses will be taught by adjunct health science instructors. Continue to develop and implement identified online versions of existing courses. Students will be able to take on-line and independent study courses. Goal is to have at least 15 new students in the degree this year.

Year 2 (2021-2022) – Continue implementing BAS in HS and teaching HS courses online. Convert more independent study courses to online courses. Goal is to have at least 30 current students. If 40 additional students are gained there is a request for a new faculty line to begin fall 2022 to meet the needs of program coordination and for oversight/instruction of the online HS classes.

Year 3 (2022-2023) – Continue implantation of BAS in HS with more courses developed and implemented in online format. Goal is to have at least 40 current students with a goal of 60 students by year five.

Mission Appropriateness

Healthcare has been identified as a primary career for economic growth and expansion in Southern Colorado and the Southwestern United States. The need for highly qualified professionals in healthcare is in high demand, therefore providing this degree opportunity would be serving an important need in our regional community.

Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

Vision Statement

To establish Colorado State University-Pueblo as the people's university of the Southwest United States by 2028.

Our Values

CSU-Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world.

- **Hispanic Serving Institution**: Past Hispanic enrollment in the undergraduate program in Nursing was 27%. In the undergraduate Athletic Training program for freshman to senior (i.e. all undergraduates) for 2010 thru 2014 was 27%, 30%, 34%, 31%, and 30% respectively. For the junior-senior level of the program it was 8%, 17%, 14%, 40% and 43% in 2013-2014. It is expected that the BAS in Health Science will have similar enrollment which will outweighs the national average, training more diverse students for the healthcare fields and meeting the goals of our institutional mission.
- **Quality Initiative**: The University's Quality Initiative is Experiential Education (which informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application). The curriculum consists of experiential education opportunities throughout the program in experiential classes and clinical experiences.
- **CEEPS** – The programs in the college provide hands-on opportunities for students to be actively involved in their field before completing their degree. Experience and expertise are necessary for students to be recognized by future employers and graduate programs.
- The mission of the College is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals.
- **Health Science** – The mission of the Bachelor of Applied Science in Health Science is to prepare students for jobs that require a bachelor level degree in the allied health careers fields.

- CSU-Pueblo adopted a Strategic Plan in 2015-2020 that is designed to build upon our strengths, seize opportunities, and address internal and external challenges over 5 years. The plan is driven by our mission as a regional, comprehensive university with a student-centered focus and an enduring commitment to diversity. The plan consists of 4 major goals, including 1) excellent academics, 2) affordable education, 3) transformative opportunities, and 4) supportive student life. Our proposed new degree ensures a commitment to excellence, our faculty members are research active, and the program will directly meet and address the following points in the 2015-2020 University Strategic Plan:

Goal 1: Excellent Academics

1.3. Objective Three – Provide sustainable, high quality, relevant academic programs that prepare students for professional and academic success: The new BAS in Health Science degree curriculum assures a high quality and relevant academic program. The degree will prepare students for positions in the allied health care fields that require a bachelor level degree. This degree will allow students to earn credentials to move seamlessly into careers with clinics, academic institutions, government and community agencies.

Goal 3: Transformative Opportunities

3.2. Objective Two - Enhance ethnic, racial, and cultural diversity across the campus: The BAS in Health Science at a Hispanic-Serving Institution such as CSU-Pueblo would help to address the nationwide demand for diversity in employment within Health Science career track.

3.3. Objective Three - Integrate experiential education throughout students' curricular and co-curricular activities: Experiential Education informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. The BAS in Health Science and Administration program consists of experiential education opportunities throughout the program in experientially applied classes and clinical experiences.

Goal 4: Supportive Student Life

4.2. Objective Two - Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus: Students in the BAS in Health Science and Administration program will have numerous opportunities for networking, leadership and mentoring in the required clinical and experiential courses. Students will be in a service learning environment in several clinical and community sites around the surrounding community which will provide a rich opportunity for networking, leadership and mentoring.

Rationale for the Bachelor of Applied Science in Health Science

This new multidisciplinary degree will provide better visibility for the existing programs and a platform for a new, highly needed and desired, completion degree in health sciences to meet the demands of our region and to fill the numerous health care/allied health employment positions that are available now and in the future. The Bureau of Labor Statistics estimates that the healthcare practitioners and technical occupations group is projected to add 1.3 million jobs between 2014 and 2024, the most new jobs of any group. Employment is projected to grow 16.4

percent, much faster than the average of 6.5 percent growth for all occupations. On-line bachelor degree completion programs for current allied health professionals is very needed to meet the needs of working professionals. Conservatively 40 to 60 new students could be gained through this program in the first five year without a significant financial investment. It is estimated that by year five of the program the university could net close to \$200,000 per year.

CSU System & State Positioning

The proposed enrollment in the BAS in Health Science is shown in the table below. The category of “majors” include allied health professionals who currently hold a two year degree and an allied health career license/certification and who are declared BAS Health Science majors. The goal will be to graduate at least 20-30 students per year.

Proposed BAS in Health Science completion degree enrollment

| Academic Year | Majors | Jr Cohort | Sr. Cohort | Graduates |
|---------------|--------|-----------|------------|-----------|
| 2020-2021 | 15 | 15 | 0 | 0 |
| 2021-2022 | 30 | 20 | 10 | 10 |
| 2022-2023 | 40 | 25 | 15 | 15 |
| 2023-2024 | 50 | 30 | 20 | 20 |
| 2024-2025 | 60 | 35 | 25 | 25 |

Special Undergraduate Admissions standards

Must have a 2 year allied health or related field AS or AAS degree with a current state level recognized allied health license/certification.

Curriculum and Program Outcomes

The BAS in Health Science Student Learning Outcomes are as follows.

| Student Learning Outcome |
|---|
| Summarize and synthesize information relevant to assessing and improving healthcare and population health; |
| Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences; |
| Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the fields of interest; |
| Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting; |
| Apply and demonstrate knowledge, skills and critical problem solving in a field-based and/or clinical setting; |

Curriculum

HS 320: Evaluation of Public Health Issues (3 credit hours) Existing course.

This course provides a critical examination of the social determinants of health, current issues in the US health system, Historical issues, legal and ethical considerations in public health, and their impact on individuals and communities.

HS 330: Epidemiology and Disease Prevention (3 credit hours) Existing course.

Overview of principles of epidemiology and lifestyle-disease pathophysiology. Examines the use and broad application of epidemiologic concepts in public health to identify risk factors and resolve health issues in society.

HS 335: Public Health and the Environment (3 credit hours) Existing course.

This course introduces major issues of environmental health science, examines what those issues are, what determines them, how they impact population health, and ways in which they can be altered to improve health.

HS 336: Community and Global Health (3 credit hours) Existing course.

An examination of the political, religious, social and economic influences on the continuum of local/global health and the role citizenship plays in advocating for the equitable distribution of health resources.

HS 492: Research (1 to 6 credit hours) Existing course.

EXHP 492 is a Research Course consisting of a research project completed by a student under the direct supervision of a faculty member. The coursework involves activities including but not limited to: directed readings, literature review, implementation, data collection, data analysis, writing and/or any other related research work by the student in an area agreed upon by the supervising faculty member.

HS 494 Field Experience (1 to 6 credit hours) Existing course.

Supervised experiential learning activities to be conducted in the actual professional environment. Project and work experiences must represent the Health Science fields. The student must be supervised in the field by a site-supervisor who is a professional in the field with at least 5 years of experience. The site supervisor cannot be related to the student. (S/U grading) Up to 12 credit hours of fieldwork can be applied toward graduation.

General Education: Students in the BAS in Health Science and Administration will be required to transfer in or enroll in at least 1 course in the following areas: Written Communication, Mathematics, Humanities, Social Science, Natural and Physical Science. The follow core courses also meet the CCHE State Board Policy and Procedure SP 9-30 for Bachelor of Applied Science degrees to meet the philosophy of general education developed by the state in an applied fashion.

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- HS 320 Evaluation of Public Health Issues: Written Communication, Humanities, History, Social Science.
- HS 330 Epidemiology and Disease Prevention: Written Communication, History, Social Science, Mathematics, Natural and Physical Science.
- HS 335 Public Health and the Environment: Written Communication, History, Humanities, Social Science, Natural and Physical Science.
- HS 336 Community and Global Health: Written Communication, History, Social Science, Humanities, Mathematics.

Faculty resources

No additional full-time faculty will be required in the first two years of the BAS in HS. On-line courses will be taught by Health Science faculty and/or adjunct faculty. If 40 new students are recruited in the first two years the addition of 1 faculty member would increase the HS faculty from 3.0 to 4.0 FTE. This would allow the program to have full-time faculty oversight of the online curriculum and additional marketing. If an additional 60 students recruited a professional advisor/support person would improve additional retention and recruitment.

Proposed FTE (addition of 1.0 FTE TT faculty member and/or admin professional will only occur with significant enrollment of 60 students)

Library resources

No additional library resources beyond those currently available are necessary due to the resources available for the current nursing, public health and athletic training academic program. A listing of current resources is available upon request.

Facilities, equipment, and technology

On-campus facilities are adequate for course instruction and we have adequate lab/training facilities on campus. Facility, equipment and technology needs will increased with additional enrollment but the future costs are included in the budget. We will need off-campus placements, but have many such arrangements already in place.

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Budget

| BAS Health Science Budget | 2019/20 | 2020/21 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|--|---------------------|--------------------|---------------------|---------------------|---------------------|---------------------|
| Existing expenditures reallocated | | | | | | |
| Existing adjunct faculty reassigned | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Existing staff reassigned Director Reassigned | \$0.00 | \$6,000.00 | \$6,000.00 | \$0.00 | \$0.00 | \$0.00 |
| Existing operating costs | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total existing expenses | \$0.00 | \$6,000.00 | \$6,000.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | | | | |
| New expenses | | | | | | |
| New FT faculty (rate + 27.71% fringe) | \$0.00 | \$0.00 | \$0.00 | \$51,084.00 | \$52,616.00 | \$53,668.32 |
| New staff (rate + fringe) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$25,540.00 | \$26,050.80 |
| New adjunct faculty | \$ - | \$ 20,000.00 | \$ 40,000.00 | \$ 12,000.00 | \$ 12,000.00 | \$ 15,000.00 |
| Faculty development | \$0.00 | \$2,000.00 | \$1,000.00 | \$2,000.00 | \$1,000.00 | \$2,000.00 |
| Instructional Materials/Instruments | \$0.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| Recruitment | \$3000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 |
| Online Course Development | \$6,000.00 | \$21,000.00 | \$12,000.00 | \$12,000.00 | \$0.00 | \$0.00 |
| Director Reassignment for oversight | \$0.00 | \$6,000.00 | \$6,000.00 | \$0.00 | \$0.00 | \$0.00 |
| Other operating expenses (itemize) | | | | | | |
| TOTAL new expenses | \$9,000.00 | \$53,000.00 | \$63,000.00 | \$81,084.00 | \$95,156.00 | \$99,719.12 |
| | | | | | | |
| Projected Student Enrollment | | | | | | |
| New student enrollment BAS in HS | | 15 | 20 | 25 | 30 | 35 |
| New second year BAS in HS | | | 12 | 17 | 22 | 25 |
| Net new CSU-Pueblo student enrollment | 0 | 15 | 32 | 42 | 52 | 60 |
| | | | | | | |
| Projected Enrollment Revenue | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| Projected new/increased SCH (students*18CH) | \$ - | 270.00 | 576.00 | 756.00 | 936.00 | 1,080.00 |
| Tuition rate per cr hr | \$350.00 | \$350.00 | \$350.00 | \$350.00 | \$350.00 | \$350.00 |
| Tuition Revenue | \$ - | \$94,500.00 | \$201,600.00 | \$264,600.00 | \$327,600.00 | \$378,000.00 |
| 25% financial aid reduction | \$ - | \$23,625.00 | \$50,400.00 | \$66,150.00 | \$81,900.00 | \$ 94,500.00 |
| TOTAL REVENUE (tuition-25%) | \$(9,000.00) | \$70,875.00 | \$151,200.00 | \$198,450.00 | \$245,700.00 | \$283,500.00 |
| NET REVENUE | | \$17,875.00 | \$88,200.00 | \$117,366.00 | \$150,544.00 | \$184,780.88 |
| NET PROGRAM E&G REVENUE | | \$8,937.50 | \$ 44,100.00 | \$ 58,683.00 | \$ 75,272.00 | \$ 92,390.44 |
| NET EXTENDED STUDIES REVENUE | | \$5,362.50 | \$26,460.00 | \$35,209.80 | \$45,163.20 | \$55,434.26 |

CSU-Pueblo New Degree Program BAS in Health Science

Board of Governors of the Colorado State University System

Meeting Date: December 5-6, 2019

Consent Item

| | | | | | | |
|-------------------------------|--|------------|-------------|-------------|-------------|-------------|
| NET HEALTH SCIENCE REVENUE | | \$3,575.00 | \$17,640.00 | \$23,473.20 | \$30,108.80 | \$36,956.18 |
|-------------------------------|--|------------|-------------|-------------|-------------|-------------|

Consent Item

MATTERS FOR ACTION:

Post Baccalaureate Alternative Teacher Licensure Program (elementary pathway and secondary pathway).

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve Post Baccalaureate Alternative Licensure Program (elementary pathway and secondary pathway).

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

Offering a post baccalaureate alternative teacher licensure program for both the elementary and secondary levels will support the state in addressing the issues outlined in Colorado Department of Education's report, *Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators*, (2018). The proposed program is a unique option for those with a bachelor's degree to earn the teaching credentials required to serve in Colorado schools. The proposed program is delivered through an affordable competency-based model and is aligned with the current InTASC Model Core National Teaching Standards and the current Educator Preparation Standards for Colorado Teachers. This alignment is designed to provide outcomes that are fundamental to educators in today's complex schools. Students will apply these principles and objectives in practical academic settings through coursework and through an ongoing student teaching experience integrated throughout all phases of the program.

CIP Code: 13.0101



This proposal is requesting approval for a Post Baccalaureate Alternative Licensure Program with elementary and secondary pathways

Program Title: Post Baccalaureate Alternative Teacher Licensure Program (elementary pathway and secondary pathway)

Degree Type: Post Baccalaureate Certificate

STEM: No

Recommended CIP Code: 13.0101

Program Chair/Assistant Provost: Dr. Newton Miller / Dr. Tony Contento

Program Description and Competencies:

Students enrolled in the Post Baccalaureate Alternative Teacher Licensure Program (elementary and secondary pathway) will gain the skills necessary to serve as an effective teacher in K-12 education. This 19 credit-hour, standalone program leverages strengths from K-12 educators in the field and faculty expertise to provide students a rigorous and relevant curriculum. Students will prove their mastery using a Competency-Based approach which is aligned to the Colorado Teacher Quality, Elementary Education (K-12), and English language learner standards. Students will have access to live classroom student-teaching experiences that help translate and bridge course theory into practice. Program completers will be eligible to receive a recommendation for teacher licensure to the Colorado State Board of Education.

The proposed program is a unique option for those with a bachelor's degree to earn the teaching credentials required to serve in Colorado schools. The proposed program is delivered through an affordable competency-based model and is aligned with the current InTASC Model Core National Teaching Standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards>) and the current Educator Preparation Standards for Colorado Teachers (http://www.cde.state.co.us/educatortalent/educatorpreparation_standards_matrices). This alignment is designed to provide outcomes that are fundamental to educators in today's complex schools. Students will apply these principles and objectives in practical academic

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settings through coursework and through an ongoing student teaching experience integrated throughout all phases of the program.

Competencies:

1. Incorporate appropriate differentiated instructional opportunities to support all learners.
2. Establish a culturally responsive learning environment for a diverse population of students.
3. Implement evaluation systems that employ a variety of assessment tools and technological tools.
4. Evaluate the impact of teaching practices on social and academic growth of students.
5. Demonstrate effective school leadership qualities.

Program Eligibility:

Candidates for the Post Baccalaureate alternative licensure certificate program must meet the following criteria to enter the alternative licensure program.

1. Candidates entering the program must have an earned bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0. Candidates who do not meet the GPA requirement may be accepted into the program if they satisfy the additional criteria described below and those criteria outlined in the university's provisional graduate admissions policy.
2. Candidates must self-disclose any relevant issues related to criminal history, employment history, and licensure history.
 - a. Prior to full admission and placement at a school site, candidates are responsible for submitting to and passing a Colorado Bureau of Investigation (CBI) and Federal Bureau of Investigation (FBI) criminal history background check following the fingerprint submission procedures and requirements outlined by the Colorado Department of Education (CDE).
3. All candidates must show subject matter competency as required by the Colorado Department of Education in the content area for the credential they are seeking.
 - a. Elementary education teachers (grades K–6), including special education generalists (ages 5–21), must show competency by passage of a Colorado State Board of Education-approved elementary content exam.
 - b. Early childhood education candidates must hold a bachelor's or higher degree in early childhood education **OR** successfully pass the approved elementary content exam **OR** the Colorado State Board of Education-approved early childhood education content exam.
 - c. Secondary teachers (grades 7–12) and teachers of all K–12 endorsement areas candidates *must* show competency by:

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- i. Holding a degree in the endorsement area from a regionally accredited institution; **OR**
 - ii. Having 24 semester hours in the endorsement area, as outlined on the content evaluation worksheets; **OR**
 - iii. Earning a passing score on a Colorado State Board of Education-approved assessment for the endorsement area.
 4. The candidate must obtain a classroom teaching position and agreement.
 - a. Classroom teaching position must match the endorsement area for which subject matter competency was shown in step 3.
 - b. Satisfy the criteria for admissions outlined on the CSU Global Post Baccalaureate Alternative Teacher Certification Program Checklist.
 - c. Complete the Statement of Assurance of Employment form (SOA) in the sequence of steps described below.
 - i. Complete the candidate section of the SOA.
 - ii. Forward the SOA to the employing school/District for completion of the section designated for them.
 - iii. Provide the form with the candidate and school/District sections completed to the admissions team at CSU Global.
 - iv. Candidate must read, initial and then sign and date the bottom portion of the SOA form.

Mission Appropriateness:

The mission of CSU-Global is to advance the success of modern learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. Colorado, along with the rest of the nation, is experiencing shortages in the teacher workforce. Implementing a post baccalaureate alternative teacher licensure program for both the elementary and secondary levels will support the state in addressing the issues outlined in Colorado Department of Education's report, *Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators*, (2018). CSU-Global's ability to provide a Post Baccalaureate Alternative Teacher Certificate Program with elementary and secondary pathways will aid in our ability to meet the needs of our non-traditional students while also providing pathways into entry level professional positions in the education field.

A major theme in CSU Global's mission is to serve nontraditional learners in a global society while meeting the demands of the 21st century workforce. One of the reasons the state of Colorado is experiencing teacher shortages is the decline of traditional students aspiring to enter the ranks of the education field. However, the number of nontraditional and alternatively

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credentialed candidates is growing (Sutcher, Darling-Hammond, & Carver-Thomas, 2018). Which are exactly the category of students who are attracted to programs at CSU Global. Therefore, it makes sense to offer a postbaccalaureate alternative licensure program to meet the needs and demands of those students.

Being the first statutorily defined, nonprofit, online State University in the US, CSU Global's reputation leads the way with learners, state agencies, and employers. Thus, CSU Global will provide an attractive option for nontraditional candidates seeking to participate in a post-baccalaureate online teacher preparation program.

CSU Global's online modality provides the accessibility and flexibility students will need to complete the academic requirements of the program as they complete their field experience hours at their school site placement. This design aligns with the mission in that innovative delivery systems that utilize technology and engage external stakeholders are activated to serve students.

Analysis of the Teacher Shortage (Demand)

The need for teachers across the country has a long-term upward trajectory. Projected national growth in need for PK-12 teachers is anticipated through the next 10 years. The Occupational Outlook Handbook (2017-18) predicts:

- An approximate average of 12% growth through 2026.
 - A national increase of 140,363 elementary and 108,700 secondary jobs by 2026.
 - 60% of those in training to become or considering entering training to become PK-12 educators are interested in positions on the elementary level.
 - The national median income elementary and secondary teachers is \$56,451 and \$58,802 respectively.
- According to the National Center for Education Statistics (NCES,2015), the number of new teacher hires in the United States is projected to increase by 29 percent through year 2022, and the total number of elementary and secondary teachers needed is projected to increase by 12 percent.
 - After relatively flat student enrollment growth for the past decade, the National Center for Education Statistics (NCES, 2017) predicts the school-going population will increase by roughly three million students in the next decade.
 - Districts are looking to reinstate classes and programs that were cut or reduced during the Great Recession. This will require hiring an additional 145,000 teachers, on top of standard

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hiring needs, to reduce average pupil-teacher ratios from the current 16-to-1 to pre-recession ratios of 15.3 to 1 (Hussar, W.J., Bailey, T.M., 2014).

- High levels of teacher attrition, estimated to be nearly 8% of the workforce annually, are responsible for the largest share of annual demand. The teaching workforce continues to be a leaky bucket, losing hundreds of thousands of teachers each year; the majority of them before retirement age (Sutcher, Darling-Hammond, & Carver-Thomas, 2018).

Analysis of the Teacher Shortage (Supply)

The supply of new teachers is low and has been declining. The number of new teacher candidates attracted to the field depends a great deal on whether policies make teaching an attractive and accessible possibility (Sutcher, Darling-Hammond, & Carver-Thomas, 2018).

- Between 2009 and 2016, the most recent years of data available, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction (Sutcher, Darling-Hammond, & Carver-Thomas, 2018). This amounts to a decrease of almost 240,000 professionals, no longer on their way to the classroom in the year 2014, as compared to 2009 (US Dept. of Ed, 2017).
- Although new teacher candidates attracted to the field make up one-half to two-thirds of each year's supply, securing teachers even at the high end of this range will not be enough to overcome shortages (US Dept. of Ed, 2017).

Incorporating historical data on the teacher pipeline show a steady decline in teacher supply. In 2018, the industry witnessed the lowest number of available teachers in 10 years; between 180,000 and 212,000 teachers, depending on the percent of newly prepared teachers who enter the profession and the number of former teachers who return to classroom (Sutcher, Darling-Hammond, & Carver-Thomas, 2018).

Need:

Three major points summarize the foundational needs assessment that supports this program:

- In Colorado, for example, the number of people becoming teachers and administrators fell more than 24% from the start of the 2010-11 school year to the end of the 2015-16 school year, according to the Department of Higher Education (CDHE, 2017).
- There is an immediate need for teachers in Colorado. The Colorado Department of Higher Education's report, "Colorado teacher shortages: Attracting and retaining high-quality educators" summarizes the teacher shortages in early childhood education and care, science, math, world languages, special education, and art/music/drama (CDHE, 2017). Although there are many initiatives in place to support new teachers to ensure high-quality

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instruction the fact remains that more new teachers are needed to take advantage of those benefits (CDHE, 2017). Online post baccalaureate alternative certification programs provide opportunities for qualified candidates to assume difficult to fill positions and earn their certification at a more rapid pace than traditionally trained teacher candidates. This can help address teacher shortage issues in the state of Colorado.

- A lack of ethnically and culturally diverse educators who mirror students served in rural, remote rural, and urban arenas exists throughout the state (CDE, 2017). According to Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators (2018), often below market teacher compensation and a lack of affordable housing exists in many rural areas. Thus, it follows that it will be difficult to attract new teachers to rural communities (CDE, 2017). Producing teachers from that area may be a more sustainable strategy than attracting teachers to that area. The design of the alternative certification pathway requires that institutions of higher education and local education agencies establish relationships to work together to help prepare and employ qualified individuals.

Online post-baccalaureate alternative certification programs provide opportunities for qualified candidates to assume difficult-to-fill positions and earn their certification at a more rapid pace than traditional teacher training allows. This type of post-baccalaureate educational programming can help address teacher shortage issues in the state of Colorado.

Rationale for offering the post baccalaureate Title IV certificate in Alternative Teacher Certification (elementary and secondary pathway):

In the Legislative Educator Preparation Report presented at a Colorado Commission on Higher Education meeting (CHDE, 2016), shows the number of individuals completing traditional educator preparation programs at Colorado colleges and universities during the 2015-16 academic year declined by 2.2 percent to 2,472. That was the sixth straight year the number of people joining the workforce as teachers and administrators dropped in Colorado. This was a 24.4% decrease since 2010. According to the report (CDHE, 2016), 30% more educators completed programs through an alternative educator preparation program licensure route, such as an online program. Completers through alternative licensure routes have shown steady increases over the last reporting cycles and represents approximately 35% of the total completers in the state (CDHE, 2016).

The Colorado Department of Education offers an alternative teaching credential option that can be offered as a post baccalaureate certificate program. This pathway creates an opportunity for career changers to assume difficult to fill, high needs positions in school districts. They will

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enroll in credential courses, and participate in a sustained field experience, all while receiving a salary as a teacher of record in a local school district.

Offering post baccalaureate alternative licensure programs (elementary and secondary) provides an opportunity for the university to create meaningful partnerships with local school districts. These partnerships will ensure the education courses offered in the teaching and learning programs at CSU Global are relevant and meet the needs of the school districts. Students are immersed in the classroom and receive valuable on-the-job training with the supports of both the local school district and CSU Global faculty. Additionally, students are employed with the school district and receive full salary and benefits. Finally, participation in these programs is beneficial to school districts, students, and the state of Colorado in that the faculty in the teaching and learning programs at CSU Global can supplement the support the district and county-driven teacher induction programs offer to new hires.

The post baccalaureate alternative licensure program (elementary and secondary) is designed to be delivered in a competency-based model. In addition to providing convenience and flexibility (DiGiacomo, 2017), completers of competency-based models are just as competent and capable as those who are trained in traditional programs (Lieberman, 2019). Additionally, universities can customize the details of how competency-based models are offered to more effectively meet the needs of populations that are traditionally attracted to their institution (Lindsay, 2018).

CSU Global faculty understand and support the power and possibilities connected to offering an online, competency-based program. Additionally, the competency-based design will assist program participants in focusing equally on the content of the courses and their work with their students in their classroom. Implementing a competency-based approach in the post baccalaureate alternative licensure program makes it more efficient for students to build the bridge between theory and practice, resulting in an increased opportunity for CSU Global to produce well-trained, high quality K-12 educators.

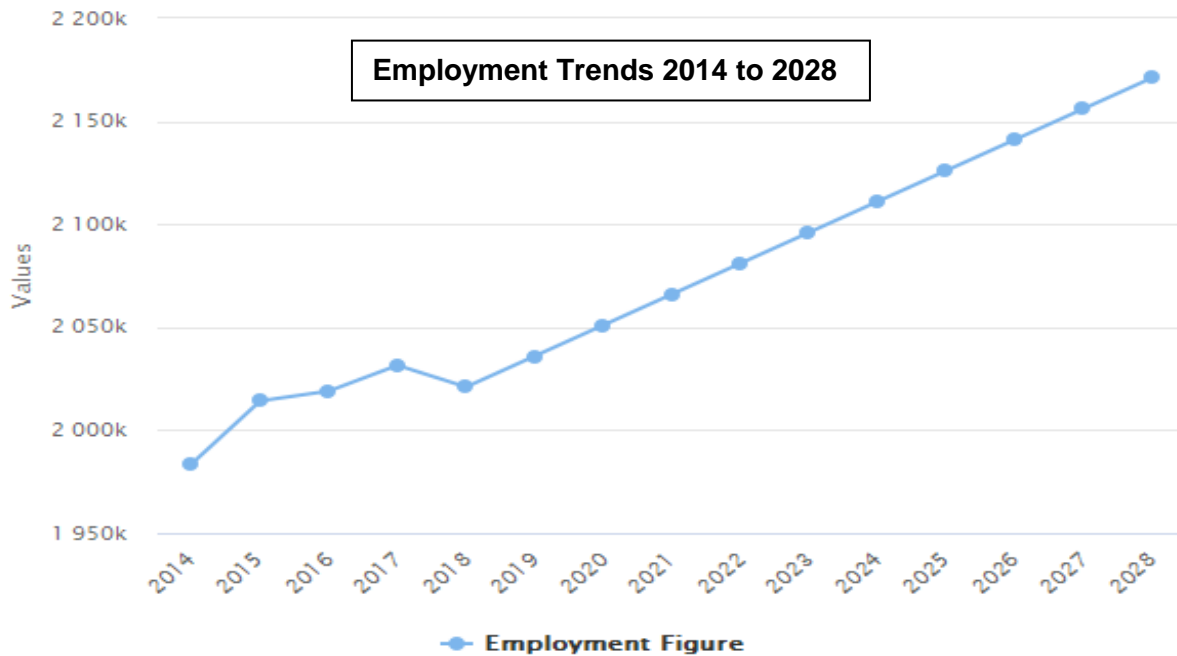
Labor Market Data - National

There are many advantages to earning a teacher credential in the United States. Intrinsically, teachers lead rewarding careers where they get to positively impact and influence the lives of the students they serve. Additionally, due to existing teacher shortage trends and projections, individuals possessing a teaching credential should be able to secure employment with a competitive salary in a K-12 public school district in any state across the US. According to Burning Glass (2019), there were 126,575 job postings in the last 12 months listed for K-12 Teachers.

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There are 2,330,800 teachers currently employed and the Bureau of Labor Statistics (2019) indicates a 7.5% projected employment growth rate will occur through 2028.

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Employment (BLS) | 1,983,640 | 2,014,190 | 2,018,970 | 2,031,480 | 2,020,940 | 2,171,100 |



Employment data between years 2019 and 2028 are projected figures.

Labor Market Data - Colorado

According to the May 2018 State Occupational Employment and Wage Estimates found in the Bureau of Labor Statistics Occupational Statistics Handbook (2018), there are 16,900 secondary teachers and 24,900 Elementary teachers employed in the state of Colorado. The mean salary for elementary school teachers is \$53,400 and the mean salary for secondary school teachers is

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\$55,110. There were 8,170 new job postings for K-12 teachers in Colorado during the past 12 months, and the projected 10-year job growth for teachers is 20.22% (Burning Glass, 2019). Between now and 2028, this represents a projected need for 8,793 new K-12 teachers in Colorado. Listed below are the current average salaries for K-12 educators in metropolitan areas in the state of Colorado.

| City/Area | Average Salary |
|-------------------------------|----------------|
| Denver, Aurora, Lakewood - CO | \$58,980 |
| Colorado Springs - CO | \$49,300 |
| Boulder - CO | \$64,520 |
| Fort Collins - CO | \$53,860 |
| Pueblo - CO | \$49,880 |
| Grand Junction - CO | \$50,680 |
| Greeley - CO | \$51,430 |

Table data retrieved from BLS <https://www.bls.gov/oes/current/oessrcma.htm#C>

Competitive Analysis (fully online programs):

There are 967 institutions across the United States offering similar post baccalaureate programs. The average cost of those programs is \$21,250. The vast majority of those 967 programs identified as online, go on to include some type of traditional face-to-face requirement, thus making them blended model programs. For purposes of this proposal only data from the major fully online competitors will be listed for pricing comparison to CSU Global.

Major U.S. totally online competitive programs (titles & pricing)

| Institution | Degree | Cost Per Credit Hour |
|---|------------------------------------|---|
| CSU Global | Elementary or secondary credential | \$3,500 to \$5,500 total cost |
| Western Governors University (competency-based) | Elementary credential | \$3240 per term = \$12,960 |
| Grand Canyon University (competency-based) | Elementary or secondary credential | \$440 per credit = \$16,500 |
| University of Phoenix | Elementary or secondary credential | \$540 per credit = \$12,420 |
| Brandman University | Elementary or secondary credential | \$500 per credit = \$12,500 |
| Liberty University | Elementary credential | \$390 per credit = \$12,870 |
| University of North Carolina | Elementary credential | \$15,006 per semester (out-of-state student) = \$30,012 |

Colorado institutions with fully online options for teacher credentialing:

| Institution | Degree | Cost Per Credit Hour |
|--|------------------------------------|-----------------------------|
| Colorado State University - Pueblo | Elementary credential | \$387 = \$10,449 |
| Colorado State University – Fort Collins | Elementary or secondary credential | \$687 = \$20,610 |
| Colorado State University – Global | Elementary or secondary credential | \$500 = \$10,500 |
| Western Colorado University | Elementary or secondary credential | \$700 = \$16,800 |

Enrollment Projections and Budget Summary

The existing infrastructure within the Master of Science in Teaching and Learning program already possesses the leadership and faculty expertise to facilitate a post baccalaureate alternative certification program for both elementary and secondary education. Thus, a need to hire additional faculty to facilitate this program is not expected. The additional curriculum that needs to be developed to properly facilitate the program is minimal.

Both the elementary and secondary pathways of the proposed program include a 19-credit hour curriculum composed of seven courses. The elementary pathway requires course design for three new courses, and the secondary pathway requires four new courses builds.

| Elementary Pathway | | Secondary Pathway | |
|---------------------------|------------------|--------------------------|------------------|
| Total # of courses | # of new courses | Total # of courses | # of new courses |
| 7 | 3 | 7 | 4 |

The required content experts are existing faculty members who will develop the seven new courses needed to facilitate the post baccalaureate alternative certification program. The cost of development of the seven new courses including the required field experience is approximately \$72,800.

Total Development Cost: (assume \$10,400/course development cost)

| Course Number | Course Title | Estimated Development Cost |
|----------------------|---------------------------------------|-----------------------------------|
| OTL521 | Elementary Methods | \$10,400 |
| OTL524 | Effective Language Arts Instruction | \$10,400 |
| OTL525 | Elementary Integrated Reading Methods | \$10,400 |
| OTL527 | Secondary Integrated Reading Methods | \$10,400 |
| OTL526 | Effective Social Science Instruction | \$10,400 |
| OTL574 | Student Teaching (Elementary) | \$10,400 |
| OTL576 | Student Teaching (Secondary) | \$10,400 |
| Total Cost | \$72,800 | |

Financial Projections:

Students have two pathways for progression through the program: meeting competencies through a display of mastery on Competency-based exams; or meeting competencies through applied projects coupled with instructor-led preparation and guidance. These two pathways lead to two different total program costs for the students. The minimum student cost to complete the program is \$3,500. The maximum student cost to complete the program is \$5,500. In the chart below, the minimum student costs for revenue are presented. These projections assume students will enter the program with a high level of subject mastery.

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Minimum

| | <u>Yr 1</u> | <u>Yr 2</u> | <u>Yr 3</u> | <u>Yr 4</u> | <u>Yr 5</u> | <u>Yr 6</u> | <u>Total</u> |
|----------------------|-------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| New Enrollments | 10 | 25 | 35 | 50 | 60 | 70 | 250 |
| Student Completions | 0 | 8 | 20.5 | 29 | 41 | 49 | 148 |
| Revenue | \$35,000 | \$116,200 | \$194,250 | \$275,450 | \$353,500 | \$417,200 | \$1,391,600 |
| Initial Investment | (\$72,800) | \$0 | \$0 | \$0 | \$0 | \$0 | (\$72,800) |
| Course Costs | <u>(\$24,750)</u> | <u>(\$82,170)</u> | <u>(\$137,363)</u> | <u>(\$194,783)</u> | <u>(\$249,975)</u> | <u>(\$295,020)</u> | <u>(\$984,061)</u> |
| Net Operating Income | (\$62,550) | \$34,030 | \$56,887 | \$80,667 | \$103,525 | \$122,180 | \$334,739 |

If students are unable to demonstrate high levels of mastery and are required to engage in more content and take more assessments, their overall costs can increase by a maximum of \$2,000. In the chart below, the projections for the highest-cost student pathway are presented. CSU-Global expects a mix of student ability to demonstrate mastery upon entry and anticipates an average student cost of \$4,500.

Maximum

| | <u>Yr 1</u> | <u>Yr 2</u> | <u>Yr 3</u> | <u>Yr 4</u> | <u>Yr 5</u> | <u>Yr 6</u> | <u>Total</u> |
|----------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------------|
| New Enrollments | 10 | 25 | 35 | 50 | 60 | 70 | 250 |
| Student Completions | 0 | 8 | 20.5 | 29 | 41 | 49 | 148 |
| Revenue | \$55,000 | \$182,600 | \$305,250 | \$432,850 | \$555,500 | \$655,600 | \$2,186,800 |
| Initial Investment | (\$72,800) | \$0 | \$0 | \$0 | \$0 | \$0 | (\$72,800) |
| Course Costs | <u>(\$39,750)</u> | <u>(\$131,970)</u> | <u>(\$220,613)</u> | <u>(\$312,833)</u> | <u>(\$401,475)</u> | <u>(\$473,820)</u> | <u>(\$1,580,461)</u> |
| Net Operating Income | (\$57,550) | \$50,630 | \$84,637 | \$120,017 | \$154,025 | \$181,780 | \$533,539 |

Projected Launch: August 2020**Overview of CSU-Global's Certificate in Elementary or Secondary Teaching:**

The post baccalaureate alternative licensure certificate program for elementary and secondary teaching certificates, is designed to create a pathway for career changers and those who wish to progress in their careers within the education arena as licensed classroom teachers. This program serves students who have an existing bachelor's degree from an accredited university and have shown content proficiency according to the standards set forth by the Colorado Department of Education. Students will fill a vacant position in a local school district as the teacher of record while they are taking online courses with CSU Global. Students will also be assigned a university supervisor who will provide ongoing counseling, support, and guidance.

To ensure students can effectively balance the workload of being a classroom teacher and the demands of the online coursework, CSU Global will offer courses in the post baccalaureate alternative teacher license program in a competency-based format. This will allow students to work at a pace that is aligned to the various demands on their lives and approach the curriculum of the program in a more project-based manner consistent with their work in the classroom. This will not only make the program or attractive to students, but aid in their ability to truly master the content and develop into high-performing educators in the field.

As students work as teachers of record for the academic school year, they will also participate in a student teaching course. Using the assessments of competency, the student teaching course is graded on a pass or fail basis. Students will engage in asynchronous content and synchronously connect with their university supervisor to have small group meetings. Meetings in this course will focus on acclimating students to the schools in which they serve, the culture of the community, and the diversity of the classrooms.

Post baccalaureate Alternative Licensure Program Competency Based Structure

This program is composed of seven (7) courses and 19-credit hours, consisting of three phases: standard education courses, methods courses, and the student teaching phase. The standard education and methods course phases of the program are exclusive and distinct with definite beginning and ending points. The student teaching phase of the program begins once the student enters the classroom of the partnering school district as the teacher of record. Thus, the student teaching phase of the program is occurring simultaneous to the student navigating the required coursework in the competency-based model. Students will log their time to fulfill the 225 clock hours required by the State of Colorado for Teacher Preparation programs. CSU-Global will launch the program by accepting one cohort per year in August (Fall B), working with

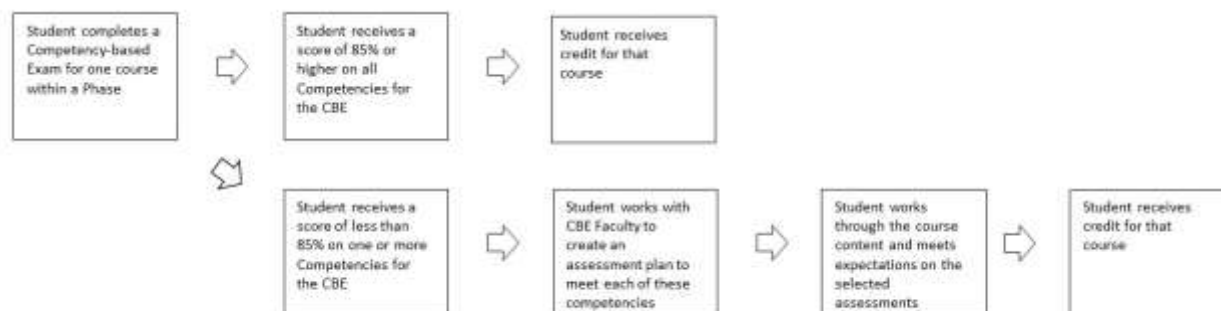
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the students to complete their requirements in nine months to one-year (based on student pace) in order to be fully employed by the time the next school year begins.

Post baccalaureate students can engage in competency-based education for the first six (6) courses in the program. Using their professional and educational experience, post baccalaureate students develop needed foundational education skills to move into the classroom by demonstrating competencies in these core courses. Students will complete an exam as a first activity in each course in the curriculum. The exam will test competencies outlined in the course. If students demonstrate 85% proficiency on the exam, they can move into the next course in the sequence. If students score less than 85% on any of the content on the exam, they must work with a CBE Faculty member, who will help them to construct a project-based learning plan derived from the existing course content and supporting resources, to demonstrate the competency in that non-proficient area.

During each Phase, the student will work to display mastery of the course competencies. Phase One and Phase Two are composed of distinct courses associated with the same competencies found in the Exams. Phase One is composed of three (3) courses and must be completed before students can take the Competency-based Exams for Phase Two. Phase Two is composed of two (2) courses. Phases One and Two each run for two terms (16 weeks). Student Teaching experiences will be reviewed in Phase Three. In this 12-month student teaching course, the student will work with CBE Faculty, who will observe their student teaching videos, help them to collect required documentation, and guide them towards completion of the program. On-site Mentors will also work with the students at their teaching site to create a positive student teaching experience and serve as another source of guidance.

Competencies can be demonstrated through the completion of course activities including projects, assignments, and other identified assessments. The faculty will work one on one with the student to personalize the learning of the competencies in the course until the student is able to demonstrate mastery at 85% or above of the identified competencies.



| Post baccalaureate Alternative Licensure Program Courses (Elementary and Secondary) | |
|---|---|
| Elementary | Secondary |
| Phase I – Education Courses | |
| ELL520: Literacy and the English Language Learner (can be taken during Phase One) OTL547: Evaluation and Assessment OTL565: Cultural Responsiveness in the Differentiated Classroom <p style="text-align: right;"><i>9cr</i></p> | ELL520: Literacy and the English Language Learner (can be taken during Phase One) OTL547: Evaluation and Assessment OTL565: Cultural Responsiveness in the Differentiated Classroom <p style="text-align: right;"><i>9cr</i></p> |
| Phase II – Methods Courses | |
| OTL521 Elementary Methods OTL525 Elementary Integrated Reading Methods <p style="text-align: right;"><i>6cr</i></p> | OTL516 Effective Mathematics Instruction OR OTL518 Effective Science Instruction OR OTL524 Effective Language Arts Instruction OR OTL526 Effective Social Science Instruction AND OTL527 Secondary Integrated Reading Methods Note: Secondary students must take the one method course that aligns to the credential they are pursuing AND OTL527 Secondary Integrated Reading to be eligible for a secondary credential. <p style="text-align: right;"><i>6cr</i></p> |
| Phase III -Student Teaching | |
| OTL574 Student Teaching (Elementary) <p style="text-align: right;"><i>4cr</i></p> | OTL576 Student Teaching (Secondary) <p style="text-align: right;"><i>4cr</i></p> |
| Total Credits 19 | Total Credits 19 |

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Student Costs

| Program Element | Cost with no Preparation required (CBE Exam only) | Cost with Faculty Preparation (Project-based Mastery) |
|---|--|--|
| Phase One Competency-based Coursework for three (3) courses | \$300 (\$100 per exam) | \$1500 (\$500 per course) |
| Phase Two Competency-based Coursework for two (2) Methods courses | \$200 (\$100 per exam) | \$1000 (\$500 per course) |
| Phase Three Student Teaching | \$1500 | \$1500 |
| Mentoring Fee | \$1500 | \$1500 |
| TOTAL COSTS | \$3500 | \$5500 |

A student who achieves 85% or better Mastery on all Competency-based Exams can complete the Program in 12-months with a total cost of \$3500 (\$500 for the Competency-based Exams, \$1500 for Phase Three and \$1500 for the Mentoring fee). A student who does not achieve Mastery on any of the CBEs can complete the program in 12-months with a maximum total cost of \$5500 (\$2500 for the Competency-based Exams with Faculty-led project-based Mastery, \$1500 for Phase Three and \$1500 for the Mentoring fee).

State Competencies to Course Mapping

The state competencies serve as the course competencies for courses in the post baccalaureate alternative licensure program. The state competencies to course mapping matrix may be accessed by clicking the hyperlinked title or in Appendix A of this document.

[State Competencies to Course Mapping](#)**Competency-Based Learning Model Development Process**

Creating a competency-based curriculum is centered upon the backwards design development theory (Bushway, D. J., Dodge, L. G., Long, C. S., & Laitinen, A., 2018; Graff. N., 2011). A matrix is used to map course activities to the competencies named in the state standards and their subcategories. Then, the deliverables in those courses that demonstrate both formative and summative mastery of those competencies and indicators must be identified. That work as it pertains to this project is further explained in the section titled Colorado Department of Education Standards/Competency Matrices.

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Assessments of competency are divided into two categories, formative assessment and summative assessment. In the formative assessment column, the deliverable is identified, and the task is described. Additionally, information is provided on how the task is measured (i.e. reflection, project, etc.). In the summative assessment column, the deliverable is identified as performance-based and mapped to a course that allows for that modality. Information is provided on *how* the actual performance of the task will be measured (i.e. University Faculty observe the candidate during student teaching where the candidate utilizes SDAIE strategies to serve ELL students during a lesson).

The Colorado Department of Education (CDE) has divided the required standards into three domains, elementary education, English language learners, and teacher quality standards:

- The elementary education domain includes 19 standards and 82 specific indicators.
- The English language learner domain includes four standards and seven specific indicators.
- The teacher quality standards domain includes four standards and 16 specific indicators.

The total number of standards required equals 27 and the total number of specific indicators in which completers must show competency equals 105.

With the large number of competencies, students must provide evidence of competency mastery mapped to the 105 specific, mandated indicators. The competency-based learning model is tied to the assessment deliverables in each course, which are mapped to the existing course learning competencies and the program learning competencies. This approach provides a more granular mapping that drills down to formative and summative evaluation of each indicator. Program faculty will evaluate student performance by each specific competency indicator. This creates a unique opportunity for more powerful instructional feedback that is tailored to each individual student's needs, on demand.

Step One: Colorado Department of Education Standards / Competency Matrices

The Colorado Department of Education requires that all educator preparation programs align their curriculum to three divisions of standards as outlined in Senate law sections 22-2-106, 22-2-136, 22-7-1003(15) and 22-32-109, C.R.S. Those three divisions are teacher quality standards; elementary education (K – 6); and English language learner standards. The following matrices show the mapping of each standard and its subcategory to the courses and program learning competencies in the proposed Post Baccalaureate Alternative Certification Licensure program with columns to be completed upon development of the courses for the program. The first “position in the course” column identifies exactly where in the course the assessment exists that is measuring the subcategory of the standard represented by the row in which it is positioned. The second blank column, “assessment type” identifies the means by which the

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standard and its subcategory will be measured. This column describes the assessment is formative, reflection, criterion-referenced quiz, project-based, performance-based, written summative work, or a portfolio.

The matrices are extensive. They may be accessed by clicking the hyperlinked title and can also be found in Appendix B.

[Matrix 1: Teacher Quality Standards](#)

[Matrix 2: Elementary Education \(K – 6\)](#)

[Matrix 3: English language learner Standards](#)

Step Two: Competency Assessment Matrix

This chart displays how each deliverable allows the student to demonstrate mastery of the 105 competency indicators named by the state:

Example: Competency Assessment Matrix

| Course | Outcome | Competency Indicator (State Standard) | Curriculum Study Assignment at Indicator Level & Formative Assessment | Summative Assessment at <i>Competency Level</i> |
|--|---------|---|---|--|
| OTL547: Evaluation and Assessment OTL521 Elementary Methods | CLOs | 4.02(1)(c) implement appropriate strategies and activities to increase student achievement. | <p>OLT547 - Mod3 CT (description of the task and the formative assessment (how the task is measured...i.e. reflection, project, etc.)</p> <p>OLT521 – Mod6 CT (description of the task and the formative assessment (how the task is measured...i.e. reflection, project, etc.)</p> | <p>OLT526 description HOW the actual performance of the task will be measured ...i.e. student teaching observation of use of SDAIE strategies to serve ELL students during a lesson)</p> <p>OLT527 - description HOW the actual performance of the task will be measured ...i.e. student</p> |

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| | | | | |
|--|--|--|--|---|
| | | | | teaching observation of use of SDAIE strategies to serve ELL students during a lesson) Alternate Assessment 4 section 3 |
|--|--|--|--|---|

Post-baccalaureate Teaching and Learning Student Assessment and Support Staffing

Students engaged in a Competency-based model will need definitive guidance and assessment throughout their program. Because students will progress through the program at variable paces, a more flexible instructional model is required. **CBE Faculty** serving as instructors for CBE students will teach trimester-long courses (16-weeks). Faculty will be responsible for the guidance, assessment and observation of all students within a single phase of the program. Phase I faculty will teach some combination of the first three courses. These are introductory courses that all students, both elementary and secondary must take. Phase II faculty will teach the methods courses. Elementary students must complete two methods courses (OTL521: Elementary Methods and OTL525: Elementary Integrated Reading Methods). Secondary students are also required to complete two methods courses. The courses for secondary students include one that aligns with the credential which they are seeking (math, science, or social science, or English language arts) and an integrated reading course (OTL527: Secondary Integrated Reading Methods). Phase III faculty will facilitate the student teaching experiences. These courses run simultaneously with Phases I and II. However, they last for the full calendar year required by law SB 19 – 190; which requires that a full calendar year of field experience is completed by all students seeking an initial teaching credential in the state of Colorado.

Mentors will serve as student teaching advisors and coaches at the student-teaching site, who work with the students in the K-12 classroom and assess their progress.

| Role | Duties | Students serviced |
|---------------|---|---------------------------------|
| CBE Faculty | CBE Faculty manages all students in a single phase for an entire trimester. They guide students through all the competencies in that phase and serves the role of Observer (for classroom videos). | Up to 96 students per trimester |
| Mentors | Student-teaching advisors who work with the students in the K-12 classroom to guide and coach. They offer an additional evaluation of the student teachers' competency to supplement that of the full-time faculty. | Typically, one student |
| Program Chair | Review documentation or competency mastery and student teaching. PC will sign off on completed preparation at the end of the program. | All students in program |

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Required Courses & Course Competencies:

The program is designed to provide students with a strong understanding of the foundational skills required to teach in a variety of K-12 educational settings. Students will demonstrate competency in requisite skills from six methods courses. These courses are designed to ensure proficiency in educational skills, instructional approaches, assessment and evaluation, meeting the needs of diverse learners, student growth and development, and reading across the curriculum. As a first activity in each course, students will complete an assessment to evaluate proficiencies in competencies. If a student scores 85% or above on all course competencies, he or she will be able to advance into the next course in the sequence. For any content not mastered at the 85% proficiency level, the student will work with an assigned faculty member to address and remediate until mastery is obtained.

ELL520: Literacy and the English Language Learner

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to examine the strategies and techniques for teaching literacy to English Language Learners; building on participant's understanding of language development and the role second language development plays in developing English literacy skills. Students will focus on the effective strategies for teaching reading/writing to students learning English. Students will learn about the functions that teachers of linguistically diverse students must serve in order to be effective literacy teachers, as well as language proficiencies required for the development of academic language.

Prerequisites: None**Course Competencies**

1. Educator can demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners
2. Educator can effectively utilize developmentally appropriate, learner-responsive time-management techniques
3. Educator is knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students
4. Educator can understand and explain the language processing requirements of proficient reading and writing
5. The elementary educator is knowledgeable about classroom environment
6. The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning
7. The elementary educator is knowledgeable about the structure of language
8. The elementary educator is able to develop phonology

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9. The elementary educator is able to develop fluent, automatic reading of text
10. The elementary educator is knowledgeable about vocabulary development related to reading instruction
11. The elementary educator is able to develop text comprehension
12. The elementary educator is able to develop handwriting, spelling and written expression
13. The elementary educator is able to develop phonics and word-recognition knowledge related to reading

OTL547: Evaluation and Assessment

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to examine methods and techniques for evaluation and assessment of learning in Pre-K-12 settings. Students will learn how to select appropriate assessment instruments, observe and record data, analyze test scores and performance, interpret data, and outline accommodations and plans for remediation. Students will also practice making educational decisions based upon data provided by local and/or state assessments and communicate assessment results.

Prerequisites: None

Course Competencies

1. Educator can establish a safe, inclusive and respectful learning environment for a diverse population of students
2. Educator plans and deliver effective instruction
3. Educator can establish an environment that facilitates learning for their students.
4. Educator is able to describe and implement appropriate strategies and activities to increase student achievement
5. Educator is able to select and use equipment, materials and technology which support a wide variety of instructional strategies
6. Educator is able to understand and adhere to strict data privacy and security practices
7. Educator is able to recognize and display respect for family, culture, economic and societal influences that affect students' learning and academic progress
8. Educator can effectively articulate the elements of and rationale for the instructional program to students, parents and other professionals
9. Educator can effectively administer a wide variety of ongoing formal and informal assessments that are developmentally appropriate, responsive to the needs of diverse learners and inclusive of adopted content standards
10. The elementary educator is knowledgeable about curriculum development and instruction
11. The elementary educator is knowledgeable about child development as it applies to learning

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12. The elementary educator is knowledgeable about assessment

13. The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction

OTL565: Cultural Responsiveness in the Differentiated Classroom

In this course, students will examine and evaluate the concept of cultural responsiveness through a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education. Students will apply the concepts of cultural responsiveness to establish successful inclusive classrooms for students with exceptionalities, including English as a second language, disabilities, gifted, and those living in poverty who lack the prior knowledge necessary for success. Students will analyze legislative mandates for serving students with exceptionalities; evaluate research-based strategies for inclusive classroom environments; and develop a working knowledge of collaboration, documentation, and assessment strategies.

Prerequisites: None

Course Competencies

1. Educator can establish a safe, inclusive and respectful learning environment for a diverse population of students
2. Educator is knowledgeable about CLD populations
3. Educator is knowledgeable in first and second language acquisition
4. Educator understands literacy development for CLD students
5. Educator is knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students
6. Educator engages students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students
7. Educator understands how to work collaboratively with the families and/or significant adults for the benefit of students
8. Educator can plan and implement differentiated instructional strategies that address stages of individual development, personal traits and interests, language diversity and exceptionality
9. Educator can implement research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed
10. Educator can practice appropriate uses of assistive technology in written expression

OTL525 Elementary Integrated Reading

In this course students will study the relationship between literacy instruction and content across all areas of study. Students will utilize a competency-based curriculum aligned to the

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academic standards approved by the Colorado Department of Education. Particular emphasis is given to the reading and study of expository materials in various disciplines across the K through 6 curriculum. Students will focus on the levels of thinking and questioning, textbooks, assessments, factors in learning, teaching reading strategies, and teacher strategies required for elementary student success. The instructional strategies discussed are appropriate for grade levels K through 6 and all content areas.

Prerequisites: None**Course Competencies**

1. The elementary educator is knowledgeable about curriculum development and instruction
2. The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning
3. The elementary educator is knowledgeable about the structure of language
4. The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction
5. The elementary educator is able to develop phonology
6. The elementary educator is able to develop phonics and word-recognition knowledge related to reading
7. The elementary educator is able to develop fluent, automatic reading of text
8. The elementary educator is knowledgeable about vocabulary development related to reading instruction
9. The elementary educator is able to develop text comprehension
10. The elementary educator is able to develop handwriting, spelling and written expression

OTL516 - Effective Mathematics Instruction

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to explore the development of competencies around teaching mathematics. Students will learn the basic principles and new trends of instruction and curriculum development for teaching mathematics at the secondary school levels. Students will develop the necessary knowledge, skills, and dispositions to implement content-rich and developmentally appropriate mathematics lessons. Unit planning, cooperative learning activities, evaluation strategies, and STEM learning centers are emphasized in this course.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator can demonstrate mastery of and pedagogical expertise in mathematics

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2. The secondary Educator has knowledge of mathematics and is an expert in his or her content endorsement area(s)
3. Educator can plan and deliver effective mathematics instruction and create an environment that facilitates learning for their students
4. Educator demonstrates knowledge of mathematics content, including central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics
5. Educator integrates and utilizes appropriate, available technology to engage mathematics students in authentic learning experiences

OTL518 - Effective Science Instruction

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to explore the development of competencies around teaching science in grades 7-12. Students will demonstrate their ability to engage learners in scientific investigation, to build models and theories about the natural world; emphasize crosscutting concepts that have application across all domains of science, including investigating complex ideas and utilizing problem-solving skills. Students will develop the necessary knowledge, skills, and dispositions to implement content-rich and developmentally appropriate science lessons. Unit planning, cooperative learning activities, evaluation strategies, and STEM learning centers are emphasized.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator can demonstrate mastery of and pedagogical expertise in the natural and physical sciences
2. The secondary Educator has knowledge of natural and physical sciences and is an expert in his or her content endorsement area(s)
3. Educator plans and delivers effective science instruction and create an environment that facilitates learning for their students
4. Educator demonstrates knowledge of science content, including central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics
5. Educator integrates and utilizes appropriate, available technology to engage science students in authentic learning experiences

OTL524 Effective Language Arts Instruction

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to learn, practice, and reflect on the specific pedagogical knowledge needed to teach English to secondary education students. Students will explore a variety of teaching strategies for organizing a secondary

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English curriculum. Students will discuss, plan, implement, and assess appropriate instruction using current best practices for the effective teaching of English in secondary classes. Students will address various curricular areas of English arts, including the teaching of writing, reading comprehension and literature, language applications, grammar, speaking applications, visual media and how they can be effectively integrated into daily lesson planning.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator can demonstrate mastery of and pedagogical expertise in literacy and language arts
2. The secondary Educator has knowledge of literacy and language arts and is an expert in his or her content endorsement area(s)
3. Educator plans and delivers effective literacy and language arts instruction and create an environment that facilitates learning for their students
4. Educator demonstrates knowledge of literacy and language arts content, including central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics
5. Educator integrates and utilizes appropriate, available technology to engage literacy and language arts students in authentic learning experiences

OTL526 Effective Social Science Instruction

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to prepare to be effective history and social studies teachers in secondary classrooms. Students will develop capacities of models of instruction, consistent with basic principles, new trends of instruction, and curriculum development in teaching secondary school social studies. Emphasis is placed on curriculum, materials, instructional methods, and strategies specific to teaching social studies to diverse student populations.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator demonstrates mastery of and pedagogical expertise in history and social sciences
2. The secondary Educator has knowledge of history and social sciences and is an expert in his or her content endorsement area(s)
3. Educator plans and delivers effective history and social sciences instruction and create an environment that facilitates learning for their students

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4. Educator demonstrates knowledge of history and social sciences content, including central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics
5. Educator can integrate and utilize appropriate, available technology to history and social sciences students in authentic learning experiences
6. Educator demonstrates knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students

OTL521 Effective Elementary Methods

In this course students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to explore the models of instruction in effective elementary classrooms. Students will develop capacities of models of instruction, consistent with basic principles, new trends of instruction, and curriculum development in teaching elementary school subject matter. Emphasis is placed on curriculum, materials, instructional methods, and strategies specific to teaching diverse student populations.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator can provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction
2. Educator demonstrates knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught
3. Educator can design and implement an integrated curriculum based upon adopted content standards including, but not limited to language arts (e.g., reading, writing, speaking and listening), science, mathematics, social studies, the arts, health, physical education and technology
4. Educator can plan and deliver effective instruction and create an environment that facilitates learning for their students
5. Educator can select and use equipment, materials and technology which support a wide variety of instructional strategies to be implemented based on adopted content standards and on both informal and formal assessments of student learning needs
6. Educator can implement appropriate strategies and activities to increase student achievement
7. The educator is knowledgeable about curriculum development and instruction
8. Educator understands the principles of explicit and direct teaching; model, lead, give guided practice and review

9. The educator is able to develop phonics and word-recognition knowledge related to reading

OTL527 Secondary Integrated Reading

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to evaluate the relationship between literacy instruction and content across all areas of study. Particular emphasis is given to the reading and study of expository materials across the curriculum. Students will explore major concepts of secondary level reading instruction, including levels of thinking and questioning, textbooks, assessments, factors in learning, reader strategies, and teacher strategies. The instructional strategies discussed are appropriate for grade levels 7 through 12, and all content areas.

Prerequisites: None

Course Competencies

1. The secondary Educator has knowledge of literacy and is an expert in his or her content endorsement area(s)
2. Educator provides literacy instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction
3. Educator develops and implements lessons that connect to a variety of content areas/disciplines and emphasize literacy
4. Educator plans and delivers effective literacy instruction and create an environment that facilitates learning for their students
5. Educator uses formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction
6. Educator integrates and utilizes appropriate, available technology to engage students in authentic literacy learning experiences
7. Educator can establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills

OTL574 Student Teaching (Elementary)

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education. Students will collaborate with their classmates and course instructor in an ongoing series of regularly conducted synchronous sessions designed to support students that are placed in elementary classrooms while earning their teaching credentials. This course is continuous and runs concurrently with the methods courses or phase 2 of the credential program. Emphasis in this course is to support students to acclimate to the school in which they are assigned, to

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understand and integrate the culture of the students in their classroom, and to become involved in the home – school – community triad. Thus, creating a safe environment for student achievement.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator demonstrates mastery of and pedagogical expertise in the content they teach
2. The secondary Educator has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s)
3. Educator establishes a safe, inclusive and respectful learning environment for a diverse population of students
4. Educator plans and delivers effective instruction and create an environment that facilitates learning for their students
5. Educator demonstrates professionalism through ethical conduct, reflection, and leadership.
6. Educator is knowledgeable about CLD populations
7. Educator is knowledgeable in first and second language acquisition
8. Educator understands literacy development for CLD students
9. Educator is knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students
10. The elementary educator is knowledgeable about curriculum development and instruction
11. The elementary educator is knowledgeable about child development as it applies to learning
12. The elementary educator is knowledgeable about classroom environment
13. The elementary educator is knowledgeable about assessment
14. The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning
15. The elementary educator is knowledgeable about the structure of language
16. The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction
17. The elementary educator is able to develop phonology
18. The elementary educator is able to develop phonics and word-recognition knowledge related to reading
19. The elementary educator is able to develop fluent, automatic reading of text
20. The elementary educator is knowledgeable about vocabulary development related to reading instruction
21. The elementary educator is able to develop text comprehension
22. The elementary educator is able to develop handwriting, spelling and written expression

OTL576 Student Teaching (Secondary)

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education. Students will collaborate with their classmates and course instructor in an ongoing series of regularly conducted synchronous sessions. The sessions are designed to support students that are placed in secondary classrooms while earning their teaching credentials. This course is continuous and runs concurrently with the methods courses or phase 2 of the credential program. Emphasis in this course is to support students as they acclimate to the school in which they are assigned, to understand and integrate the culture of the students in their classroom, and to become involved in the home – school – community triad. Thus, creating a safe environment for student achievement. **Prerequisites:** ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator demonstrates mastery of and pedagogical expertise in the content they teach
2. The secondary Educator has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s)
3. Educator establishes a safe, inclusive and respectful learning environment for a diverse population of students
4. Educator plans and delivers effective instruction and create an environment that facilitates learning for their students
5. Educator demonstrates professionalism through ethical conduct, reflection, and leadership
6. Educator is knowledgeable about CLD populations
7. Educator is knowledgeable in first and second language acquisition
8. Educator understands literacy development for CLD students
9. Educator is knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students

Faculty Resources

The Post Baccalaureate alternative licensure certificate program (elementary and secondary) does not require any additional faculty resources currently. The Program Chair of the Master of Science in Teaching & Learning will be responsible for the oversight of the curriculum development process and the implementation of district partnerships, and the modified admissions process for students participating in this program.

Library Resources

CSU-Global currently provides a variety of education, healthcare management, and pre-nursing courses. As such, there are no additional database requirements for this program.

Facilities, Equipment, and Technology

The Post Baccalaureate alternative licensure certificate program will be offered using existing technology and infrastructure. Students will be provided with the same level of support as with all CSU-Global students including 24/7 technical support, 24/7 tutoring, mental health services, career coaching, writing coaching, and a dedicated student success counselor. Specific attention will be provided to supporting the needs of teacher licensure students throughout their field experience and through the center for excellence in teaching and learning throughout their school districts teacher induction program.

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Appendix A – State Competencies to Course Mapping MatrixState Competencies to Course Mapping

| | Standard | ELL520 | OTL547 | OTL565 | OTL521 | OTL516 | OTL518 | OTL524 | OTL525 | OTL526 | OTL574 | OTL576 |
|--|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Teacher Quality | T QS 1 | | x | | x | x | x | x | x | x | x | x |
| | T QS 2 | x | | x | | | | | | | x | x |
| | T QS 3 | | x | | x | x | x | x | x | x | x | x |
| | T QS 4 | | | | | | | | | | x | x |
| Elementary Education Standard (K – 6) | 4.02 QS 1 | | x | | x | | | | x | | x | |
| | 4.02 QS 2 | | x | x | | | | | | | x | |
| | 4.02 QS 3 | x | x | x | | | | | | | x | |
| | 4.02 QS 4 | | x | | | | | | | | x | |
| | 4.02 QS 5 | x | | | | | | | x | | x | |
| | 4.02 QS 6 | x | | | | | | | x | | x | |
| | 4.02 QS 7 | | x | | | | | | x | | x | |
| | 4.02 QS 8 | x | | | | | | | x | | x | |
| | 4.02 QS 9 | | x | x | x | | | | x | | x | |
| | 4.02 QS 10 | x | | | | | | | x | | x | |
| | 4.02 QS 11 | x | | x | | | | | x | | x | |

| | | | | | | | | | | | | |
|---------------------------------------|---------------|---|---|---|--|--|--|--|---|--|---|---|
| | 4.02 QS 12 | x | | | | | | | x | | x | |
| | 4.02 QS 13 | x | x | x | | | | | x | | x | |
| English Language Learner Standards | 5.12 QS 1 | x | | x | | | | | | | x | x |
| | 5.13 QS 2 | x | x | x | | | | | | | x | x |
| | 5.14 QS 3 | x | x | x | | | | | | | x | x |
| | 5.15 QS 4 | x | x | x | | | | | | | x | x |

Teacher Quality Standards

TQS I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

TQS II Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

TQS III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

TQS IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Elementary Education Standards (K-12)

4.02(1) The elementary educator is knowledgeable about curriculum development and instruction and is able to

4.02(2) The elementary educator is knowledgeable about child development as it applies to learning and is able to:

Consent Item

4.02(3) The elementary educator is knowledgeable about classroom environment and is able to:

4.02(4) The elementary educator is knowledgeable about assessment and is able to:

4.02(5) The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning, as well as:

4.02(6) The elementary educator is knowledgeable about the structure of language including:

4.02(7) The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including:

4.02(8) The elementary educator is able to develop phonology, and is able to:

4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:

4.02(10) The elementary educator is able to develop fluent, automatic reading of text:

4.02(11) The elementary educator is knowledgeable about vocabulary development related to reading instruction:

4.02(12) The elementary educator is able to develop text comprehension

4.02(13) The elementary educator is able to develop handwriting, spelling and written expression

English Language Learner Standards

5.12 Quality Standard I: Educators are knowledgeable about CLD populations:

5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition:

5.14 Quality Standard III: Educators should understand literacy development for CLD students:

5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students:

Appendix B

Teacher Quality Standards Matrix

| STATE STANDARD | PLO | Position in Course | Assessment Type | OTL516 OTL 518 OTL524 | ELL520 | OTL547 | OTL565 | OTL521 | OTL526 | OTL525 OTL527 | OTL574 | OTL575 |
|--|-----|--------------------|-----------------|-----------------------------|--------|--------|--------|--------|--------|------------------|--------|--------|
| <i>Teacher Quality Standards</i> | | | | | | | | | | | | |
| <i>Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, the arts, physical education or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in the content area(s) in which the teacher is endorsed.</i> | | | | | | | | | | | | |
| Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction. | 1,2 | | | | | | | X | X | X | X | X |
| Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics | 1,2 | | | X | | | | | X | X | X | X |
| Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence- | 1,2 | | | X | | | | X | | | X | X |

Consent Item

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|--|-------|--|--|--|---|--|---|--|--|--|---|---|
| based instructional practices and specialized characteristics of the disciplines being taught. | | | | | | | | | | | | |
| Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. | | | | | | | | | | | | |
| Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. | 1,2,4 | | | | | | | | | | X | X |
| Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners. | 1,2,4 | | | | X | | X | | | | X | X |

Consent Item

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|---|-------|--|--|---|--|---|---|--|---|---|---|---|
| Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. | 1,2,4 | | | | | X | X | | | | X | X |
| Teachers work collaboratively with the families and/or significant adults for the benefit of students. | 1,2,4 | | | | | | X | | | | X | X |
| Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. | | | | | | | | | | | | |
| Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students. | 1,3 | | | X | | X | | | X | X | X | X |
| Teachers use formal and informal methods | 1,3 | | | X | | X | | | X | X | X | X |

Consent Item

| curriculum development and instruction and is able to | | | | | | | | | | | | |
|--|---------|--|--|--|--|---|--|---|---|---|---|--|
| 4.02(1)(a) design and implement an integrated curriculum based upon adopted content standards including, but not limited to language arts (e.g., reading, writing, speaking and listening), science, mathematics, social studies, the arts, health, physical education and technology. | 1,2,3,4 | | | | | | | X | X | X | X | |
| 4.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies to be implemented based on adopted content standards and on both informal and formal assessments of student learning needs. | 1,2,3,4 | | | | | X | | X | X | X | X | |
| 4.02(1)c implement appropriate strategies and activities to increase student achievement. | 1,2,3,4 | | | | | X | | X | X | X | X | |

Consent Item

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| 4.02(1)(d) understand and adhere to strict data privacy and security practices. | 2,3 | | | | | X | | | | | X | |
| 4.02(2) The elementary educator is knowledgeable about child development as it applies to learning and is able to: | | | | | | | | | | | | |
| 4.02(2)(a) incorporate documented and proven theories of child development and learning as appropriate for all learners including, but not limited to, exceptional and linguistically diverse learners. | 1,2,4 | | | | | | | | | | | |
| 4.02(2)(b) plan and implement differentiated instructional strategies that address stages of individual development, personal traits and interests, language diversity and exceptionality. | 1,2,3,4 | | | | | | X | | | | X | |

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|--|---------|--|--|---|---|---|--|--|--|--|--|--|
| 4.02(2)(c) recognize and display respect for family, culture, economic and societal influences that affect students' learning and academic progress and draw upon their strengths and experiences in planning for instruction. | 1,2,3,4 | | | | | X | | | | | | |
| 4.02(2)(d) effectively articulate the elements of and rationale for the instructional program to students, parents and other professionals. | 1,2,3,4 | | | | X | X | | | | | | |
| 4.02(3) The elementary educator is knowledgeable about classroom environment and is able to: | | | | | | | | | | | | |
| 4.02(3)(a) provide a safe and engaging learning environment responsive to individual learner needs and student choices and interests. | 1,2,4 | | | X | X | X | | | | | | |
| 4.02(3)(b) effectively utilize developmentally appropriate, learner- | 1,2,3,4 | | | X | X | | | | | | | |

Consent Item

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| responsive time-management techniques. | | | | | | | | | | | | |
| 4.02(3)(c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students. | 1,2,3,4 | | | | | X | | | | | | |
| 4.02(4) The elementary educator is knowledgeable about assessment and is able to: | | | | | | | | | | | | |
| 4.02(4)(a) effectively administer a wide variety of ongoing formal and informal assessments that are developmentally appropriate, responsive to the needs of diverse learners and inclusive of adopted content standards. | 1,2,3,4 | | | | | X | | | | | X | |
| 4.02(4)(b) effectively utilize assessment results and related data to plan for appropriate student instruction. | 1,2,3,4 | | | | | X | | | | | X | |

Consent Item

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| 4.02(4)(c) actively involve students in understanding the importance of assessment and its relationship to meeting learning objectives. | 1,2,3,4 | | | | | X | | | | | X | |
| 4.02(4)(d) effectively communicate with students, parents and other professionals concerning assessments and student performance. | 1,2,3,4 | | | | | X | | | | | X | |
| 4.02(5) The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning, as well as: | | | | | | | | | | | | |
| 4.02(5)(a) understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; | 1,4 | | | | | X | | | | | X | |

Consent Item

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| syntactic (sentence level) processing; discourse (connected text level) processing. | | | | | | | | | | | | |
| 4.02(5)(b) understand and explain other aspects of cognition and behavior that affect reading and writing including attention, executive function, memory, processing speed and graphomotor control. | 1,4 | | | | X | | | | | X | | |
| 4.02(5)(c) define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values). | 1,2,4 | | | | X | | | | | X | | |
| 4.02(5)(d) know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word | 1,2,4 | | | | X | | | | | X | | |

Consent Item

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|--|-------|--|--|--|---|--|--|--|--|---|--|--|
| recognition; spelling; reading fluency; reading comprehension; and written expression. | | | | | | | | | | | | |
| 4.02(5)(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing. | 1,2,4 | | | | X | | | | | X | | |
| 4.02(5)(f) know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing | 1,2,4 | | | | X | | | | | X | | |

Consent Item

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| fluency; vocabulary; reading comprehension skills and strategies; written expression). | | | | | | | | | | | | |
| 4.02(5)(g) know reasonable goals and expectations for learners at various stages of reading and writing development. | 1,2,3,4 | | | | X | | | | | X | | |
| 4.02(6) The elementary educator is knowledgeable about the structure of language including: | | | | | | | | | | | | |
| 4.02(6)(a) phonology (the speech sound system), and is able to: | | | | | | | | | | | | |
| 4.02(6)(a)(i) identify, pronounce, classify and compare the consonant and vowel phonemes of English. | 1,2 | | | | X | | | | | X | | |
| 4.02 (6)(b) orthography (the spelling system), and is able to: | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(b)(i) understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, | 1,2 | | | | X | | | | | X | | |

Consent Item

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| Latin (romance) and Greek. | | | | | | | | | | | | |
| 4.02(6)(b)(ii) define grapheme as a functional correspondence unit or representation of a phoneme. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(b)(iv) know the difference between “high frequency” and “irregular” words. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(b)(v) identify, explain and categorize six basic syllable types in English spelling. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(c) morphology, and is able to: | | | | | | | | | | | | |
| 4.02(6)(c)(i) identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and | 1,2 | | | | X | | | | | X | | |

Consent Item

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| Greek-based combining forms. | | | | | | | | | | | | |
| 4.02(6)(d) semantics, and is able to: | | | | | | | | | | | | |
| 4.02(6)(d)(i) understand and identify examples of meaningful word relationships or semantic organization. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(e) syntax, and is able to: | | | | | | | | | | | | |
| 4.02(6)(e)(i) define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(e)(ii) identify the parts of speech and the grammatical role of a word in a sentence. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(f) discourse organization, and is able to: | | | | | | | | | | | | |
| 4.02(6)(f)(i) explain the major differences between narrative and expository discourse. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(f)(ii) identify and construct expository paragraphs of varying | 1,2 | | | | X | | | | | X | | |

Consent Item

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|--|-------|--|--|--|---|---|--|--|--|---|--|--|
| logical structures (e.g., classification, reason, sequence). | | | | | | | | | | | | |
| 4.02(6)(f)(iii) identify cohesive devices in text and inferential gaps in the surface language of text. | 1,2 | | | | X | | | | | X | | |
| 4.02(7) The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including: | 1,2,3 | | | | | | | | | | | |
| 4.02(7)(a) understanding the differences among screening, diagnostic, outcome and progress monitoring assessments. | 1,2,3 | | | | | X | | | | | | |
| 4.02(7)(b) understanding basic principles of test construction including reliability, validity, norm-referencing and criterion-referencing. | 1,2,3 | | | | | X | | | | | | |
| 4.02(7)(c) understanding the principles of progress monitoring and the use of graphs to indicate progress. | 1,2,3 | | | | | X | | | | X | | |

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| 4.02(7)(d) knowing the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing. | 1,2,3 | | | | | X | | | | | | |
| 4.02(7)(e) recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators. | 1,2,3 | | | | | X | | | | X | | |
| 4.02(7)(f) interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations. | 1,2,3 | | | | | | | | | | | |
| 4.02(8) The elementary educator is able to develop phonology, and is able to: | | | | | | | | | | | | |
| 4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the | 1,2 | | | | | | | | | X | | |

Consent Item

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|--|-----|--|--|--|---|--|--|--|--|---|--|--|
| goal of any phonological teaching activity. | | | | | | | | | | | | |
| 4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation). | 1,2 | | | | | | | | | X | | |
| 4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds. | 1,2 | | | | | | | | | X | | |
| 4.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal. | 1,2 | | | | | | | | | X | | |
| 4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary. | 1,2 | | | | | | | | | X | | |
| 4.02(8)(f) understand the phonological | 1,2 | | | | X | | | | | X | | |

Consent Item

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|---|-----|--|--|--|--|---|---|--|--|--|---|--|
| fluent application in meaningful reading and writing. | | | | | | | | | | | | |
| 4.02(9)(e) understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed. | 1,2 | | | | | X | X | | | | | |
| 4.02(10) The elementary educator is able to develop fluent, automatic reading of text: | | | | | | | | | | | | |
| 4.02(10)(a) understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read. | 1,2 | | | | | X | | | | | X | |
| 4.02(10)(b) understanding reading fluency as a stage of normal reading development, as the primary symptom of | 1,2 | | | | | X | | | | | X | |

Consent Item

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|--|-----|--|--|--|---|--|--|--|--|---|--|--|
| some reading disorders and as a consequence of practice and instruction. | | | | | | | | | | | | |
| 4.02(10)(c) defining and identifying examples of text at a student's frustration, instructional and independent reading level. | 1,2 | | | | X | | | | | X | | |
| 4.02(10)(d) knowing sources of activities for building fluency in component reading skills. | 1,2 | | | | X | | | | | X | | |
| 4.02(10)(e) knowing which instructional activities and approaches are most likely to improve fluency outcomes. | 1,2 | | | | X | | | | | X | | |
| 4.02(10)(f) understanding techniques to enhance a student's motivation to read. | 1,2 | | | | X | | | | | X | | |
| 4.02(10)(g) understanding appropriate uses of assistive technology for students with serious | 1,2 | | | | X | | | | | X | | |

Consent Item

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| limitations in reading fluency. | | | | | | | | | | | | |
| 4.02(10)(h) understand the relationship between accuracy and reading fluency. | 1,2 | | | | X | | | | | X | | |
| 4.02(11) The elementary educator is knowledgeable about vocabulary development related to reading instruction: | | | | | | | | | | | | |
| 4.02(11)(a) understanding the role of vocabulary development and vocabulary knowledge in comprehension. | 1,2 | | | | X | | | | | X | | |
| 4.02(11)(b) understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. | 1,2 | | | | X | | | | | X | | |
| 4.02(11)(c) knowing varied techniques for vocabulary instruction before, during and after reading. | 1,2 | | | | X | | | | | X | | |
| 4.02(11)(d) understanding that word | 1,2 | | | | X | | | | | X | | |

Consent Item

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| knowledge is multifaceted. | | | | | | | | | | | | |
| 4.02(11)(e) understanding the sources of wide differences in students' vocabularies. | 1,2 | | | | X | | X | | | | X | |
| 4.02(12) The elementary educator is able to develop text comprehension including: | | | | | | | | | | | | |
| 4.02(12)(a) being familiar with teaching strategies that are appropriate before, during and after reading and that promote reflective reading. | 1,2,3,4 | | | | X | | | | | | X | |
| 4.02(12)(b) contrasting the characteristics of major text genres, including narration, exposition and argumentation. | 1,2 | | | | X | | | | | | X | |
| 4.02(12)(c) understanding the similarities and differences between written composition and text comprehension, and | 1,2,4 | | | | X | | | | | | X | |

Consent Item

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|--|-----|--|--|--|---|--|--|--|--|---|--|--|
| develop handwriting, spelling and written expression: | | | | | | | | | | | | |
| 4.02(13)(a) handwriting: | | | | | | | | | | | | |
| 4.02(13)(a)(i) knowing research-based principles for teaching letter naming and letter formation, both manuscript and cursive. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(a)(ii) knowing techniques for teaching handwriting fluency. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(b) spelling: | | | | | | | | | | | | |
| 4.02(13)(b)(i) recognizing and explaining the relationship between transcription skills and written expression. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(b)(ii) identifying students' level of spelling development and orthographic knowledge. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(b)(iii) recognizing and explaining the influences of phonological, orthographic, and morphemic knowledge on spelling. | 1,4 | | | | X | | | | | X | | |

Consent Item

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|--|-------|--|--|--|---|--|---|--|--|---|--|---|
| 4.02(13)(c) written expression: | | | | | | | | | | | | |
| 4.02(13)(c)(i) understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation). | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(c)(ii) knowing grade and developmental expectation for students' writing in the following areas: mechanics and conventions of writing, composition, revision and editing processes. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(c)(iii) understanding appropriate uses of assistive technology in written expression. | 1,2,4 | | | | X | | X | | | X | | |
| 4.02(14) The elementary educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous | 1,4 | | | | | | X | | | | | X |

Consent Item

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| professional development through appropriate activities, coursework and participation in relevant professional organizations. | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|

English Language Learner Standards

| STATE STANDARD | PLO | Position in Course | Assessment Type | OTL 516 OTL518 OTL524 | ELL520 | OTL547 | OTL565 | OTL521 | OTL526 | OTL525 OTL527 | OTL574 | OTL576 |
|---|-------|--------------------|-----------------|-----------------------------|--------|--------|--------|--------|--------|------------------|--------|--------|
| <i>English Language Learner Educator Preparation Standards</i> | | | | | | | | | | | | |
| <i>The following standards are a supplement, not a supplant, of the Culturally and Linguistically Diverse (CLD) Endorsement. These standards can and should be aligned to the CLD endorsement standards as noted in 1 CCR 301-101 if the educator preparation entity is seeking to graduate students with dual endorsements in a content area and in CLD.</i> | | | | | | | | | | | | |
| 5.12 Quality Standard I: Educators are knowledgeable about CLD populations: | | | | | | | | | | | | |
| 5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to | 1,2,4 | | | | X | | X | | | | X | X |

Consent Item

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|--|---------|--|--|--|--|---|---|--|--|--|---|---|
| support academic access and opportunity for CLD student populations. | | | | | | | | | | | | |
| 5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning. | 1,2,3,4 | | | | | X | X | | | | X | X |
| 5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition: | | | | | | | | | | | | |
| 5.13(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning. | 1,2,3,4 | | | | | X | X | | | | X | X |
| 5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to | 1,2,4 | | | | | X | X | | | | X | X |

Consent Item

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|---|---------|--|--|--|---|---|---|--|--|--|---|---|
| apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. | | | | | | | | | | | | |
| 5.14 Quality Standard III: Educators should understand literacy development for CLD students: | | | | | | | | | | | | |
| 5.14(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students. | 1,2,4 | | | | X | | X | | | | X | X |
| 5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning. | 1,2,3,4 | | | | X | X | | | | | X | X |

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| <p>5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students:</p> | | | | | | | | | | | | |
| <p>5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.</p> | <p>1,2,4</p> | | | | <p>X</p> | | | | | | <p>X</p> | <p>X</p> |
| <p>5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.</p> | <p>1,2,3,4</p> | | | | | <p>X</p> | <p>X</p> | | | | <p>X</p> | <p>X</p> |

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MATTERS FOR CONSENT:

New Degree Program: Bachelor of Science Degree in Cannabis Biology and Chemistry

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Science and Mathematics to establish a new BS degree in Cannabis Biology and Chemistry. If approved, this degree will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Cannabis Biology and Chemistry**
- Degree type: **BS**
- Recommended CIP code: **30.1801** Natural Sciences
- Department/School: **Chemistry**
- College: **College of Science and Mathematics**
- Expected number of students enrolled in program five years post-implementation: **60**

We propose to create a new major housed in the Department of Chemistry at CSU-Pueblo entitled Cannabis Biology and Chemistry. The course work envisioned in this proposal is primarily physical and natural science courses in chemistry and biology with supporting coursework in math, physics, and appropriate general education offerings.

We believe that the demand for this new major is strong, based on:

- A market analysis by EAB and numbers from the Bureau of Labor Statistics (BLS)
- Demand from current hemp growers, product producers and distributors
- Discussions with current students
- Analysis of a similar program at Northern Michigan University
- Interviews with regional medical and governmental entities

Although housed in the Department of Chemistry, the program is truly interdisciplinary in nature, requiring substantial coursework in Biology and Chemistry, and CSU-Pueblo is uniquely positioned to be offering this new degree:

- Our location in southern Colorado with a strong agricultural expertise in producing cannabis and cannabis products including industrial hemp provides a wealth of expertise that can be drawn on to ensure the program is relevant and needed for the industry.
- A Cannabis Biology and Chemistry program at a Hispanic-Serving Institution like CSU-Pueblo would help to address the nationwide demand for diversity in employment within the industrial hemp and cannabis industries.
- The Institute of Cannabis Research (ICR) established at CSU-Pueblo by the state of Colorado in 2016 has enhanced the capability and capacity of CSU-Pueblo faculty expertise in cannabis significantly. The international ICR Conference hosted on campus every year has established CSU-Pueblo as a major contributor to cannabis science on a world-wide platform, including the launch of a Springer hosted Journal of Cannabis Research. The focus strictly on research has established CSU-Pueblo as an unbiased institution from which a science-based major should be well-received.
- The Departments of Chemistry and Biology already offer most of the courses needed for this major, and only requires the creation of four new upper division courses to offer a degree program with two options, a natural products track (biology) or an analytical track (chemistry).
- Students will benefit from the rigorous degree by earning a chemistry minor in either track, and a biology minor in the natural products track.
- The College of Science and Mathematics has a track record of establishing a viable new program using the same methodology as what is proposed here when the Wildlife and Natural Resources major was officially started in fall of 2018 and already has over 60 majors.

We are prepared to begin offering this major during the 2020-2021 academic year, given that the lower-level coursework exists and is being offered already for new freshman. During the 2019-20 AY we would gain the necessary approvals and hopefully hire a visiting assistant professor or teaching postdoc who would develop the new upper-division coursework and be responsible for establishing the program. Below is a tentative 5 year timeline:

Year 1 (19-20) – Submit the proposal for the new major to the Curriculum and Academic Programs Board (CAPB) and to the CDHE for approval. If approvals occur quickly enough, a search for a Visiting Assistant Professor (VAP) or teaching postdoc with the appropriate expertise to develop the needed coursework will commence.

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Year 2 (20-21) – Hire VAP or postdoc for program development. Official start of the cannabis Biology and Chemistry major occurs with the Fall 2020 catalog. Development and first offering of CBC 413/L – Cannabis Physiology and Growth and Lab. Create documents for recruitment and begin recruiting.

Year 3 (21-22) – First offerings of CBC 401 – Medicinal Plants, and CBC 422 – Cannabis Extraction and Analysis and Lab.

Year 4 (22-23) – First internal review of program enrollment. First offering of CBC 463 – Medicinal Chemistry and Pharmacology. Graduation of first majors (transfers and existing CSU-Pueblo students)

Year 5 (23-24) – Graduation of first freshman majors. Second internal evaluation and full program review of the new major. If sustainable, search and hire Tenure Track faculty member to the established program.

Mission Appropriateness

Colorado State University-Pueblo is a regional, comprehensive university serving southeast Colorado and the southwest United States. The university is undergoing a comprehensive visioning process called Vision 2028 which sets our Values, Mission and Guiding principles as follows:

Our Values: CSU-Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world.

Our Mission: CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

Guiding Principles:

- **Develop People:** CSU-Pueblo develops people who have meaningful lives and make significant contributions to their families, communities, and world.
- **Transform Learning:** CSU-Pueblo creates new opportunities by reimagining academic experiences.
- **Live Sustainably:** CSU-Pueblo dedicates resources and focus toward programs and policies that support sustainable living.
- **Cultivate Entrepreneurship:** CSU-Pueblo creates educational, economic, cultural, and global innovators.
- **Engage Place:** CSU-Pueblo embraces our regional histories, diverse cultures, socioeconomic realities, and physical location.
- **Build Knowledge:** CSU-Pueblo advances research and scholarship that serves the public good.

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- Empower Students: CSU-Pueblo empowers whole-student success in and out of the classroom.
- Impact Society: CSU-Pueblo elevates the region through our commitment to the health and well-being of our people and our communities.

Specific initiatives related to the Vision 2028 are in process of review and system funding, and the new Cannabis Biology and Chemistry program fits well within the Guiding Principles of Vision 2028. CSU-Pueblo is committed to providing access to students of southern Colorado which reflects southern Colorado's culturally and ethnically diverse student body, including first generation students.

Rationale for the Cannabis Biology and Chemistry Major

Given the input we have received from the people, reports, and agencies below, we believe that conservatively we could have ***15 new freshman students enrolled in this major every year***, starting in Fall 2020. We believe that ***60 new students will be enrolled in this major after 4 years***, and we believe that the demand for this new major is strong.

The new major is a pro-active response to a rapidly changing national scene regarding the cannabis plant. The genus *Cannabis* includes marijuana (often *Cannabis indica*), which contains a psychoactive ingredient tetrahydrocannabinol (THC) at concentrations above 0.3% by weight, and hemp (often *Cannabis sativa*), which contains less than 0.3% THC and is not psychoactive. Marijuana is classified as a Schedule I substance at the national level by the Drug Enforcement Administration indicating no accepted medical use and a high potential for abuse. Agricultural Hemp was reclassified as a farm crop with the signing of the 2018 Farm Act on December 22, 2018. This allows it to be legally grown as an agricultural crop used for food, fuel, and other products. Prior to this signing, however, hemp was also mostly classified as a Schedule I substance, meaning little legal research has been done on the plant.

Laws and regulations related to cannabis are very fluid and have dramatically changed in a relatively short period of time. In 1996, California became the first state to legalize medical cannabis and since then 32 more states have followed suit with 14 others that have legalized cannabis for medical use with limited THC content. In 2012 Colorado and Washington became the first two states to legalize cannabis for recreational use and now 9 states and the District of Columbia allow it, including California. About 1 in 5 Americans currently live in states where cannabis is recreationally legal.

In addition, according to the Colorado Department of Revenue, sales of marijuana in Colorado have been increasing each year with \$680 million in 2014 to \$5.9 billion in 2018. CNN reported that there were around \$9 billion in sales in the cannabis industry in 2017, about \$11 billion in 2018, and sales are projected to increase to \$21 billion by 2021. Much of this is likely grown, processed, sold and consumed by people with little in the way of science understanding, an important consideration for public health.

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The need for higher education to respond to the rapidly changing landscape surrounding cannabis is reflected in this proposal. Educating students who are capable of understanding cannabis science is required for the industry in all its aspects to be effective and safe for the consumer. Although much of the degree is based on currently offered courses, this background is necessary to delve into the more advanced topics explored in the proposed new courses. Much like forensic science, cannabis science is basic science applied to a set of specific topics and students with this degree will be employable in any number of science positions and could pursue further education in chemistry, biology or any number of professional fields and would not be limited to just the cannabis industry.

A market demand analysis for a bachelor's-level medicinal plant chemistry program was completed in 2018 by EAB. Medicinal Plant Chemistry is the closest match to what is currently a completely unique major proposal. The report estimated demand for job postings that included plant sciences, botany/plant biology, with skills in chemistry or agronomy and farming. Regional demand was reported to have increased 64% since 2013 and the BLS projects employment to increase seven percent from 2016 to 2026, nine percent for soil and plant scientists. According to the report, these predictions align with or surpass the projected employment growth of 7.5 percent across all occupations over the same time period. This report was completed prior to the reclassification of industrial hemp by the Farm Act in 2018. This reclassification should enhance the demand for the major over what was reported in the EAB analysis.

An informal survey of Biology 100 students (Principles of Biology, a non-major general education course) during the spring 2019 semester indicated a strong interest in a Cannabis Biology and Chemistry major.

This degree is highly interdisciplinary and gives students a solid foundation in both chemistry and biology. As a result, students will be able to be competitive in a wide variety of businesses outside of the cannabis industry.

The Bureau of Labor Statistics Occupational Outlook for students completing the degree include the following

(<https://www.bls.gov/ooh/life-physical-and-social-science/home.htm>):

| Occupation | Job Summary | 2018 Median Pay | Projected Growth 2016-2026 |
|----------------------------------|---|-----------------|----------------------------|
| Agricultural and Food Scientists | Agricultural and food scientists research ways to improve the efficiency and safety of agricultural establishments and products. | \$64,020 | 7% (as fast as average) |
| Biological Technicians | Biological technicians help biological and medical scientists conduct laboratory tests and experiments. | \$44,500 | 10% (faster than average) |
| Biochemists and Biophysicists | Biochemists and biophysicists study the chemical and physical principles of living things and of biological processes, such as cell development, growth, heredity, and disease. | \$93,280 | 11% (faster than average) |

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| Chemical Technicians | Chemical technicians use special instruments and techniques to help chemists and chemical engineers research, develop, produce, and test chemical products and processes. | \$48,160 | 4% (slower than average) |
| Chemists and Materials Scientists | Chemists and materials scientists study substances at the atomic and molecular levels and analyze the ways in which the substances interact with one another. They use their knowledge to develop new and improved products and to test the quality of manufactured goods. | \$78,330 | 7% (as fast as average) |
| Environmental Scientists and Specialists | Environmental scientists and specialists use their knowledge of the natural sciences to protect the environment and human health. They may clean up polluted areas, advise policymakers, or work with industry to reduce waste. | \$71,130 | 11% (faster than average) |

CSU System and State and National Positioning

Within Colorado, there are no other higher education institutions that offer a major in Cannabis Biology and Chemistry or something similar. Other than select faculty whose research may involve hemp or cannabis, the following are other course or program offerings that may be related to the proposed program in Colorado.

1. Colorado State University – Pueblo

Cannabis Studies minor—a 22 credit program of study designed for students seeking to complement their major program of study in Social Work, Sociology, History, Political Science or other programs. The proposed major is science-based and is supplementary to the existing minor program.

2. Adams State

Industrial Hemp Initiative—Aim is to create a viable hemp seed program and to develop a large-scale, hemp-based economy in the San Luis Valley. Adams is partnering with the CO Dept of Agriculture and Denver-based International Hemp Solutions and Bija Hemp but no coursework or programmatic offerings are mentioned.

3. University of Denver

Offers a couple of courses dealing with cannabis including Cannabis Journalism and Representing the Marijuana Client offered through their Sturm College of Law.

4. Northern Michigan University—Bachelor's in Medicinal Plant Chemistry

There are very few program offerings like the curriculum proposed anywhere in the country. The largest, most established program is from Northern Michigan University which offers a Bachelor's degree in Medicinal Plant Chemistry that is primarily tailored to those wanting to enter the cannabis field. As of spring of 2018, it is the only four-year undergraduate degree program like it in the world and the program at CSU-Pueblo would be second. The program came on line in Fall of 2017 and the growth has been nothing short

of spectacular. Figure 1 shows the amazing growth in chemistry students after the addition of the program that is also based on courses heavy in natural and physical science.

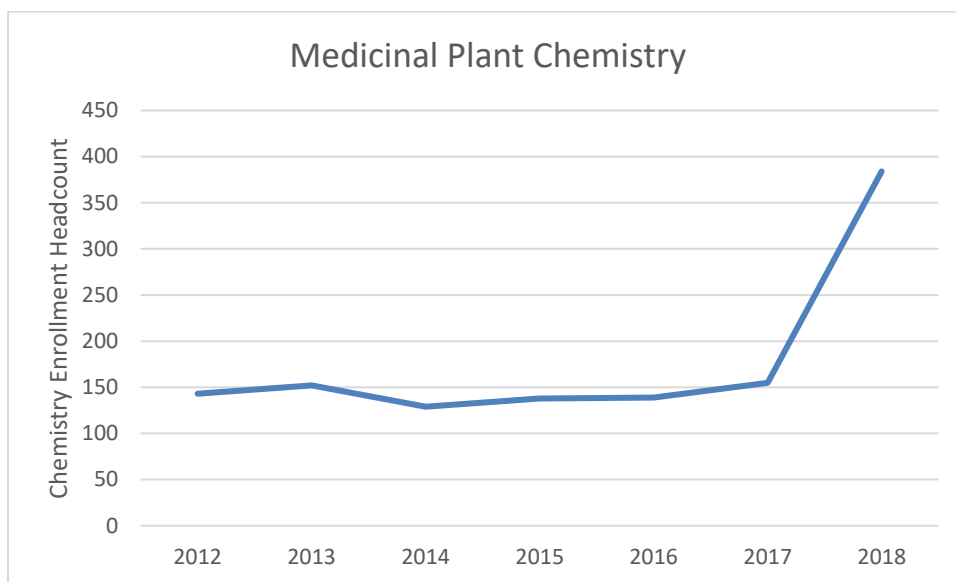


Figure 1: Data obtained from the Northern Michigan University website of institutional research showing chemistry enrollment headcount by department. <https://www.nmu.edu/institutionalresearch/enrollment-factbook> accessed 5/8/19.

5. Southern Illinois University Carbondale—developing a program expected to lead to a certificate in medicinal cannabis production. In fall of 2018 the university began preparations of 5 acres of land that will be used to research industrial hemp with actual planting expected to occur during the spring of 2019. Current steps have gained approval for growing industrial hemp for research with plans calling for programs to be developed through the department of plant biology and the College of Agricultural Sciences around the dual areas of industrial hemp science and medicinal cannabis science.

Proposed Enrollments

We expect at least 60 students enrolled in the program five years after implementation. The program at Northern Michigan University was heavily advertised and promoted as serving the newly-forming cannabis field. As such, the new enrollment in the second year of the program was almost 230. It's expected that the initial novelty of new programs like this will wear off and because it is a program based in a difficult curriculum, retention may be low for those who are academically at risk. Additionally, given the success of the Northern Michigan program it is anticipated that additional programs will be opening up and competition will likely occur in the near-term. An estimated 60 majors or approximately 25% of the success of the Northern Michigan program is a conservative estimate. If the program were to grow as fast as the example above, significant additional resources would be required. There are currently about 75 chemistry majors and the department, which would include the proposed Cannabis Biology and Chemistry, has the capacity to grow to

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about 130 majors with the addition of the Cannabis Biology and Chemistry faculty member.

Special Undergraduate Admissions standards

None

Curriculum and Program Outcomes

The Departments of Chemistry and Biology in the College of Science and Mathematics (CSM) requests approval of a new baccalaureate degree program titled Bachelor of Science in Cannabis Biology and Chemistry effective fall 2020. The Cannabis Biology and Chemistry program at CSU-Pueblo will allow students to pursue one of two tracks, the natural products track which is more biology based, or the analytical track which is more chemistry based. Both tracks provide a solid foundation in chemistry and biology, in fact, students in both tracks will earn a chemistry minor while students in the natural products track will also earn a biology minor with a biology minor also easily attainable in the analytical track.

Proposed Cannabis Biology and Chemistry Program Goals

- To supply students with the necessary coursework to serve as leaders in an emerging cannabis field, providing a non-biased, science-based approach to problem solving and data collection and analysis.
- To prepare students upon graduation to enter field positions in government or private industry.
- To provide students with the necessary background to successfully pursue graduate study towards a professional career in natural products, plant chemistry or plant biology.

Proposed Cannabis Biology and Chemistry Expected Student Outcomes

- Students will understand basic chemical and biological principles applied in these fields and how those principles can be applied to the emerging field of cannabis science.
- Students will understand cannabis physiology and growth, the pharmacological implications, and the practical applications for the industry.
- Students will use contemporary instruments and techniques for studying plant biological and chemical processes.
- Students will develop communication and interpersonal skills to enhance their working relations with co-workers, other professionals, the public and non-governmental organizations.
- Students will develop skills in reading and interpreting the scientific literature and in presenting a synthesis of it accurately in oral and written form.
- Students will demonstrate critical thinking and problem solving skills using experimental design and the scientific process.

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Curriculum, B.S. Cannabis Biology and Chemistry Major

Natural Products Track

*Designates new courses

Core Courses (48 credits)

BIOL 181/181L – College Biology I/Lab (4 credits)
 BIOL 182/182L – College Biology II/Lab (4 credits)
 BIOL 201/201L – Botany/Lab (4 credits)
CBC 463*—Medicinal Chemistry and Pharmacology (3 credits)
 BIOL 465 – Environmental Toxicology (3 credits)
CBC 413/L* – Cannabis Physiology and Growth (4 credits)
 BIOL 422 – Neuroscience (3 credits)
 CHEM 121/L – General Chemistry I/Lab (5 credits)
 CHEM 122/L – General Chemistry II/Lab (5 credits)
 CHEM 301/L – Organic Chemistry I/Lab (5 credits)
 CHEM 302/L – Organic Chemistry II/Lab (5 credits)
 CHEM 311—Intro to Biochemistry (3 credits)

Other Required Courses (18-20 credits)

BIOL 350 – Mendelian and Pop Genetics (2 credits)
 BIOL 351 – Molecular Biology and Genetics (2 credits)
 BIOL 171 – First Year Seminar (1 credit)
CBC 401* – Medicinal Plants (3 credits)
CBC 493* – Seminar (1 credit)
Advisor Approved Electives (9-11 credits) At least 6 upper division credits

Support Courses (11-13 credits)

MATH 126 – Calculus and Analytical Geometry I (5 credits)
 PHYS 201 – Principles of Physics I (3 credits) or PHYS 221 – General Physics I (4 credits)
 PHYS 202 – Principles of Physics II (3 credits) or PHYS 222 – General Physics II (4 credits)

General Education Courses (24 credits)

ENG 101 – English Composition I (3 credits)
 ENG 102 – English Composition II (3 credits)
 History – 1 course (3 credits)
 Humanities – 3 courses (9 credits)
 Social Sciences – 2 courses (6 credits)

General Electives (15-19 credits) Students are encouraged to take other courses relevant to the subject such as PS223 Criminal Law or SOC 203 Criminal Justice System

Total Credit Hours - 120 credits

Analytical Track

*Designates new courses

Core Courses (48 credits)

BIOL 181/181L – College Biology I/Lab (4 credits)
 BIOL 182/182L – College Biology II/Lab (4 credits)
 BIOL 201/201L – Botany/Lab (4 credits)
CBC 463*—Medicinal Chemistry and Pharmacology (3 credits)
 BIOL 465 – Environmental Toxicology (3 credits)
CBC 413/L* – Cannabis Physiology and Growth (4 credits)
 BIOL 422 – Neuroscience (3 credits)
 CHEM 121/L – General Chemistry I/Lab (5 credits)
 CHEM 122/L – General Chemistry II/Lab (5 credits)
 CHEM 301/L – Organic Chemistry I/Lab (5 credits)
 CHEM 302/L – Organic Chemistry II/Lab (5 credits)
 CHEM 311—Intro to Biochemistry (3 credits)

Other Required Courses (24-26 credits)

CHEM 170/370 – Academic Orientation/Enrichment (1 credit)
 CHEM 317/L – Quantitative Analysis/Lab (5 credits)
 CHEM 322 – Physical Chemistry II (3 credits)
 CHEM 419/L – Instrumental Analysis/Lab (5 credits)
CBC 422/L* – Natural Products Extraction and Analysis/Lab (4 credits)
CBC 493* – Seminar (1 credit)
Advisor Approved Electives (5-7 credits)

Support Courses (16-18 credits)

MATH 126 – Calculus and Analytical Geometry I (5 credits)
 MATH 224 – Calculus and Analytical Geometry II (5 credits)
 PHYS 201 – Principles of Physics I (3 credits) or PHYS 221 – General Physics I (4 credits)
 PHYS 202 – Principles of Physics II (3 credits) or PHYS 222 – General Physics II (4 credits)

General Education Courses (24 credits)

ENG 101 – English Composition I (3 credits)
 ENG 102 – English Composition II (3 credits)
 History – 1 course (3 credits)
 Humanities – 3 courses (9 credits)
 Social Sciences – 2 courses (6 credits)

General Electives (4-8 credits) Students are encouraged to take other courses relevant to the subject such as PS223 Criminal Law or SOC 203 Criminal Justice System

Total Credit Hours - 120 Credits

Proposed New Courses:

CBC 401 – Medicinal Plants - 3(3-0) – For millennia humankind has relied heavily on plants for food and also for the alleviation of diseases. Natural products have always contributed extensively towards the development of modern medicine, and still continue to play a significant role in drug discovery. Most therapeutically active molecules are plant secondary metabolites, capable of interacting with a diverse range of macromolecules such as proteins, DNA, and the like, and thus exhibiting important biological functions that can be utilized to yield biomolecules of therapeutic importance. This course will focus on the plants and their biochemical pathways that produce bioactive molecules.

CBC 413/L – Cannabis Physiology and Growth - 4(3-1) – Cannabis sativa L. is one of the oldest medicinal plants used by humans. For thousands of years, the plant has also been used for fiber, oil production, and simply as additive for food products. This course will provide an overview of the botanical aspects of the genus Cannabis, such as, macroscopical and microscopical features, taxonomic classification, the varieties, and genomics. Also to be examined is the geographical distribution, agricultural status, the current state of knowledge of different cultivation forms, including outdoor, indoor, and propagation.

CBC 422/L – Natural Products Extraction and Analysis - 4(3-1) – Bench top and instrumental techniques for the extraction and chemical analysis of natural products from various sources. The lab will employ laboratory techniques to extract, cleanup, and qualitatively/quantitatively analyze natural products

CBC 463—Medicinal Chemistry and Pharmacology (3-0) The chemical and biological features a bioactive molecule's absorption, distribution, interaction with receptors and biological components, metabolism, excretion, and toxicology are key processes in understanding drug action. By understanding these processes, both chemically and biologically allows for a logical approach for synthetically modifying these properties to produce a safe and effective drug. These courses will provide a basic overview of these processes and the art and logic of organic medicinal chemistry properties.

Additional House Courses:

CBC 491—Special Topics (1-5 VAR)

CBC 492—Research– (1-6 VAR) – Faculty directed research project for undergraduate student. May be repeated for a maximum of 3 credits, total. Prerequisite: Permission of instructor.

CBC 493—Seminar – 1(1-0) – Research, create and present a formal presentation on cannabis biology and chemistry research or a current topic in the chemical or biological literature using software-based delivery methods. This course to be cross-listed with Biol 493 or Chem 493.

CBC 495—Independent Study (1-6 VAR)

CBC 498—Internship (1-6 VAR)

Potential CSU System Collaborations:

Potential system collaborations revolve around the expected growth and introduction of cannabis-related curriculum and research which is ever-expanding in the system. These would include collaborations with

- Colorado State University Extension through which Agriculture and Business Management has already produced risk assessments and notes on industrial hemp. Potential collaborations with the Extension Research Station at Rocky Ford, CO have already been initiated.
- The CSU School of Veterinary Medicine through which research collaborations with the Institute of Cannabis Research (ICR) on the CSU-Pueblo campus have already commenced.
- The CSU College of Agricultural Sciences who is involved in many aspects of hemp cultivation including pest management and pesticides in addition to various hemp strains and growing conditions.
- ICR-coordinated activities that will result from recent changes to the governing board that will enhance cannabis research and curriculum development across the state.

Potential non-CSU System Collaborations:

Our location in southern Colorado, the “silicon valley of Cannabis”, affords the potential of many collaborators in the legal industrial hemp industry. Should regulations change regarding the legal status of marijuana, CSU-Pueblo is ideally positioned to leverage additional collaborations in an industry that is extremely eager to become legitimate and reputable. In the meantime, care will be taken to ensure any potential collaborations protect both the students in the CBC major, CSU-Pueblo, and the CSU-system.

Curricular collaborations with any number of institutions of higher education offering cannabis-related coursework will be possible as each proposed track affords a number of elective credits that could be drawn upon from for expertise outside CSU-Pueblo or the CSU-System.

Faculty resources

The new major (with two emphases, Natural Products and Analytical) will require the creation of 6 new courses, two with labs, and the addition of one new full-time faculty member. Although we believe this new major will be popular, we are aware that the new major may not become sustainable. Given this reality, we propose to hire Visiting Assistant Professors or teaching postdocs for four years during the development, followed by a tenure-track assistant professor if the major does indeed meet minimum requirements for being sustainable. The new major would build on many of the Department of Biology and

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Chemistry's existing curricula, and use many of the same support courses majors in Biology and Chemistry already are required to take, including courses in Physics and Math.

One new full-time Faculty

Visiting Assistant Professor or Teaching Postdoctoral student (Year 1 – Year 4)

The VAP or postdoc will be a Ph.D.-level instructor hired after a national search to complement expertise that exists in the departments to promote the development of the needed coursework. This person may have expertise in Chemistry, Biology or Biochemistry, ideally with agriculture experience.

New TT faculty in Cannabis Biology and Chemistry (Starting Year 5)

One additional Graduate TA position

With additional students, there will be upward pressure on enrollment in entry-level Chemistry and Biology courses. An additional GTA position will be required to teach anticipated new sections of these labs.

Library resources

No new resources needed.

Facilities, equipment, and technology

This new major will build on existing curriculum

The new major (with two emphases, Natural Products and Analytical) only requires the creation of *four* new courses, *two* with associated labs, and the addition of one new full-time faculty member. The new major would build on many of the Department of Chemistry and Biology's existing curriculum and existing faculty, and use many of the same support courses majors in Biology and Chemistry already are required to take, including courses in Physics and Math.

This new major will build on the existing infrastructure currently in place as well as upgrades to the greenhouse funded through the Institute of Cannabis Research (ICR)

Facilities in Chemistry and Biology are good and have enough capacity to absorb the additional students from the new major as well as the additional full-time faculty member and their associated research. The greenhouse infrastructure is being upgraded and expanded with funding from the ICR to enhance the capacity for additional research and teaching involving industrial hemp (cannabis).

Supplies

In order to support this new major, we have requested funding for supplies for the labs and greenhouse which are not covered in current departmental operating budgets.

Recruitment

We have also requested limited funding to support targeted recruiting (mailings, school visits, etc.) of new freshman students during the first three years of this new program.

Course Redevelopment

In order to bring cannabis-specific elements into existing courses, funding is requested to help redevelop existing courses to incorporate content toward this more targeted degree program. Portions of Biol 413/L (Plant Physiology), Biol 465 (Environmental Toxicology), Chem 317/L (Quantitative Analysis), and 419/L (Instrumental Analysis) along with other changes that may be proposed by faculty for other courses may have opportunities for focused redevelopment.

Potential Collaborations

Because the implementation and growth of industrial hemp and the cannabis industry in the region, significant potential for collaborations are available. Within the CSU-System, the Institute of Cannabis Research (ICR) which is funded by the state of Colorado and administered through CSU-Pueblo, provides a wealth of contacts and interest for the new program at the state level.

More regional collaboration will occur through the seminar series and curriculum development. Collaborators from the CSU-Extension Office at the Arkansas Valley Research Center, Centennial Seeds, and the Industrial Hemp Research Foundation (IHRF) have already collaborated with members of the chemistry and biology departments on a USDA grant submission around industrial hemp.

Additionally, because many of the students in this new major will likely be working in industry, collaborations with other programs for minors or elective courses are expected. The College of Science and Mathematics at CSU-Pueblo and the Hasan School of Business have new 2+2 agreements with CSU Ft. Collins in Horticultural Science and Soil and Crop Science, and Agricultural Business, respectively. Development of these agreements also encourages the growth of online agriculture and business courses that are expected to be available for students in this new major as well.

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Budget

**Cannabis Biology and
Chemistry Major**

| | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|-----------------------------------|------------------------|----------------|----------|----------|----------|----------|----------|-----------|
| | | | 2020 | 2021 | 2022 | 2023 | 2024 | |
| Personnel | | | | | | | | |
| Name (last, first) | role | | | | | | | |
| TBA | Visiting Assistant | salary | \$45,000 | \$46,350 | \$47,741 | \$49,173 | | \$188,264 |
| | | FB | \$14,535 | \$14,971 | \$15,420 | \$15,883 | | \$60,809 |
| TBA | TT Assistant Professor | salary | | | | | \$55,000 | \$55,000 |
| | | FB | | | | | \$17,765 | \$17,765 |
| Graduate Student | GTA | tuition rebate | \$2,224 | \$2,224 | \$2,224 | \$2,224 | \$2,224 | \$11,120 |
| | | stipend | \$9,700 | \$9,700 | \$9,700 | \$9,700 | \$9,700 | \$48,500 |
| | | FB | \$146 | \$146 | \$146 | \$146 | \$146 | \$728 |
| | | subtotals | \$71,605 | \$73,391 | \$75,231 | \$77,125 | \$84,835 | \$382,186 |
| Supplies/Equipment/Remodel | | | | | | | | |
| Operating/Supplies | | | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$30,000 |
| Course Redevelopment | | | \$3,000 | \$3,000 | \$3,000 | | | \$9,000 |
| | | subtotals | \$9,000 | \$9,000 | \$9,000 | \$6,000 | \$6,000 | \$39,000 |
| Other | | | | | | | | |
| recruitment costs | | | \$2,000 | \$2,000 | \$2,000 | | | \$6,000 |
| | | subtotals | \$2,000 | \$2,000 | \$2,000 | | | \$6,000 |

| | | | | | | | |
|----------------------------------|--|------------|------------|-----------|-----------|-----------|-----------|
| New Expenses | | \$82,605 | \$84,391 | \$86,231 | \$83,125 | \$90,835 | \$427,186 |
| Projected New Student Enrollment | | 5 | 10 | 30 | 45 | 60 | |
| Tuition and fees/cr hr | | \$348.16 | \$358.60 | \$369.36 | \$380.44 | \$391.86 | |
| Projected Enrollment Revenue | | \$26,112 | \$53,791 | \$166,213 | \$256,800 | \$352,671 | \$855,587 |
| Net Program New Revenue | | (\$56,493) | (\$30,600) | \$79,982 | \$173,674 | \$261,837 | \$428,401 |

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MATTERS FOR CONSENT:

New Degree Program: BS Middle School Mathematics Education Program

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Education, Engineering and Professional Studies to establish a new BS in Middle School Mathematics Education. If approved, this emphasis will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Middle School Math Education**
- Degree type: **BS**
- Recommended CIP code: **13.1311-Mathematics Teacher Education**
- Department/School: **Teacher Education**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: 10

The Teacher Education Program (TEP) at CSU-Pueblo proposes the addition of a bachelor's degree (B.S.) in Middle School Mathematics Education (MS Math). In response to the continuing shortage of secondary math teachers in the state and the newly-available teaching endorsement in middle school mathematics, we are excited to take advantage of the opportunity to modify our current Secondary Mathematics program and develop MS Math, giving potential candidates another pathway to help address this need.

The program will allow candidates interested in teaching secondary mathematics, but who may have difficulty with or a lack of interest in some of the upper-division content, to pursue a degree that will allow them to teach math for grades 6-8 in the State of Colorado at a level which is more aligned with their mathematics interest/prowess.

The MS Math program at CSU-Pueblo is being proposed in a way that allows two primary pathways to this endorsement. First, it will be available as a B.S. degree that conforms to our current articulation agreement with the Colorado Community College System (CCCS). Up to 60 credit hours could be completed within the CCCS before coming to CSU-Pueblo to finish the bachelor's degree in MS Math Education. Alternatively, the entire program can be completed at CSU-Pueblo. Additionally, we will offer a post-baccalaureate licensure option that could contribute to a M.Ed. from CSU-Pueblo.

All of the coursework already exists and is already being offered for other approved programs at CSU-Pueblo.

Mission Appropriateness

Increased training of educators for K-12 is an important part of the CSU-Pueblo mission to educate a diverse student population with resilience, agility, and problem solving abilities to navigate work in a rapidly changing world.

Rationale for the Middle School Mathematics Education Program

A significant teacher shortage in Colorado has been projected for approximately 15 years, with recent shortages exceeding what has been expected (see "Teacher Shortages across the Nation and Colorado" by the Colorado Department of Higher Education). Colorado saw significant declines in the numbers of students pursuing teaching for about eight straight years. Many reasons have been cited for the shortages, including low salaries, rising costs of college education, increased student loan debt, increased teacher accountability, educator preparation requirements, the cost of student teaching, etc.

CSU System & State Positioning

Of the biggest teacher shortages, mathematics is second only to special education. This is particularly true of rural education. One of the problems in producing more secondary math teachers is the difficulty of the content for many candidates. As a result, the State of Colorado convened stakeholders, brainstormed ideas, and came up with offering a middle school mathematics endorsement as one way to help address this problem. The central idea was to offer a mathematics education degree that was more accessible to a larger population of candidates, but limit it to the middle school grades (6-8). During the 2018-2019 academic year, the Colorado Department of Education finalized the requirements for this teaching endorsement and started promoting it across the state. One initiative of this promotion included a special window for IHEs with secondary mathematics programs to apply for this new Middle School Math approval, by showing the changes that would be made to the existing programs. If the changes were not too significant, expedited approval would be given so that candidates could start these programs as soon as possible. The Teacher Education Program at CSU-Pueblo met with the Department of Mathematics and negotiated a revised curriculum for the middle school math program and

submitted it to the State Departments of Education and Higher Education during the special window of opportunity (late 2018 into early 2019). Thankfully, our proposal was approved by both entities (letters of approval available on request). This allowed us to start non-degree seeking teacher candidates on a middle school math endorsement pathway immediately, knowing that the degree pathway would come after our next curriculum proposal cycle; thus, this proposal.

Special Admissions Standards

Admission requirements are established to assure that students entering teacher education are prepared for success in education courses and field experiences. In addition, requirements are based on the CSU-PUEBLO Standards for Pre-service Teachers, and students are required to document success in mastering those standards throughout their career. At three points in the program, a formal evaluation of progress occurs: at admission to education, admission to student teaching, and at the completion of student teaching (program completion). At each point the student submits a portfolio of materials demonstrating proficiency on standards.

Students complete the admission to education process as they complete ED 301/560: Frameworks of Teaching. The entire process for gathering information and submitting it to faculty is completed during this course. Many (but not all) of the requirements of the course are directly linked to requirements for admission. Below are the steps to completing the process. A table describing each benchmark required for admission and the specific portfolio requirements and manner of evaluation is included in the appendices to the Teacher Education Handbook.

Six types of materials will be submitted with the portfolio: 1) transcripts and official documents demonstrating student performance in university classes, 2) materials developed in university classes which demonstrate proficiency on specific education standards, 3) Four recommendations: three on-campus, one must be from content/major area, one must be from education area, and one from another on-campus professor; one off-campus must be from field experience teacher and is computed at the end of the semester, 4) materials used in field experiences and videos of teaching, 5) personal reflections and summaries about progress, and 6) results of formal tests.

The following are requirements that must be met to be admitted to teacher education. No exceptions can occur to these requirements:

- Cumulative grade point of 2.600 or greater. Maintaining 2.600 while enrolled in program.
- Completion of ENG 101 and 102 with grades of C or better.
- For students pursuing secondary or K-12 licensure, completion of math course required by major field with a grade of C or better. For students pursuing elementary or early childhood education, admission can happen by either: completion of MATH 109 with

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a B- or better or completion of two of the following courses with a C or better: MATH 109, 156, 360, 361. The Associate Dean will evaluate transfer courses for admission purposes.

- Completion of COMR 103 with a grade of B- or better, or, with a grade of C, satisfactory completion of an oral proficiency test.
- Completion of ED 301/560 with a grade of C or better.
- Submission of a CBI Background Check (<http://www.cbirecordscheck.com>).
- Completion of the Measure of Academic Proficiency and Progress (MAPP) test/ETS Proficiency Profile.

All portfolios will be submitted electronically. The chart below lists the materials that should be submitted electronically and those materials that should be submitted in paper in a binder.

Curriculum and Program Outcomes

Program Requirements

| Course | Title | Credits |
|--------------------------------|---|---------|
| General Education Requirements | | |
| ENG 101 | Rhetoric and Writing I | 3 |
| ENG 102 | Rhetoric and Writing II | 3 |
| MATH 156 | INTRODUCTION TO STATISTICS | 3 |
| COMR 103 | SPEAKING AND LISTENING | 3 |
| Humanities Electives | | 6 |
| History Elective | | 3 |
| PSYCH 151 | HUMAN DEVELOPMENT ¹ | 3 |
| Social Sciences Elective | | 3 |
| Laboratory Science Sequence | | 10 |
| Major Requirements | | |
| MATH 126 | CALCULUS AND ANALYTIC GEOMETRY I | 5 |
| MATH 207 | MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS | 3 |
| MATH 224 | CALCULUS AND ANALYTIC GEOMETRY II | 5 |
| MATH 319 | NUMBER THEORY | 3 |
| MATH 330 | INTRODUCTION TO HIGHER GEOMETRY | 3 |
| MATH 360 | ELEMENTARY MATHEMATICS CONCEPTS I | 3 |
| MATH 361 | ELEMENTARY MATHEMATICS CONCEPTS II | 3 |
| MATH 362 | PROBLEM SOLVING FOR K-6 TEACHERS | 3 |
| MATH 463 | HISTORY OF MATHEMATICS | 3 |

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| Course | Title | Credits |
|------------------------------|-------|---------|
| Electives in Math/Math Ed | | 7 |
| Computer Programming | | 4 |
| Electives | | 7 |
| Education Minor requirements | | 37 |
| Total Credits | | 120 |

Program Goals and/or Objectives

All Teacher Education Program completers for Middle School Mathematics Education have the following goals:

1. Use democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.
2. Create learning experiences that make content knowledge accessible, exciting, and meaningful for all students.
3. Create a learning community in which individual differences are respected, appreciated, and celebrated.
4. Ensure, through the use of standards and informal and formal assessment activities, the continuous development of all learners.
5. Construct and use pedagogy to maximize the intellectual, social, physical, and moral development of all students.
6. Be reflective decision-makers, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.
7. Create communities of learning by working collaboratively with colleagues, families, and other members.
8. Model the professional and ethical responsibilities of the education profession.

Expected Student Learning Outcomes

Upon completion of the Bachelor of Science degree in Middle School Mathematics Education, students will:

1. Acquire a broad knowledge of mathematics in all areas taught in middle school mathematics education, and enough additional knowledge beyond that to help their future students know where math is headed.
2. Construct knowledge through critical and analytical thinking, independent thinking, reasoned judgment, mature values, and imagination.
3. Communicate knowledge by effectively writing in academic and practical formats, speaking in a variety of settings, and utilizing technology as a tool for communication.
4. Apply knowledge by using multiple representations and explanations of disciplinary concepts; using different viewpoints, theories, "ways of knowing," and methods of inquiry in the teaching of mathematics; evaluating curriculum for comprehensiveness, accuracy, and usefulness; engaging students in generating knowledge and testing hypotheses through inquiry; developing and using curricula that encourage students to see and interpret ideas from diverse perspectives; and creating interdisciplinary learning experiences.

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Faculty resources

All of the coursework already exists and is already being offered for other approved programs at CSU-Pueblo and therefore additional faculty are not anticipated.

Library resources

No additional library resources beyond those currently available are necessary.

Facilities, equipment, and technology

Current facilities, equipment and technology are adequate for course instruction.

Budget

Because this program is built with existing courses and upon the existing Teacher Education Program, costs are minimal. The table below outlines expected costs and how those costs will be addressed by the department.

| Item | Cost | How Addressed |
|---|-----------------------|--|
| Program Marketing/Advising Materials | \$50/year | Can be absorbed by dept. budget |
| Admission Portfolio Evaluation | \$25/student | Covered by faculty load or dept. budget |
| Supervision of Student Teachers | \$475/student teacher | \$100 of this is covered by a course fee in student teaching. The remainder can be covered by the tuition revenue generated from the credits taken for student teaching (12 credit hours per student teacher). |

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MATTERS FOR CONSENT:

New Online Emphasis Program: MS Nurse Manager & Leader Program

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the Division of Extended studies in collaboration with the College of Education, Engineering and Professional Studies School of Nursing and Health Sciences to establish a new emphasis in MS Nursing. If approved, this emphasis will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **MS Nurse Manager & Leader**
- Degree type: **MS Major in Nursing**
- Recommended CIP code: **51.1602-Nursing Administration (MSN, MS, PhD)**
- Department/School: **School of Nursing and Health Science**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: **100 with a goal of 15 year 1**

The nurse manager plays a pivotal role in medical care as they help carry out the mission of their healthcare organization. A nurse manager/leader often holds the senior nursing positions in their place of employment and direct units within a facility. Roles may include: head nurse, nurse administrator, unit director, nursing policy manager and can even hold a title such as Director of Nursing (DON) or Chief Nursing Officer (CNO). In order to be an effective nurse manager/leader, RNs must clearly and effectively communicate with their nursing staff to help provide the best patient care possible. Not only do nurse manager/leaders assume social responsibility for instilling change to improve the health of patients, families, and communities as a whole; but they also practice moral and ethical principles while doing so. Nurse manager/leaders are considered to be very valuable members in healthcare management. Common places of employment for nurse manager/leaders include: hospitals, healthcare organizations, home health agencies, nursing homes, and consulting firms.

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As a nurse executive manages and oversees an entire nursing staff in a healthcare environment, he or she must have advanced management and leadership skills. The American Organization of Nurse Leaders (AONL) provide certification credentials that include the Certified Nurse Manager and Leader (CNML). Putting this degree program curriculum online through the Division of Extended Studies promotes accessibility and flexibility, particularly for registered nurse adult learners who are already working in their field and seeking promotion.

Employment of medical and health services managers is projected to grow 20% from 2016 to 2026, much faster than the average for all occupations, according to the Bureau of Labor Statistics. As the large baby-boom population ages and people remain active later in life, there should be increased demand for healthcare services. According to PayScale, the average salary for a nurse manager/leader is \$82,956.

Year 0 (2019-2020) – Submit to CSU-Pueblo’s Curriculum and Academic Programs Board for a new emphasis. Nursing faculty will develop and implement online versions of existing nursing and business courses through Division of Extended Studies. Develop and implement a recruitment and marketing plan. Begin constructing online versions of existing courses. Limited resources needed. Two existing hybrid courses in NSG will need to be developed for online and two new courses will need development for fieldwork and the capstone project. Substantial change for ACEN accreditation needs to be submitted in the spring at least 4 months prior to offering the program.

Year 1 (2020-2021) – Begin offering the Emphasis online. Online courses will be taught by adjunct instructors. Nursing faculty will monitor student learning outcomes and mentor adjunct instructors to maintain accreditation requirements. Goal is to have at least 15 new students in the degree this year.

Year 2 (2021-2022) – Continue implementing courses online. Goal is to have at least 30 current students. When 100 students are enrolled in the program an administrative support position in extended studies will be requested to meet the needs of program coordination and for oversight/instruction of the online classes. When the goal of 300 students is reached between the RN-BS, RN-MS/MS Nurse Educator & MS Nurse Manager & Leader, a full time faculty online coordinator will be requested.

Year 3 (2022-2023) – Goal is to have at least 100 current students with a goal of 300 students by year five.

2. Mission Appropriateness

Healthcare has been identified as a primary career for economic growth and expansion in Southern Colorado and the Southwestern United States. The need for highly qualified professionals in healthcare is in high demand, therefore providing this degree opportunity would be serving an important need in our regional community as well as at the state and national level.

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Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

Vision Statement

To establish Colorado State University-Pueblo as the people's university of the Southwest United States by 2028.

Our Values

CSU-Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world.

- Hispanic Serving Institution: Past Hispanic enrollment in the undergraduate program in Nursing was 27%. It is expected that the MS Nursing Manager & Leader will have similar enrollment which will outweigh the national average, training more diverse students for the healthcare fields and meeting the goals of our institutional mission.
- Gender: Nursing averages about 83% female and 17% male. Developing nursing managers & leaders for the future will strengthen hospital leadership in approximately the same ratios with the skill sets required for leadership.
- Quality Initiative: The University's Quality Initiative is Experiential Education (which informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application). The curriculum consists of experiential education opportunities throughout the program in the two new experiential classes with 300 practicum contact hours working directly with nursing and other healthcare managers, leaders and administrators in a healthcare settings.
- CEEPS – The programs in the college provide hands-on opportunities for students to be actively involved in their field before completing their degree. Experience and expertise are necessary for students to be recognized by future employers and graduate programs.
- The mission of the College is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals.
- Nursing – The mission of the School of Nursing is: To prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations.

CSU-Pueblo New Degree Program MS Nurse Manager Leader

CSU-Pueblo adopted a new Strategic Plan in 2015-2020 that is designed to build upon our strengths, seize opportunities, and address internal and external challenges over the next 5 years. The plan is driven by our mission as a regional, comprehensive university with a student-centered focus and an enduring commitment to diversity. The plan consists of 4 major goals, including 1) excellent academics, 2) affordable education, 3) transformative opportunities, and 4) supportive student life. Our proposed new emphasis ensures a commitment to excellence, the program will directly meet and address the following points in the 2015-2020 University Strategic Plan:

Goal 1: Excellent Academics

1.1. Objective One - Attract motivated students capable of academic success. The students that would be looking at the nurse manager & leader program are those that typically have been working RN looking to advance in their career pathway.

1.3. Objective Three – Provide sustainable, high quality, relevant academic programs that prepare students for professional and academic success: The program has been identified as a need at the local to national level

Goal 3: Transformative Opportunities

3.3. Objective Three - Integrate experiential education throughout students' curricular and co-curricular activities: Experiential Education informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. The Nurse Manager & Leader program consists of experiential education opportunities where program knowledge and skills will be applied in a healthcare setting. This program will require a total of 300 practicum contact hours in a healthcare setting with 120 hours during the program and 180 hours to integrate the Nurse Manager and Leader competencies into the advanced practice role during the final program semester.

Goal 4: Supportive Student Life

4.2. Objective Two - Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus: Students in the Nurse Manager & Leader program will have numerous opportunities for networking, leadership and mentoring in the required experiential courses. Students will be in a service learning environment in several clinical and community sites around the surrounding community, cities and metropolitan areas which will provide a rich opportunity for networking, leadership and mentoring.

Rationale for the Nurse Manager & Leader Program

This new multidisciplinary degree will provide better visibility for the existing programs both for the online RN-BSN, the RN-MS Nurse Educator as well as the option to continue in our current DNP: Population Health or our future planned DNP: Nurse Executive program. This program will build on a respected and accredited program that has a 54 year history. The needs assessment in the CSU Global Executive Summary recognizes and identifies the current need for this type of program. The CSU-Pueblo School of Nursing &

Health Sciences can provide a quality program with our current nursing accreditation. The Nurse Manager and Leader program implementation of this online program will require minimal additional resources consisting of two new courses, transitioning two existing hybrid courses to an online format and continuing to expand our current collaborative teaching relationship with the Hasan School of Business and Extending Studies. The need for a Nurse Manager and Leader has an expected 20% growth trajectory through the year 2028 from the Bureau of Labor Statistics (2019).

4. CSU System & State Positioning

The proposed enrollment in the Nurse Manager & Leader program is shown in the table below. The goal will be to graduate at least 100 students per year.

Proposed MS Nursing Manager & Leader completion degree enrollment:

| Academic Year | Total/ Majors | Yr. 1 | Yr. 2 | Graduates |
|---------------|---------------|-------|-------|-----------|
| 2020-2021 | 15 | 15 | 0 | 0 |
| 2021-2022 | 30 | 20 | 10 | 10 |
| 2022-2023 | 50 | 30 | 20 | 15 |
| 2023-2024 | 75 | 45 | 25 | 25 |
| 2024-2025 | 100 | 60 | 40 | 40 |

Special Admissions Standards

Have a BSN with an RN in good standing with a compact state with the Colorado Board of Nursing.

Curriculum and Program Outcomes

The MS Major in Nursing Student Learning Outcomes are as follows:

- Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice.
- Utilize inter-professional collaboration to provide safe, quality patient-centered care.
- Explore quality improvement initiatives that affect delivery of advanced practice nursing and health care services.

Curriculum

Content and competencies for the program are guided by the American Association Colleges of Nursing (ANCC) Master's Essentials and the American Organization for Nursing Leadership (AONL) Nurse Manager Competencies. 4 courses with 11 credits will be utilized from existing nursing core courses, 2 courses will be developed for fieldwork and capstone for 5 credits including 300 contact hours for experiential learning and 18 credits will be adopted from HSB that fit the competencies for the nurse manager. In reviewing other similar program such as John's Hopkins and Chamberlin University the

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range of credits equals 30-36 and the contact hours for fieldwork range from 250-376 hours. The proposed program will have a total of 34 credit hours and 300 field hours.

| Course | Title | Credits |
|---------------|---|-----------------|
| NSG 505 | Biostatistics & Research | 3 |
| NSG 512 | Research & Evidence-Based Practice | 3 |
| NSG 548 | Healthcare: Ethics, Law and Policy | 3 |
| NSG 571 | Healthcare Informatics | 2 |
| NSG 594 (New) | Nurse Manager and Leader Practice Fieldwork | 2 (120 contact) |
| NSG 688 (New) | MS Nurse Manager and Leader Practice Capstone | 3 (180 contact) |
| | Nursing Total | 16 |
| ACCTG 510 | Managerial Accounting | 3 |
| CIS 565 | Management Information Systems | 3 |
| FIN 530 | Financial Management | 3 |
| MKTG 540 | Marketing Management | 3 |
| MGMT 520 | Management of Organizational Behavior | 3 |
| MGMT 540 | Managing Human Resources | 3 |
| | Business Total | 18 |
| | Program Total | 34 |

Faculty resources

No additional full-time faculty will be required in the first 2-5 years. Consideration should be given for 1 FTE faculty “online liaison” when the online nursing programs reaches 300 students. Consideration should be given to administrative support for 1 FTE with CSU-Pueblo Online when the online nursing programs reach 100 students. Online courses will be developed by nursing faculty and generally will be taught by adjunct faculty. This would allow the program to have full-time faculty oversight of the online curriculum and additional marketing. Proposed FTE (addition of 1.0 FTE TT faculty member will only occur with significant enrollment of 300 students for all three programs, RN-BSN, RN-MS/MS Nurse Educator, MS Nurse Manager & Leader.) Additional resources should be considered if growth becomes significantly larger.

Library resources

No additional library resources beyond those currently available are necessary due to the resources available for the current nursing. A listing of current resources is available upon request.

Facilities, equipment, and technology

Online facilities are adequate for course instruction.

Budget

Budget is based on 15 students by year 1 to 100 students by year 5. Total credits are 34 and tuition is \$575.00 per credit. Adjuncts are paid \$1800 per credit. 4 courses will need to be

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developed for online by the nursing faculty with a stipend and not reassignment time.
Nursing Faculty will evaluate student learning outcomes and mentor adjunct faculty to

| 15, 25, 50, 75, 100 Students (25 students per section/course) | Estimated Amount in Dollars | | | | |
|---|-----------------------------|----------------------|----------------------|------------------------|------------------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/24 |
| Operating Expenses | | | | | |
| Adjunct Faculty | \$ 30,600.00 | \$ 61,200.00 | \$ 122,400.00 | \$ 183,600.00 | \$ 244,800.00 |
| Total Operating Expenses | \$ 30,600.00 | \$ 61,200.00 | \$ 122,400.00 | \$ 183,600.00 | \$ 244,800.00 |
| Program Start-up Expenses | | | | | |
| Faculty Development | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 |
| Curriculum Development (4 online courses) | \$ 6,000.00 | \$ - | \$ - | | |
| Marketing | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 |
| Total Program Start-up | \$ 16,000.00 | | | | |
| TOTAL PROGRAM EXPENSES | \$ 46,600.00 | \$ 61,200.00 | \$ 122,400.00 | \$ 183,600.00 | \$ 244,800.00 |
| Enrollment Revenue | | | | | |
| Tuition (\$575) Cohort Avg 17 hr/year | \$ 136,425.00 | \$ 545,700.00 | \$ 909,500.00 | \$ 1,364,250.00 | \$ 1,819,000.00 |
| TOTAL PROGRAM REVENUE | \$ 89,825.00 | \$ 484,500.00 | \$ 787,100.00 | \$ 1,180,650.00 | \$ 1,574,200.00 |

maintain accreditation requirements with a stipend and not reassignment time.

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MATTERS FOR CONSENT:

Retitle Business Degree Program: BSBA in Marketing

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from CSU-Pueblo and the Hasan School of Business to implement a BSBA in Marketing to replace the existing BSBA in Business Administration with Emphasis in Marketing. If approved, this degree title change will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs

Brief Overview of Proposed Program

- Name of Major/Program: **Marketing**
- Degree type: **Bachelor of Science in Business Administration (BSBA)**
- Recommended CIP code: **52.1401** - Marketing/Marketing Management, General.
- Department/School: **Hasan School of Business**

The major in marketing leads to the Bachelor of Science in Business Administration (BSBA) and provides students with the theoretical and conceptual basis of marketing as well as application skills in marketing in for profit and non-profit organizations. Updating this existing AACSB-accredited emphasis to a distinct major program will allow the diploma to read "BSBA with a major in Marketing" which will benefit student employability. The academic content of the program is unaltered.

All undergraduate business majors (accounting, business management and economics) take the Business Core. The Core prepares business majors with general business knowledge and skills. The Core also provides students with an understanding of and appreciation for the intellectual discipline needed for successful completion of a business major. These courses provide students with the common body of knowledge needed for imaginative and responsible citizenship and leadership roles in business and society, domestically and globally. The Business Core is designed to provide students with the opportunity to integrate their educational experiences in business within a specific discipline and across disciplines.

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Curriculum

Business Core courses required of all Business students

| Course Title | | Credits |
|--------------------|--|---------|
| ACCTG 201 | PRINCIPLES OF FINANCIAL ACCOUNTING | 3 |
| ACCTG 202 | PRINCIPLES OF MANAGERIAL ACCOUNTING | 3 |
| BUSAD 101 | BUSINESS-CAREERS AND OPPORTUNITIES | 1 |
| BUSAD 265 | INFERENTIAL STATISTICS & PROBLEM SOLVING | 3 |
| BUSAD 270 | BUSINESS COMMUNICATIONS | 3 |
| BUSAD 302 | ETHICS IN BUSINESS | 3 |
| BUSAD 360 | ADVANCED BUSINESS STATISTICS | 3 |
| BUSAD 493 | SENIOR SEMINAR | 1 |
| CIS 100 | INTRODUCTION TO WORD | 1 |
| CIS 103 | INTRODUCTION TO POWERPOINT | 1 |
| ECON 201 | PRINCIPLES OF MACROECONOMICS | 3 |
| ECON 202 | PRINCIPLES OF MICROECONOMICS | 3 |
| FIN 330 | PRINCIPLES OF FINANCE | 3 |
| MATH 220 | QUANTITATIVE ANALYSIS FOR BUSINESS | 4 |
| MGMT 201 | PRINCIPLES OF MANAGEMENT | 3 |
| MGMT 301 | ORGANIZATIONAL BEHAVIOR | 3 |
| MGMT 311 | OPERATIONS AND QUALITY MANAGEMENT | 3 |
| MGMT 485 | STRATEGIC MANAGEMENT | 3 |
| MKTG 340 | PRINCIPLES OF MARKETING | 3 |
| CIS 104 | Course CIS 104 INTRO TO EXCEL | 1 |
| Total Core Credits | | 51 |

Required Marketing Courses.

| Course Title | | Credits |
|-------------------|--------------------------------|---------|
| CIS 365 | MANAGEMENT INFORMATION SYSTEMS | 3 |
| MKTG 441 | MARKETING STRATEGIES | 3 |
| MKTG | Marketing Electives | 15 |
| BUSINESS | Elective | 3 |
| Marketing Credits | | 24 |

All business majors are required to earn a C or better in Business Core courses and in 300/400-level major courses to fulfill degree requirements.

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program.

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MATTERS FOR CONSENT:

Retitle Engineering Degree Program: MS in Mechatronics Engineering

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU-Pueblo and the College of Education, Engineering, and Professional Studies to implement a Master of Science in Mechatronics Engineering to replace the existing Master of Science in Engineering with emphasis in Mechatronics. If approved, this degree title change will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: Mechatronics Engineering
- Degree type: Master of Science (MS)
- Recommended CIP code: 14.4201 - Mechatronics, Robotics, and Automation Engineering.
- Department/School: College of Engineering, Education and Professional Studies

This is a retitling of the Master of Science in Engineering Mechatronics Emphasis to a separate Master of Science in Mechatronics Engineering in order to give the mechatronics emphasis more visibility for students and employers.

The Master of Science in Mechatronics Engineering program (MSME) provides advanced education in mechatronics engineering. Mechatronics combines mechanical and electrical engineering with computers to create smart devices that make our lives better. Electrical and mechanical systems, controlled by computers, are at the core of a wide range of processes and products. Robots, the Mars Rover, a heart-lung machine, a self-driving car, a computer-controlled telescope, and a nano-scale microscope are all examples of mechatronics.

The MSME program prepares students for engineering careers in advanced design, development and operational evaluation of computer controlled electro-mechanical

systems and products with embedded electronics, sensors, and actuators; and which includes, but is not limited to, automata, robots and automation systems.

Expected Student Outcomes: Each MSME graduate will be able to:

- Apply advanced engineering principles in the design and analysis of a system or process
- to meet specified needs
- Communicate effectively in writing and orally
- Analyze and/or design a mechatronics system

Curriculum

The MSME program consists of three components:

| Component | Credits Thesis Option | Credits Non-thesis Option |
|-----------|-----------------------|---------------------------|
| Core | 14 | 14 |
| Track | 9 | 9 |
| Elective | 7 | 10 |
| Total | 30 | 33 |

The Core Component consists of 14 credit hours:

| <u>Course</u> | <u>Title</u> | <u>Credits</u> |
|---------------|-------------------------|----------------|
| EN 507 | VIRTUAL REALITY | 3 |
| EN 513 | ARTIFICIAL INTELLIGENCE | 3 |
| EN 561 | ADVANCED CONTROLS | 3 |
| EN 563 | INTELLIGENT ROBOTICS | 3 |
| EN 593 | GRADUATE SEMINAR | 2 |

Total Credits 14

The Track Component

The Track Component consists of 9 credit hours of coursework selected by the student and his or her adviser to advance the professional and/or educational goals of the student. In the MSME program, individualized tracks are tailored to the needs of the student. An individualized track must consist of 9 credit hours of graduate coursework subject to the approval of the adviser and department.

In order to count towards graduation, any Special Projects, Special Topics, Graduate Projects or Independent Study course must consist of content appropriate for the track selected. The determination of an appropriate topic is at the discretion of the adviser and department.

The Elective Component

For the non-thesis option, the Elective Component consists of 10 credit hours of coursework of courses approved as electives by the department.

For the thesis option the Elective Component consists of 6 credit hours of thesis and 1 credit hour of coursework of courses approved as electives by the department.

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Prerequisites for the MS in Mechatronics Engineering

| Course Topic(s) | CSU-Pueblo course equiv. | credits |
|---|---------------------------------|----------------|
| Solving for Engineers | EN 103 | 3 |
| Engineering Economy | EN 343* | 3 |
| Calculus I and II | MATH 126 and MATH 224 | 10 |
| Calculus-Based Physics I and II | PHYS 221 and PHYS 222 | 8 |
| Engineering Mechanics (statics and dynamics) | EN 211 and EN 212 | 6 |
| Circuits | EN 231 and EN 231L | 5 |
| Controls | EN 360 | 2 |
| Electromechanical Devices | EN 263 | 3 |

*Any material substituted for EN 343 must include the time value of money topic.

Additional Program Requirements for the MSME

The program of study must be approved by the MSME Program Director.
 At least 21 credit hours must be in graduate level engineering courses.

No more than 9 credit hours of graduate coursework may be accepted as transfer credit from another institution.

Any course taken as a prerequisite to engineering graduate study at CSU-Pueblo may not be counted towards graduation and must be taken for credit (i.e., not audited).

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.3.1.a Colleges and Academic Departments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section C.2.3.1.a Colleges and Academic
Departments – College of Agricultural Sciences

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The current Department of Bioagricultural Sciences and Pest Management is proposing changing its name to the Department of Agricultural Biology. This new name is more descriptive of what they do, is easier to understand, and will facilitate attracting students, staff, and faculty. The department faculty are all biologists, and most of them work within agriculture; hence, the name Agricultural Biology is both succinct and descriptive. The name is also easy to remember, will resonate better with the citizens of Colorado and the world.

A department with similar expertise, at New Mexico State University, uses this name for their undergraduate major, and theirs is one of fastest growing majors across their campus. Therefore, clearly the name has some appeal to undergraduates. The department is working to initiate an undergraduate program in Agricultural Biology, and while a match between the name of the major and the department is not absolutely necessary, it will facilitate students finding this program and identifying the department with it. Therefore, the department is especially optimistic about the impact on the recruitment of undergraduates to the soon-to-be major.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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C.2.3.1 Colleges and Academic Departments

The colleges, each organized under their respective academic dean, have general charge over their respective undergraduate and/or professional degree programs. These are:

- a. College of Agricultural Sciences (*last revised December 6, 2019*)
 Comprising the Departments of Agricultural and Resource Economics; Animal Sciences; ~~Bioagricultural Sciences and Pest Management~~ Agricultural Biology; Horticulture and Landscape Architecture; and Soil and Crop Sciences.
- b. College of Health and Human Sciences (*last revised February 6, 2013*)
 Comprising the Departments of Construction Management; Design and Merchandising; Health and Exercise Science; Food Science and Human Nutrition; Human Development and Family Studies; Occupational Therapy; the School of Education; and the School of Social Work.
- c. College of Business
 Comprising the Departments of Accounting; Computer Information Systems; Finance and Real Estate; Management; and Marketing.
- d. College of Engineering (*last revised January 27, 2006*)
 Comprising the Departments of Atmospheric Science; Chemical and Biological Engineering; Civil and Environmental Engineering; Electrical and Computer Engineering; and Mechanical Engineering.
- e. College of Liberal Arts (*last revised March 31, 2019*)
 Comprising the Departments of Anthropology and Geography.; Art and Art History; Communication Studies; Economics; English; Ethnic Studies; History; Journalism and Media Communication; Languages, Literatures and Cultures; Philosophy; Political Science; Sociology; and School of Music, Theatre, and Dance.
- f. College of Natural Resources (*last revised June 21, 2011*)
 Comprising the Departments of Ecosystem Science and Sustainability; Fish, Wildlife, and Conservation Biology; Forest and Rangeland Stewardship; Geosciences; and Human Dimensions of Natural Resources

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g. College of Natural Sciences

Comprising the Departments of Biochemistry and Molecular Biology; Biology; Chemistry; Computer Science; Mathematics; Physics; Psychology; and Statistics.

h. College of Veterinary Medicine and Biomedical Sciences

Comprising the Departments of Biomedical Sciences; Clinical Sciences; Environmental and Radiological Health Sciences; and Microbiology, Immunology and Pathology.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section D.5.3.1 Types of Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section D.5.3.1 Types of Appointments.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Faculty and Administrative Professional Benefits and Privileges Handbook no longer exists. It has been replaced by the Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD).

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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D.5.3.1 Types of Appointments (*last revised August 8, 2014* **December 6, 2019**)

Administrative professional appointments are at-will, regardless of whether an end date is indicated on an appointment form, and may be made as follows:

- a. Regular: 9-month or 12-month appointments may be either full-time or part-time of at least half-time or greater without a fixed termination date. Part time appointments of half-time or greater earn benefits equal to those of full-time appointees of the same type.
- b. Special: Appointments with a specified end date, for positions supported by sponsored programs or when funds are available only for a specified duration. A special appointment may be either full-time or part-time of at least one half-time or greater and the same benefits accrue as for regular appointments of the same type.
- c. Temporary: Full-time and part-time appointments of less than 9 or 12 months and all ~~part~~part-time appointments of less than half time.

For benefits information for all appointment types, see the Human Resources Manual, section 2 and the ~~Administrative Professional Benefits and Privileges Handbook~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section D.7.18 Retirement

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section D.7.18 Retirement.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Faculty and Administrative Professional Benefits and Privileges Handbook no longer exists. It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

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D.7.18 Retirement (*Last revised December 6, 2019*)

Faculty members with tenured academic appointments are entitled to employment unless terminated for cause under Section E.15 or retired. See ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ the *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)* for retirement eligibility.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2.1 Basic Types of Faculty Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section E.2.1 Basic Types of Faculty Appointments.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Faculty and Administrative Professional Benefits and Privileges Handbook no longer exists. It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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E.2.1 Basic Types of Faculty Appointments (~~Last revised May 3, 2018~~ **December 6, 2019**)

Six (6) basic types of appointments exist for members of the faculty. They are tenured faculty, tenure-track faculty, contract faculty, continuing faculty, adjunct faculty, and faculty on transitional appointments. Only faculty members holding tenure-track appointments at the time of consideration are eligible to acquire tenure. See Section E.3 for details of other types of faculty appointments.

Full-time is defined as the academic year or a minimum of nine (9) months. Part-time is defined as any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.

The major characteristics of the various types of appointments are as follows:

E.2.1.1 Tenured Appointments (~~Last revised May 3, 2018~~ **December 6, 2019**)

A tenured faculty appointment may be either full-time or part-time. If a tenured faculty member is tenured only for part-time service, additional employment may be arranged each year between the faculty member and the department. Responsibilities and salaries are scaled appropriately to the portion of time worked.

If a tenured faculty member changes to a contract, continuing, or adjunct appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status must apply prior to the time he or she relinquishes tenure and retires.

The following conditions apply to a tenured faculty appointment:

- a. It is limited to the ranks of assistant professor, associate professor, and professor.
- b. There is no specified ending date.

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c. The faculty member shall have full voting rights at departmental and college faculty meetings and is eligible to serve on departmental and college committees.

d. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), and for sabbatical leave (see Section F.3.4).

E.2.1.2 Tenure-Track Appointments (~~Last revised May 3, 2018~~ December 6, 2019)

A tenure-track faculty member may be either full-time or part-time. The six (6) year time limit for acquisition of tenure applies for both full-time and part-time appointments (see Section E.10.4.c). Criteria, procedures, and regulations for promotion, tenure, and salary for part-time appointments are subject to the rules governing full-time appointments. If a contract, continuous or adjunct faculty member is given a tenure-track faculty appointment, an appropriate amount of credit may be given for this prior service.

The following conditions apply to a tenure-track faculty appointment:

- a. It is limited to the ranks of assistant professor, associate professor, and professor.
- b. The faculty member shall have full voting rights at departmental and college faculty meetings and is eligible to serve on departmental and college committees.
- c. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4). However, time spent on a tenure-track appointment does count towards the accumulation of service for sabbatical leave.

E.2.1.3 Contract Faculty Appointments (~~Last revised May 3, 2018~~ December 6, 2019)

Contract faculty appointments may be either full-time or part-time.

Contract faculty appointments for research may be offered only for research performed for the University. In this case, the unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision
 Section E.2.1 Basic Types of Faculty Appointments

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The following conditions apply to a contract faculty appointment:

- a. All contracts shall have a specified ending date and a term of at least two (2) years. At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract or informed that the contract may be allowed to expire. If the contract is allowed to expire, the employment as a contract faculty appointment shall be converted to employment as a continuing faculty appointment, without loss of rank, unless a new contract is agreed to in writing by both parties.
- b. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- c. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that contract faculty have voting rights in the governance of their department and college with the exception of decisions relating to tenure and will be eligible to serve on departmental and college committees.
- d. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G in ~~the~~ Academic Faculty and Administrative Professional Benefits and Privileges Handbook Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)), but not for sabbatical leave (see Section F.3.4).
- e. A contract faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.4 Continuing Faculty Appointments (~~Last revised May 3, 2018~~ December 6, 2019)

Continuing faculty appointments may be either full-time or part-time. The following conditions apply to a continuing faculty appointment:

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- a. There is no specified ending date.
- b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.
- c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- d. Department and college codes shall specify the voting rights of continuing faculty and their eligibility to participate on departmental and college committees. The standard expectation is that continuing faculty have voting rights in the governance of their department and college with the exception of decisions relating to tenure, and will be eligible to serve on departmental and college committees.
- e. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4).
- f. A continuing faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.
- g. A continuing faculty member who has been employed with this appointment type for at least ten (10) semesters shall be given serious consideration for conversion to a contract faculty appointment. In this circumstance, the faculty member may submit a formal request in writing to the department head for such a conversion. Such a formal request shall be responded to in writing by the department head with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

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E.2.1.5 Adjunct Faculty Appointments (~~Last revised May 3, 2018~~ **December 6, 2019**)

Adjunct faculty appointments may be full-time, part-time, or less than half-time.

Adjunct faculty appointments are intended for situations where the previous types of appointment are not appropriate. These include the following situations:

- i. Employment at less than half-time.
- ii. Employment on an occasional basis, rather than being for every (Fall and Spring) semester. An approved leave without full-time or part-time service (such as Family Medical Leave) shall not constitute employment on an occasional basis.
- iii. Employment for only one (1) or two (2) semesters (Fall and Spring). This appointment type may not be used for a faculty member employed full-time or part-time every semester (Fall and Spring) for more than two (2) semesters.
 - a. There may or may not be a specified ending date.
 - b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.
 - c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
 - d. Department and college codes shall specify the voting rights of adjunct faculty and their eligibility to participate on departmental and college committees.
 - e. Enrollment in a retirement program is mandatory. If the faculty member is full-time or part-time, then he or she is eligible for other fringe benefits and privileges (see Sections F and G and the ~~Academic Faculty and Administrative Professional Benefits and Privileges Handbook~~ Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)) but not for sabbatical leave (see Section F.3).

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section F.3.13 Leave Without Pay

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section F.3.13 Leave Without Pay.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Faculty and Administrative Professional Benefits and Privileges Handbook no longer exists. It has been replaced by the Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD).

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NOTE: Revisions are noted in the following manner:
Additions - underlined Deletions - ~~overseored~~

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F.3.13 Leave Without Pay (~~Last revised August 8, 2014~~ **December 6, 2019**)

A faculty member on a regular, special appointment or senior teaching appointment or administrative professional on a regular or special appointment may be granted leave without pay with approval by the Board. A request for such leave must be sent through channels to the President. See the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)* regarding continuation of benefit coverage while on leave without pay.

An administrative professional on a temporary appointment may be granted leave without pay only as required under the Family Medical Leave Policy.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section K Resolution of Disputes

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section K Resolution of Disputes.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

Discrimination is dealt with by the Office of Equal Opportunity, not
Section K.

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 Additions - underlined Deletions - ~~overseored~~

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K. Resolution of Disputes (*Last revised August 10, 2018* **December 6, 2019**)

K.1 General Information (*Last revised August 10, 2018* **December 6, 2019**)

Colorado State University is committed to the timely and fair resolution of disputes. Section K describes procedures for a CSU employee who is a faculty member or administrative professional to challenge a decision, recommendation or action by a supervisor that has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and that is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. If a decision, recommendation or action by a supervisor is retaliatory, it may serve as the basis for a grievance if it has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. Section K provides three avenues for resolution of such claims: a) informal conciliation, b) mediation, and c) a formal grievance hearing process.

Several offices on campus are available to assist with the resolution of other disputes. See the website for the Office of the Ombuds and Employee Assistance Program for details and contact information. An overview of the procedures described in Section K can be found on the website of the University Grievance Officer.

K.1.1 Participants in the Section K Process and Definition of Terms

(*Last revised August 10, 2018* **December 6, 2019**)

Employee Classification – The type of position, either faculty member or administrative professional, held by the employee.

Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and who are eligible to serve on Hearing Committees.

Grievant – A CSU employee who is a faculty member or administrative professional and who asserts that one or more decisions, recommendations or actions by a supervisor (1) has an adverse academic and/or professional

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effect on the faculty member or administrative professional, and (2) is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~.

[material with no changes has been omitted]

K.3 Definition of an Action, Grievable Action, and Grievance
 (~~Last revised August 10, 2018~~ **December 6, 2019**)

An Action is a decision, recommendation or other act by a Supervisor.

A Grievable Action is an Action by a Supervisor that has or will have an adverse academic and/or professional effect on the Grievant and is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. If an Action by a Supervisor is retaliatory, it may serve as the basis for a Grievance if it has or will have an adverse academic and/or professional impact on the Grievant and is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~.

A Grievance is a written complaint by a Grievant asserting that a Grievable Action has occurred.

[material with no changes has been omitted]

K.6 Mediation (~~Last revised August 10, 2018~~ **December 6, 2019**)

K.6.1 Initiation of the Mediation Process (~~Last revised August 10, 2018~~ **December 6, 2019**)

If the Grievant is notified by the UGO that informal conciliation was not successful in resolving the dispute, then the Grievant may choose to initiate the mediation process. This must be done within five (5) working days of receiving such notification, and this is done by submitting to the UGO a formal written Complaint. This Complaint must specify the Supervisor and the Grievable Action(s); how this Action has or will have an adverse academic and/or professional impact on the Grievant; and how the Supervisor was unfair, unreasonable, arbitrary, and/or capricious, ~~and/or discriminatory~~. In some cases, it may be necessary for the UGO to return the Complaint to the Grievant for editing before it has an acceptable format

[material with no changes has been omitted]

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K.10.5 Recommendation of the Hearing Committee (~~Last revised August 10, 2018~~ **December 6, 2019**)

a. Following the completion of the Hearing, the Hearing Committee shall retire for the purpose of discussion, conference, and decision. These deliberations shall remain confidential to the full extent permitted by law. The Hearing Committee shall review the pertinent information and the Grievable Action solely to determine whether this Action is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~, but not to substitute its judgment regarding the substantive merits of the Grievable Action.

[material with no changes has been omitted]

K.10.6.2 Review by the Provost (~~Last revised August 10, 2018~~ **December 6, 2019**)

If the Hearing Record is sent to the Provost, he or she shall review the Hearing Record, together with any appeal from the Grievant (hereinafter referred to collectively as the “Appeal Record”), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Appeal Record. No new substantive issues may be introduced.

Upon completion of this review, the Provost shall submit a written recommendation to the President, along with a copy of any appeal from the Grievant. The recommendation from the Provost shall include a summary of the relevant information and the reasoning that supports the recommendation. The recommendation from the Provost may differ from the Recommendation from the Hearing Committee only if the Provost finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~.

The Provost shall also send a copy of his or her recommendation to the UGO, and the UGO shall send copies of this recommendation to the Grievant and the Supervisor. The Provost shall send his or her recommendation to the President and the UGO within ten (10) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal.

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K.10.6.3 Appeal of the Recommendation From the Provost
(Last revised August 10, 2018 December 6, 2019)

The Grievant has the right to appeal the new recommendation from the Provost. This appeal must be made within five (5) working days of receipt of the written recommendation from the Provost, it must provide reasons for the appeal, and it must not exceed five (5) pages with normal font size.

If the Grievant submits an appeal to the President, he or she shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor and the Provost.

K.10.6.4 Review by the President *(Last revised August 10, 2018 December 6, 2019)*

If the Hearing Record is sent to the President, he or she shall review the Hearing Record, together with any recommendation from the Provost, and any appeals from the Grievant (hereinafter referred to collectively as the “Final Appeal Record”), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record. No new substantive issues may be introduced.

Upon completion of this review, the President shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. Regardless of the recommendation from the Provost, the decision of the President may differ from the Recommendation from the Hearing Committee only if the President finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. The President shall send his or her written decision to the UGO within twenty (20) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal. The UGO shall send copies of this decision to the Grievant, the Supervisor, and the Provost. The decision of the President is final.

If the decision of the President includes taking action as a result of the Grievance, the President shall notify the appropriate individuals of the action to be taken.

[material with no changes has been omitted]

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section K.3.1 A Grievable Action does not include:

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section K.3.1 A Grievable Action does not include:

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

It is sometimes necessary to place an employee on paid administrative leave while an investigation is conducted. During this time, the employee receives full pay and benefits, so this action is not Grievable. This addition makes this clear.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2019-2020

K.3.1 A Grievable Action does not include: (~~Last revised August 10, 2018~~
December 6, 2019)

- a. An issue that does not individually affect a faculty member or administrative professional, such as dissatisfaction with a university policy of general application.
- b. Actions specified in the *Academic Faculty and Administrative Professional Manual* as “final” and thus not subject to redress through the grievance process. Any action deemed “final” constitutes exhaustion of internal grievance procedures.
- c. An act by any person who is not the Grievant’s Supervisor.
- d. Terms agreed to by the Grievant under a Section K mediation agreement.
- e. Acts in response to violations of law or endangerment of public safety.
- f. Placement on paid administrative leave.
- fg. A subsequent complaint for the same action by the same supervisor once a Grievance regarding the original complaint has concluded.
- gh. Termination of “at-will” employees. For information about the university’s policy regarding at-will employees and the recommended steps and considerations for termination of at-will employees, employees should refer to the university policy for Administrative Professionals and Non-Tenured Academic Faculty (“At Will” Employment) found in the CSU Policy Library (see also Section D.5.6 and E.2.1 of the *Academic Faculty and Administrative Professional Manual*). Employees may contact the University Grievance Officer with questions about disciplinary action or termination of at-will employees.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section K.3.2 Types of Grievable Actions and Burden of Proof

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K.3.2 Types of Grievable Actions and Burden of Proof.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

Item K.3.2.1.a predates NTTF contracts, and was never intended to apply to them. Instead, there is an appeals process for termination of NTTF contracts. This appeals process is designated as “final,” which means that the matter is not grievable. The only other contracts are for things people such as the football coach. The grievance process should not deal with the termination of such persons.

For at-will appointments, neither termination nor denial of reappointment is grievable. This leaves only denial of reappointment for tenure-track faculty during their probationary period. However, this is handled by an appeals process that is designated as “final,” which means that it is not grievable either. When NTTF contracts are not renewed, the faculty member is reappointed as a continuing faculty member.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2019-2020

K.3.2 Types of Grievable Actions and Burden of Proof (*Last revised August 10, 2018* **December 6, 2019**)

K.3.2.1 (“Class A”)

In a Grievance that involves a complaint about the following specific actions, the burden of proof falls upon the Supervisor:

- ~~a. termination of contractual rights;~~
- ba. reduction of salary and/or demotion;
- ~~eb.~~ violation of academic and/or intellectual freedom; or
- ~~dc.~~ assignment of unreasonable workload.

K.3.2.2 (“Class B”)

In a Grievance that involves complaints about a term or condition of employment other than those specific cases that are identified above in Section K.3.2.1, the burden of proof falls upon the Grievant. Examples of such Grievances include:

- a. decision on the amount of salary;
- ~~b. denial of reappointment;~~
- eb. denial of tenure and/or promotion;
- ~~dc.~~ receipt of a lower evaluation than deserved on a performance review; ~~ef~~
- ed. denial of sabbatical leave.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section K.12.4 Duties of the University Grievance Officer

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K.12.4 Duties of the University Grievance Officer.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The UGO manages and oversees the new appeals processes created in Sections E.11, E.16, and E.17.

The evaluation process for the UGO has been changed, and it no longer involves the UGO contacting participants in the Section K process.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2019-2020

K.12.4 Duties of the University Grievance Officer (*Last revised August 10, 2018*
December 6, 2019)

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Sections E.11, E.15, E.16, and E.17.
- b. Coordinating and facilitating the activities of the Grievance Panel by maintaining the records of the Panels, scheduling all meetings of the Panels for informational and organizational purposes, scheduling meetings of its Hearing Committees, calling individuals to appear before Hearing Committees, and establishing the rotation order for service by the members of the Panels on Hearing Committees.
- c. Overseeing the processes of Section K and Sections E.11, E.15, E.16, and E.17 and preparing reports to the Grievance Panels, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Sections E.11, E.15, E.16, and E.17.
- e. Consulting with at-will employees and the Office of General Counsel about disciplinary action or termination of at-will employees, as discussed in Section K.3.1.g.
- f. Making recommendations to Hearing Committees and Appeal Committees regarding guidelines for the operation of these committees pursuant to Section K and Sections E.11, E.15, E.16, and E.17.
- g. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section K.10.

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- h. Facilitating the conduct of Hearings and Appeals pursuant to Section K and Sections E.11, E.15, E.16, and E.17.
- i. Preparing an annual report each December for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.
- j. Maintaining and updating the list of University Mediators (UMs).
- k. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.
- l. Coordinating orientation and training of University Mediators and Grievance Panel members.
- m. Assisting the Faculty Council and the Administrative Professional Council in their annual evaluations of the UGO ~~by notifying all participants in the Section K process of the opportunity to participate in anonymous surveys regarding the performance of the UGO.~~

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Report Item

REPORT ITEM:

Report: Sabbatical Requests Approved for AY 2020-2021

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The purpose of sabbatical leave is to enhance the faculty member's professional growth, enhance the institution's reputation and the students' educational experience at the institution, and increase the overall level of knowledge in the faculty member's area of expertise.

The recommendations for sabbatical leave have been reviewed at the Department, College, and University levels and have received approval at each level. In every case, the proposal has been evaluated and judged appropriate with strict adherence to CCHE guidelines. As delegated by the Board of Governors, Dr. Joyce McConnell, President, has approved all of these sabbatical leaves.

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Colorado State University Sabbatical Leave Requests for AY 2020-2021

Requests were received for 70 Sabbatical Leaves to be taken during the academic year 2020-2021.

The College of Agricultural Sciences had three requests. Two requests are for fall semester only and one request is for spring semester only. All of these will be conducted off campus.

The College of Business had three requests. Two requests are for fall semester and one request is for the academic year. One of these will be conducted off campus and two will be conducted both on and off campus.

The College of Engineering had four requests. One of these is for the fall semester only, one is for the spring semester only, and two are for the academic year. Two of these will be conducted off campus and two will be conducted both on and off campus.

The College of Health and Human Sciences had six requests. Two of these are for the spring semester only, one is for fall semester only, and three are for the full academic year. Three of these will be conducted off campus and three will be conducted both on and off campus.

The College of Liberal Arts had thirty five requests. Fourteen of these are for the fall semester only, nine are for spring semester only, eleven are for the full academic year and one is for the 2021 calendar year. Twenty of these will take place off campus and fifteen will have time spent both on and off campus.

The College of Natural Sciences had twelve requests. Three of these are for the full academic year, three are for fall semester only, five are for spring semester only, and one is for the 2021 calendar year. All of these will take place off campus.

Warner College of Natural Resources had five requests. Three of these are for the full academic year and two are for spring semester. Four of these will be spent off campus and one will have time spent both on and off campus.

The College of Veterinary Medicine and Biomedical Sciences had two requests. One of these is for the spring semester and one is for the fall semester. Both of these will be spent off campus.

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Sabbatical Leave Requests by College and Year

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| CAS | 7 | 4 | 2 | 1 | 3 | 2 | 3 |
| CHHS | 0 | 3 | 0 | 3 | 3 | 5 | 6 |
| COB | 5 | 11 | 6 | 1 | 3 | 5 | 3 |
| COE | 5 | 10 | 4 | 4 | 7 | 9 | 4 |
| CLA | 36 | 16 | 10 | 18 | 17 | 26 | 35 |
| CNS | 8 | 15 | 12 | 9 | 12 | 13 | 12 |
| CVMBS | 1 | 1 | 1 | 2 | 3 | 5 | 2 |
| WCNR | 5 | 3 | 9 | 6 | 4 | 5 | 5 |
| Libraries | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| | | | | | | | |
| Total | 67 | 63 | 44 | 45 | 53 | 70 | 70 |

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The following sabbatical requests have been approved for the 2020-2021 Academic Year:

| <u>Name</u> | <u>Department</u> | <u>Proposed Leave Dates</u> |
|--|---|-----------------------------|
| <u>College of Agricultural Sciences</u> | | |
| Choi, Jane | Horticulture and Landscape Architecture | Spring 2021 |
| Manning, Dale | Agricultural and Resource Economics | Fall 2020 |
| Suter, Jordan | Agricultural and Resource Economics | Fall 2020 |
| <u>College of Business</u> | | |
| Bajtelsmit, Vickie | Finance and Real Estate | Fall 2020 |
| Blocker, Christopher | Marketing | Fall 2020 |
| DeTienne Dawn | Management | AY 20-21 |
| <u>College of Engineering</u> | | |
| Atadero, Rebecca | Civil and Environmental Engineering | AY 20-21 |
| Heyliger, Paul | Civil and Environmental Engineering | Fall 2020 |
| Pierce, Jeffrey | Atmospheric Science | Spring 2021 |
| Wang, Qiang (David) | Chemical and Biological Engineering | AY 20-21 |
| <u>College of Health and Human Sciences</u> | | |
| Bellows, Laura | Food Science and Human Nutrition | Spring 2021 |
| Fruhauf (Bubien), Christine | Human Development and Family Studies | AY 20-21 |
| Li, Yan Vivian | Design and Merchandising | AY 20-21 |
| Malcolm, Matt | Occupational Therapy | Spring 2021 |
| Ozbek, Mehmet | Construction Management | AY 20-21 |
| Schmid, Arlene | Occupational Therapy | Fall 2020 |

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| <u>Name</u> | <u>Department</u> | <u>Proposed Leave Dates</u> |
|---------------------------------------|--------------------------------------|-----------------------------|
| <u>College of Liberal Arts</u> | | |
| Abrams, Katherine | Journalism and Media Communication | Fall 2020 |
| Betsill, Michele | Political Science | AY 20-21 |
| Cafaro, Philip | Philosophy | AY 20-21 |
| Cavdar, Gamze | Political Science | AY 20-21 |
| Cloud, Doug | English | AY 20-21 |
| Cooperman, Matthew | English | Fall 2020 |
| Dickinson, Greg | Communication Studies | Fall 2020 |
| Diffrient, David Scott | Communication Studies | Fall 2020 |
| Emami, Sanam | Art and Art History | AY 20-21 |
| Faris, Suzanne | Art and Art History | Fall 2020 |
| Fisher, Christopher | Anthropology and Geography | AY 20-21 |
| Flippen, Paul | Art and Art History | Spring 2021 |
| Galvin, Kathleen | Anthropology and Geography | Spring 2021 |
| Grapes, K. Dawn | School of Music, Theatre, and Dance | Fall 2020 |
| Hirchi, Mohammed | Languages, Literatures, and Cultures | Spring 2021 |
| Knight, Andrew | School of Music, Theatre, and Dance | Spring 2021 |
| Knobloch, Katherine | Communication Studies | Spring 2021 |
| Kodrich, Kris | Journalism and Media Communication | Fall 2020 |
| Kokoska, Mary-Ann | Art and Art History | AY 20-21 |
| Martinez, Doreen | Ethnic Studies | Fall 2020 |
| McGuire, John | School of Music, Theatre, and Dance | Fall 2020 |

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| <u>Name</u> | <u>Department</u> | <u>Proposed Leave Dates</u> |
|---|--------------------------------------|-----------------------------|
| McShane, Katie | Philosophy | Annual Year 2021 |
| Moore, Emily | Art and Art History | AY 20-21 |
| Mushinski, David | Economics | Spring 2021 |
| Nekrasova-Beker, Tatiana | English | Fall 2020 |
| Orsi, Jared | History | Fall 2020 |
| Sbicca, Joshua | Sociology | AY 2021 |
| Shields, Martin | Economics | Spring 2021 |
| Sivakumar, Gayathri | Journalism and Media Communication | Fall 2020 |
| Sloane, Sarah | English | AY 20-21 |
| Trumbo, Craig | Journalism and Media Communication | AY 20-21 |
| Velazquez-Castillo, Maura | Languages, Literatures, and Cultures | Spring 2021 |
| Vogl, Mary | Languages, Literatures, and Cultures | Fall 2020 |
| Xiang, Hongyan | History | Fall 2020 |
| Zahran, Sammy | Economics | Fall 2020 |
| <u>College of Natural Sciences</u> | | |
| Antolin, Michael | Biology | Spring 2021 |
| Breidt, F. Jay | Statistics | Spring 2021 |
| Buchanan, Kristen | Physics | Spring 2021 |
| Buchanan, Norman | Physics | Spring 2021 |
| Canetto, Silvia | Psychology | Fall 2020 |
| Fisher, Gwenith | Psychology | Spring 2021 |
| Graham, Dan | Psychology | AY 20-21 |

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| <u>Name</u> | <u>Department</u> | <u>Proposed Leave Dates</u> |
|---------------------|-------------------|-----------------------------|
| Miranda, Rick | Mathematics | AY 20-21 |
| Naug, Dhruba | Biology | Fall 2020 |
| Seger, Carol | Psychology | Annual Year 2021 |
| Shipman, Patrick | Mathematics | Fall 2020 |
| Shonkwiler, Clayton | Mathematics | AY 20-21 |

Warner College of Natural Resources

| | | |
|-------------------|---------------------------------------|-------------|
| Gavin, Michael | Human Dimensions of Natural Resources | Spring 2021 |
| Jones, Kelly | Human Dimensions of Natural Resources | AY 20-21 |
| Rathburn, Sara | Geosciences | AY 20-21 |
| Solomon, Jennifer | Human Dimensions of Natural Resources | Spring 2021 |
| Wei, Yu | Forest and Rangeland Stewardship | AY 20-21 |

College of Veterinary Medicine and Biomedical Sciences

| | | |
|------------------|--|-------------|
| Ebel, Gregory | Microbiology, Immunology and Pathology | Fall 2020 |
| Magzamen, Sheryl | Environmental and Radiological Health Sciences | Spring 2021 |

MATTERS FOR ACTION:

Report on CSU-Pueblo approved sabbatical leaves for 2020-2021. Report Item. No action necessary.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs. This report provides the names and term for sabbatical requests for the 2020-2021 academic year.

Per section 2.11.2 (Sabbatical Leaves) of the Faculty Handbook, “The purpose of sabbatical leave is to provide tenure contract faculty an opportunity to engage in research, scholarly or creative activity, or otherwise enhance professional stature as teachers and scholars.” 2.11.2.2.i states in part that “Sabbatical leaves will be granted on the merits of the faculty member's application, the availability of funds, and institutional priorities... Faculty members must demonstrate in writing, as part of their application, a well structured plan involving research, scholarly or creative activity, study for advanced degrees outside their primary discipline, or other activities which will result in the faculty member's professional growth, increase the overall level of knowledge in the leave holder's area of expertise, and enhance the institution's reputation, and the students' educational experience.” The following individuals submitted proposals that were reviewed and approved at the department, and college/school levels. All were recommended to President Mottet, who will have final approvals/denials:

College of Education, Engineering, and Professional Studies

- Professor Jenny Piazza, Teacher Education Program - Fall 2020 semester

College of Humanities And Social Sciences

- Associate Professor Doug Eskew, English/World Languages - Fall 2020 semester
- Professor Matthew Harris, History - Fall 2020 semester
- Professor Jonathan Rees, History - Fall 2020 semester
- Associate Professor Alegria Ribadeneira, English/World Languages - Spring 2021 semester

College of Science and Mathematics

- Professor Mel Druelinger, Chemistry - AY 20-21
- Professor Bruce Lundberg, Mathematics and Physics - AY 20-21

Hasan School of Business

- Associate Professor Heboong Kwon, Management - Fall 2020 semester

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MATTERS FOR ACTION:

Colorado State University – Academic Calendar – Fall Semester 2024 through Summer Semester 2026

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University Academic Calendar for Fall Semester 2024 through Summer Semester 2026.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Colorado State University Academic Calendar, approved by the Colorado State University Faculty Council at its November 5, 2019 meeting, for Fall Semester 2024 through Summer Semester 2026 is as follows:

Board of Governors of the Colorado State University System

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Consent Item

**ACADEMIC CALENDAR
FALL SEMESTER 2024 THROUGH SUMMER 2026**

Fall Semester 2024

| | | |
|---|-----------------|--|
| Aug. 15, 16 | Thursday-Friday | Orientation |
| Aug. 19 | Monday | Classes Begin |
| Aug. 23 | Friday | End Restricted Drop |
| Aug. 25 | Sunday | End Regular Add |
| Sept. 2 | Monday | Holiday - University Offices Closed - No Classes |
| Sept. 4 | Wednesday | Census and Registration Closes – last day For dropping courses without record entry, changes in grade option, and tuition and fee adjustment |
| Oct. 14 | Monday | End Course Withdrawal (“W”) Period |
| Nov. 23 | Saturday | Fall Recess Begins, No Classes Next Week |
| Nov. 28-29 | Thursday-Friday | Holiday – University Offices Closed – No Classes |
| Dec 2 | Monday | Classes Resume |
| Dec. 6 | Friday | Last Day of Classes; University Withdrawal Deadline |
| Dec. 9-13 | Monday-Friday | Final Examinations |
| Dec. 13-15 | Friday-Sunday | Commencement |
| Dec. 17 | Tuesday | Grades Due |
| Dec. 25 | Wednesday | Holiday – University Offices Closed |
| Dec. 26-27 (79 Days, Including Final Examinations) | Thursday-Friday | Holiday – University Offices Closed |

Spring Semester 2025

| | | |
|------------|-----------------|---|
| Jan. 1 | Wednesday | Holiday – University Offices Closed |
| Jan. 16-17 | Thursday-Friday | Orientation, Advising and Registration for New Students |
| Jan. 20 | Monday | Holiday – University Offices Closed |
| Jan. 21 | Tuesday | Classes Begin |
| Jan. 24 | Friday | End Restricted Drop |
| Jan. 26 | Sunday | End Regular Add |
| Feb. 5 | Wednesday | Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment |
| Feb. 11 | Tuesday | Founder’s Day |

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| | | |
|---|---------------|---|
| Mar. 8 | Saturday | Spring Break Begins – No Classes Next Week |
| Mar. 17 | Monday | End Course Withdrawal (“W”) Period |
| Mar. 17 | Monday | Classes Resume |
| May 9 | Friday | Last Day of Classes; University Withdrawal Deadline |
| May 12-16 | Monday-Friday | Final Examinations |
| May 16-18 | Friday-Sunday | Commencement |
| May 20 | Tuesday | Grades Due |
| (79 Days, Including Final Examinations) | | |

Summer Session 2025

| | | |
|---------|-----------|--|
| May 19 | Monday | 1st 4 Week and 12 Week Term Begins |
| May 26 | Monday | Holiday University Offices Closed - No Classes |
| Jun. 13 | Friday | 1st 4 Week Term Ends |
| Jun. 16 | Monday | 2nd 4 Week Term and 8 Week Terms Begin |
| Jun. 25 | Wednesday | Census |
| July 4 | Friday | Holiday – University Offices Closed – No Classes |
| July 11 | Friday | 2nd 4 Week Term Ends |
| Jul. 14 | Monday | 3rd 4 Week Term Begins |
| Aug. 8 | Friday | 8, 12 and 3rd 4 Week Terms End |
| Aug. 12 | Tuesday | Grades Due |

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is ten days into the session for a four-week course, 20 days into the session for an eight week course, and 30 days into the session for a 12 week course. If there are any questions, please consult the Registrar’s office.

Fall Semester 2025

| | | |
|------------|-----------------|---|
| Aug. 21-22 | Thursday-Friday | Orientation |
| Aug. 25 | Monday | Classes Begin |
| Aug. 29 | Friday | End Restricted Drop |
| Aug 31 | Sunday | End Regular Add |
| Sept. 1 | Monday | Holiday - University Offices Closed - No Classes |
| Sept. 10 | Wednesday | Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment |

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| | | |
|---|------------------|---|
| Oct. 20 | Monday | End Course Withdrawal (“W”) Period |
| Nov. 22 | Saturday | Fall Recess Begins, No Classes Next Week |
| Nov. 27-28 | Thursday-Friday | Holiday – University Offices Closed |
| Dec. 1 | Monday | Classes Resume |
| Dec. 12 | Friday | Last Day of Classes; University Withdrawal Deadline |
| Dec. 15-19 | Monday-Friday | Final Examinations |
| Dec. 19-21 | Friday-Sunday | Commencement |
| Dec. 23 | Tuesday | Grades Due |
| Dec. 24-26 | Wednesday-Friday | Holiday – University Offices Closed |
| (79 Days, Including Final Examinations) | | |

Spring Semester 2026

| | | |
|---|-----------------|--|
| Jan. 1 | Thursday | Holiday – University Offices Closed |
| Jan. 15-16 | Thursday-Friday | Orientation, Advising & Registration for New Students |
| Jan. 19 | Monday | Holiday – University Offices Closed |
| Jan. 20 | Tuesday | Classes Begin |
| Jan. 23 | Friday | End Restricted Drop |
| Jan. 25 | Sunday | End Regular Add |
| Feb. 4 | Wednesday | Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment |
| Feb. 11 | Wednesday | Founder’s Day – CSU’s 156 th birthday |
| Mar. 7 | Saturday | Spring Break Begins – No Classes Next Week |
| Mar. 16 | Monday | End Course Withdrawal (“W”) Period |
| Mar. 16 | Monday | Classes Resume |
| May 8 | Friday | Last Day of Classes; University Withdrawal Deadline |
| May 11-15 | Monday-Friday | Final Examinations |
| May 15-17 | Friday-Sunday | Commencement |
| May 19 | Tuesday | Grades Due |
| (79 Days, Including Final Examinations) | | |

Summer Session 2026

| | | |
|---------|--------|--|
| May 18 | Monday | 1st 4 Week and 12 Week Term Begins |
| May 25 | Monday | Holiday - University Offices Closed - No Classes |
| Jun. 12 | Friday | 1st 4 Week Term Ends |
| Jun. 15 | Monday | 2nd 4Week Term and 8 Week Terms Begin |

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| | | |
|---------|-----------|--|
| Jun. 24 | Wednesday | Census |
| Jul. 3 | Friday | Holiday – University Offices Closed - No Classes |
| Jul. 10 | Friday | 2nd 4 Week Term Ends |
| Jul. 13 | Monday | 3rd 4 Week Term Begins |
| Aug. 7 | Friday | 8, 12 and 3rd 4 Week Terms End |
| Aug. 11 | Tuesday | Grades Due |

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the session for a four week course, 20 days into the session for an eight-week course, 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

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MATTERS FOR ACTION:

Colorado State University-Pueblo – AY2020-2021 & AY2021-2022

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2020-2021 and AY2021-2022.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. Calendars follow on next page.

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UNIVERSITY CALENDAR 2020-2021

Fall 2020

| | |
|---|-------------------|
| Registration Begins | March 9 (of 2020) |
| Classes Begin | August 24 |
| End Add Period (Full-Term Courses) | August 28 |
| End Drop Period (Full-Term Courses) | September 7 |
| Fall Graduation Contract Deadline | September 18 |
| End Withdrawal Period (Full-Term Courses) | October 23 |
| Fall Break | November 23-27 |
| Classes End | December 4 |
| Final Exams | December 7-11 |

Spring 2021

| | |
|---|----------------------|
| Registration Begins | October 19 (of 2020) |
| Classes Begin | January 18 |
| End Add Period (Full-Term Courses) | January 22 |
| End Drop Period (Full-Term Courses) | February 1 |
| Spring Graduation Contract Deadline | February 12 |
| End Withdrawal Period (Full-Term Courses) | March 19 |
| Spring Break | March 22-26 |
| Classes End | April 30 |
| Final Exams | May 3-7 |
| Commencement | May 8 |

Summer 2021

| | |
|---------------------|-------------------|
| Registration Begins | March 8 (of 2021) |
|---------------------|-------------------|

First 4, 6, 12-Week Sessions

| | |
|---|----------|
| Classes Begin | May 17 |
| <i>Memorial Day (University Closed)</i> | May 31 |
| Summer Graduation Contract Deadline | June 4 |
| Classes End | |
| First 4-Week Session | June 10 |
| First 6-Week Session | June 24 |
| 12- Week Session | August 5 |

Second 4-Week Session

| | |
|--|---------|
| Classes Begin | June 14 |
| <i>Independence Day Observed (University</i> | July 5 |

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Closed)

Classes End July 8

Second 6-Week Session

Classes Begin June 28

Independence Day Observed (University July 5

Closed)

Classes End August 5

Third 4-Week Session

Classes Begin July 12

Classes End August 5

**Note: These calendars are planned in advance and are subject to change. Unless otherwise stated, Colorado State University-Pueblo will be open and classes will be held as scheduled.*

UNIVERSITY CALENDAR 2021-2022

Fall 2021

Registration Begins March 8 (of 2021)

Classes Begin August 23

End Add Period (Full-Term Courses) August 27

End Drop Period (Full-Term Courses) September 6

Fall Graduation Contract Deadline September 17

End Withdrawal Period (Full-Term

Courses)

Fall Break November 22-26

Classes End December 3

Final Exams December 6-10

Spring 2022

Registration Begins October 18 (of 2021)

Classes Begin January 17

End Add Period (Full-Term Courses) January 21

End Drop Period (Full-Term Courses) January 31

Spring Graduation Contract Deadline February 11

End Withdrawal Period (Full-Term

Courses)

Spring Break March 21-25

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|--------------|----------|
| Classes End | April 29 |
| Final Exams | May 2-6 |
| Commencement | May 7 |

Summer 2022

| | |
|---------------------|-------------------|
| Registration Begins | March 7 (of 2022) |
|---------------------|-------------------|

First 4, 6, 12-Week Sessions

| | |
|---|----------|
| Classes Begin | May 16 |
| <i>Memorial Day (University Closed)</i> | May 30 |
| Summer Graduation Contract Deadline | June 3 |
| Classes End | |
| First 4-Week Session | June 9 |
| First 6-Week Session | June 23 |
| 12- Week Session | August 4 |

Second 4-Week Session

| | |
|---|---------|
| Classes Begin | June 13 |
| <i>Independence Day (University Closed)</i> | July 4 |
| Classes End | July 7 |

Second 6-Week Session

| | |
|---|----------|
| Classes Begin | June 27 |
| <i>Independence Day (University Closed)</i> | July 4 |
| Classes End | August 4 |

Third 4-Week Session

| | |
|---------------|----------|
| Classes Begin | July 11 |
| Classes End | August 4 |

Note: These calendars are planned in advance and are subject to change. Unless otherwise stated, Colorado State University-Pueblo will be open and classes will be held as scheduled.

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MATTERS FOR ACTION:

Report Item: Program Review Summary

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Colorado State University, as per the *Academic Faculty and Administrative Professional Manual* (section C.2.4.2.2.d) and in accordance with expectations set forth by the Higher Learning Commission (our regional accreditor), conducts periodic quality reviews of our academic degree/certificate programs. The purpose of the academic program reviews is twofold: 1) to assess the quality of the degree/certificate program and 2) to assess the operation efficiency and effectiveness of the program in order to maintain and improve productivity.

Art and Art History Program Review Executive Summary

The Department of Art & Art History is dedicated to the principle that the visual arts are fundamental to intellectual life and that the practice, understanding, and exposure to art should be available to all citizens of Colorado. The department's mission is four-fold.

1. Develop and maintain academic programs of excellence in the visual arts by providing quality instruction and advising for students, both major and non-major.
2. Stimulate the creative development of students by encouraging intellectual growth, self-discipline, and high standards of academic performance.
3. Encourage competency and productivity of faculty and provide facilities commensurate with the professional and academic goals of the department.
4. Serve the broader aims of the University by emphasizing faculty and student participation in the visual arts as a vital part of the cultural mission of the University

Degrees Offered:

- Bachelors of Arts
- Bachelor of Fine Arts
- Master of Fine Arts

Overview:

Demand for advanced courses in all studio areas is currently being met. In 2013, a new wing and studio concentration, Electronic Art, was developed in direct response to students' requests to provide instruction in the areas of animation, video, and digital art. In 2014, an additional faculty member was hired in graphic design to maintain adequate student to faculty ratios in this area. A third computer lab located off the woodshop/fabrication area was added in the same year. The current (Fall 2018) distribution of rank in the Department is seven assistant professors, 11 associate professors, and five full professors. Currently two searches are underway for graphic design and painting positions. Both new hires will replace recent retirements. The Department consistently hires between 14-16 special or temporary faculty to assist in meeting enrollment demands. Two searches are currently underway for Painting and Graphic Design. The Painting and Graphic Design searches are replacement positions for recent retirements.

Teaching and Learning:

There have been several changes to the curriculum since the last review; many of which were completed to meet NASAD (National Association of Schools of Art and Design) recommendations. The bachelor degrees share course work which is structured to provide

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students with a high quality and cohesive foundations program during their first year of study in the department. During their second year in the program, students are involved in a range of studio introductions that allow exploration of a range of media and techniques while strengthening conceptual thinking. A digital portfolio is completed after the third semester and reviewed by faculty. Further, improvements have been made to the capstone experiences. High Impact Practices are woven throughout the undergraduate degrees.

The current MFA curriculum went into effect in Fall 2015. It was updated to include a semester review process, including graduate qualifying reviews, in 2018. A two-year self-study by students and faculty led to a revision of the curriculum, developed a four-semester sequence of seminar courses, and offered a more flexible approach to elective coursework. In elective courses, students aim to expand creative strategies with relevant media and with faculty in a variety of disciplines.

Assessment of student learning for each degree is robust. Use of rubrics is in place for some outcomes but not others. This could be more systematic.

Research and Creative Artistry:

The Department of Art & Art History faculty actively exhibits, publishes, and presents their research/ artistry in regional, national, and international venues. The studio faculty, as a whole, average 60 exhibitions per year and have exhibited in every state in the country. Faculty work has been featured in national and international juried art and design journals. The art history and art education faculty average six to eight publications each year. Criteria, considered by the Department, for scholarly work includes the reputation of the publication and/or publisher; the number, source and substance of citations of the work; published reviews of the work; and related indicators. Faculty are involved in numerous cross-disciplinary and intra-disciplinary projects.

Diversity and Inclusion:

The department does not appear to have a strong diversity statement. Additional efforts could be made to focus on increasing and supporting diversity of faculty and students. However, there are many examples of engagement with diverse populations (students with developmental disabilities, military, Black Issues Forum, etc.).

Engaged Scholarship and Outreach:

The Department of Art & Art History engages in many kinds of community-based activities. These involve collaborations and outreach activities with K-12 schools (especially Poudre School District), programming and lectures at local and regional museums and arts organizations, and participation in educational activities that actively involve the northern Colorado community. Further, a partnership has been formed between CSU, the Department of Art & Art History, and the Africa Meets Africa Project (NGO) in South Africa. As part of this,

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the Department hosted contributors on campus, where they gave talks at the Gregory Allicar Museum of Art and to classes in various departments, including math, art history, art education, and at the Africa Center. Art history and art education faculty also collaborate with the Africa Meets Africa Project during a summer study abroad trip to South Africa, implementing teacher-training conferences and symposia along with the education faculty at the University of the Free State (South Africa). In South Africa, students visit and work with local artists, teach at schools and participate in community events.

Plans for Improvement:

- Achieve NASAD accreditation
- Create and implement a hybrid MA program in Art Education
- Grow and stabilize the undergraduate enrollment to 500
- Explore new funding sources to enable more strategic planning

Biology Program Review Executive Summary

Mission: Biology is the unifying discipline in life science because it investigates all living things — from bacteria and viruses, to plants, animals, and humans and their relationship to their environments. Majors in our department study the structure and function of cells, organ systems and tissues in animals and plants; ecology; and evolution. Our curriculum provides a solid and broad foundation of knowledge while offering an opportunity to choose an area of emphasis within life sciences that is related to individual career goals.

Degrees Sunsetting: Stopped admitting students in fall 2018

- BOTANY – M.S. (26.0301) (Plan A, Plan B)
- ZOOL-MS ZOOLOGY – M.S. (26.0701) (Plan A, Plan B)
- BTNY-PHD BOTANY – Ph.D. (26.0301)
- ZOOL-PHD ZOOLOGY – Ph.D. (26.0701)

Degree Offered:

- MAJOR IN BIOLOGICAL SCIENCE – B.S. (26.0101)
- MAJOR IN ZOOLOGY – B.S. (26.0701)
- BIOLOGICAL SCIENCE – M.S. (Plan A, Plan B) (First class admitted in Fall 2018)
- BIOLOGICAL SCIENCE - Ph.D. (First class admitted in Fall 2018)
- PROFESSIONAL SCIENCE MASTER'S IN ZOO, AQUARIUM, AND ANIMAL SHELTER MANAGEMENT (First class admitted in Fall 2014)

Overview:

Department leadership is organized around a Chair model, working with two Associate Chairs: Associate Chair for Graduate Studies and an Associate Chair for Undergraduate Studies (appointed by consent of the faculty). In addition, the department is guided by three committees elected from the faculty by the faculty - Executive, Space, Tenure and Promotion- and by several appointed committees - Graduate, Undergraduate (Curriculum), and Awards. Most substantive decisions about academic programs, hires, promotion and tenure, and graduate student recruitment are decided by consensus among the faculty working with their elected committees. The Chair provides leadership in articulating a vision for the department's identity, and defining road maps for achieving distinction in research and teaching. The Chair also advocates with the Dean of Natural Sciences and the upper administration to promote departmental programs and successes of individual faculty. Over the past 10 years, Biology has been steady at 25-26 FTE in tenure track (TT) faculty. To support the teaching obligations, Biology currently has ~6 FTE in non-tenure track faculty.

The Academic Success Center currently has four members. The department initiated Academic Success Center in 2010, with funds from the Provost and the College of Natural Sciences under the university's Student Success Initiative. Securing resources for a 5th ASC is a major goal of the department to meet the university-recommended 300:1 caseload.

Teaching and Learning:

Biology hosts the largest undergraduate population on campus, with 1,681 undergraduates, as of Fall 2018. They also make significant contributions in graduate training, with 109 current students. The Department places significant emphasis on its teaching mission, with TT faculty having 44% of their workload assigned to classroom instruction (1.5 courses per year, including at least one high-enrollment class with >100 students per section), graduate training (average 3-4 graduate students per TT faculty member), and mentoring of undergraduates including Honors students. Teaching effectiveness of faculty is monitored by the Chair, by teaching evaluations, and peer-visits by faculty in classrooms. The teaching mission goes beyond the majors; Biology is a major contributor to the AUCC general education curriculum for all undergraduates, and provides high demand service courses for other life science programs. In the past 10 years, the Biological Sciences major has increased by 52%, while Zoology has increased by 99%. Growth in the student population with constant TT faculty levels has driven the student:TT faculty ratio from 39 in Spring 2009 to 65 in Fall 2018.

Continual review of the relevancy of the graduate degrees resulted in the sunseting of multiple degrees and a focus on the areas (broadly) of Organismal/Integrative Biology, Cellular and Molecular Biology, and Ecology and Evolutionary Biology. The process of documenting programmatic learning objectives and curriculum map for the remaining/new degrees was perceived as positive and invigorating by the instructing faculty, and will be the subject of a faculty retreat at the beginning of the 2019-20 academic year. The exercise determines how course prerequisites are met within the curriculum, and how students integrate core competencies

even while taking different paths to their degrees. Notably, with approximately 25% of the curriculum comprised of laboratory/field courses, the department deeply values the efforts of GTAs and invests heavily in their professional development to ensure a quality experience for them and their students.

Research and Creative Artistry:

The Biology Department has high productivity reflected in grant success, publication, and scientific presentations. Individual faculty in Biology published an average of 5.8 and 4.3 peer-reviewed articles in 2016 and 2017, with smaller numbers of book reviews, chapters in edited volumes, and books. This is a slight increase over the numbers reported in the previous five-year span. The funding rate of biology faculty is very high, with 27/32 TT faculty holding active extramural grants, with average annual research expenditures of ~\$6M. Biology faculty are well-represented in presentations at conferences, lectures at other universities and agencies, and especially in the number of invited keynote/plenary addresses. The high number of student presentations reflects the department's investment in funding graduate students to attend national and international conferences. In both 2016 and 2017 dozens of the presentations were international.

Diversity and Inclusion:

Over the past 10 years, undergraduates in the Biology department have become steadily more diverse, with 31% of majors from STEM underrepresented minorities, more closely reflecting the ethnic diversity of the State of Colorado. Non-resident students have become more prevalent, rising to 37% in Fall 2018. The fraction of first-generation college students has held steady (29%). Attainment gaps exist between STEM-underrepresented students and others, but especially for first-generation and Pell-grant eligible students. To begin to address this, faculty meetings during the Fall 2018 semester focused on ensuring that as instructors, faculty are sensitive to the impacts of teaching practices on diverse students, and how to create a collective “face” of degree programs that is inclusive. As one of the largest undergraduate majors, the impact of the department is critical in the overall institutional success.

Engaged Scholarship and Outreach:

The Biology Department is integrally involved in service and outreach within the University and on the national and international stage. The majority of the faculty (20 or more) engage in service and outreach in any given year. Biology faculty members serve as Directors of the School of Global and Environmental Sustainability, the LIFE Core, the Graduate Degree Program in Ecology, and the Honors Program. In addition, one faculty member serves as an at-large member of United Nations Educational Scientific and Cultural Organization.

Goals and Plans for Improvement:

- Grow the TT faculty population by five in the next five years. Growth of TT faculty enables exploration of new research areas along with genomic and computational capabilities, bolsters traditional strength in integrative biology, fosters graduate and undergraduate research opportunities, and increases diversity of upper-division undergraduate courses to retain the highest caliber students
- Expand Biology's profitable activities at both undergraduate and graduate levels. Biology will continue to develop interdisciplinary graduate programs and offering of professional science masters (especially at the 5-years MS level), and to expand distance learning opportunities.
- Improve undergraduate student success. Biology plans to expand the use of undergraduate learning assistants in large classes to enhance engagement. Increasing the number of ASC from 4 to 5 is integral to the efforts. Biology will implement curriculum reform to improve programmatic learning outcomes, reduce performance gaps for first generation and STEM unrepresented students, and to monitor success after graduation.

Communication Studies Program Review Executive Summary

The mission of the Department of Communication Studies is to deliver an outstanding education in communication studies to all who take our courses, enter our programs, or seek our expertise; to further knowledge and understanding of human communication; and to provide leadership in professional and civic activities. We ground communication studies in a broad liberal arts education to prepare students for successful careers, the duties of citizenship, and productive and rewarding lives. We are committed to hiring and encouraging the professional growth of faculty members who are outstanding teachers and scholars and who enhance public dialogue as we engage our local, national, and international academic and civic communities.

Degrees Offered:

- B.A. in Communication Studies
- M.A. in Communication Studies
- Ph.D. in Communication Studies

Overview:

The department is organized around three major disciplinary areas of strength: media and visual culture, relating and organizing, and rhetoric and civic engagement. The pedagogical and research practices of the Center for Public Deliberation cross all three areas but with foci in relating and organizing and rhetoric and civic engagement. We are confident that these areas remain vital in the discipline. They well match, for example, the areas of emphasis in the NCA

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Doctoral Honors Seminar. Each of the areas finds expression in robust and growing professional organizations and conferences like the Aspen Conference on Engaged Communication Scholarship, the Society for Cinema and Media Studies, and Rhetoric Society of America as well as the divisions and interest groups in our major international, national, and regional organizations.

Teaching and Learning:

The department employs nineteen tenured and tenure track faculty and fifteen non-tenure track faculty. The department relies on the skills and training of our NTT faculty to deliver most of our lower division SCH and a substantial portion of our upper division SCH. As a group, the NTT faculty are committed and skilled teachers and they have, over the years, won a number of awards for their teaching. They are also involved in our community beyond teaching serving on departmental committees and having representation in the department's faculty meeting.

Student learning outcomes are specific to each degree and attainment of each is assessed. A major change to our curriculum occurred during Spring 2016. At this time, we shifted our capstone course, which had previously been taught as a large lecture course, to a small class format (cap of thirty students). This change in our BA occurred as we analyzed feedback from students and faculty who had taught the course and looked at what models were successful across the college. This shift necessitated a development of a new assessment plan. That has been completed. High-Impact Practices are a cornerstone of the Department of Communication Studies' curriculum. In March 2018, we began the process of revising our undergraduate program options to add more experiential learning opportunities and increase the number of credits students can receive for existing experiential learning courses. This doubles the number of credits of experiential learning courses that can be counted towards the major and provides students additional incentive to participate in high-impact practices. Additional High Impact Practices include the planning of the annual ACT Human Rights Film Festival, internships, supervised college teaching, participation in The Center for Public Deliberation, Study Abroad, the new capstone experience, community-based learning, and undergraduate research.

Research and Creative Artistry:

The productivity of Communication Studies faculty's research as measured in terms of publications is strong. During the review period 2012-2017, faculty published eleven books (seven authored; four edited books), 116 refereed journal articles, and fifty-five peer-reviewed book chapters. Articles published between 2012 and 2017 appeared in a range of high impact journals, including some of the foremost journals in Communication Studies as well as key sub-fields and multidisciplinary areas such as film and media studies. Further, the department provides research opportunities for both undergraduate and graduate students.

Diversity and Inclusion:

As of 2017-2018, our department is comprised of 70% female and 30% male. We are 84% non-minority and 16% minority. We are increasingly conscious of creating hiring practices that strive to create a diverse pool of applicants and in which diverse applicants have a real opportunity to succeed. We were most explicit about this in our recent TT hire where we designed the position around diversity. We named the position Race, Ethnicity, and Dialogue and the applicants were required to demonstrate that they researched and taught in these areas. Development of a plan to cultivate diverse potential faculty may be helpful.

Engaged Scholarship and Outreach:

The Center for Public Deliberation (CPD) serves as a non-partisan resource to the Northern Colorado community. It is dedicated to increasing the community's capacity to have the kinds of conversations democracies rely on to thrive. Since 2012, the CPD has completed projects with numerous community partners, including the City of Fort Collins, Larimer County, Poudre School District, the United Way, the Partnership for Age Friendly Communities, and many others.

The annual ACT Human Rights Film Festival (AHRFF) is an ambitious project that demonstrates the department's commitment to raising awareness of global human rights crises (from domestic violence and human trafficking to racial/ethnic discrimination and prisoner abuse). As the first event of its kind in the state of Colorado, the festival has added a distinctly public face to the university's and the larger Northern Colorado community's commitment to confronting social injustices. It demonstrates the power of motion pictures as a source for cultural enrichment for the community and as impetus for taking action.

Plans for Improvement:

- Build our PhD program into a program of distinction while maintaining the quality of our MA program
- Attend to issues of diversity
- Create the National Western Center Undergraduate Research Academy as an interdisciplinary effort with the Department of Economics
- Add ACT programming year round and expand it into statewide venues including the Nation Western Center and other under-served communities
- Explore additional funding mechanisms for graduate students

English Program Review Executive Summary

The mission of the Department of English is to advance the study and teaching of literature, language, and writing. To accomplish this mission, the Department will provide the basis for a strong liberal arts education focused on critical literacy, critical

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thinking, and culturally informed interpretive skills. The Department is committed to maintaining comprehensive and interdisciplinary English studies curricula for undergraduate majors and graduate students.

Degrees Offered:

- English - B.A.
- English - M.A. (Plan A and Plan B)
- Creative Writing - M.F.A.
- Graduate Certificate in TESOL Education
- Joint M.A. in Foreign Languages and Teaching English as a Second Language

Overview:

Beyond the three degrees and certificate aforementioned, the department is home to all INTO-CSU faculty. The department also designs and directs the University Writing Program, which comprises five programs that serve the university at large: First-Year Composition, Upper-Division Composition, University Writing Center, the gtPathways Writing Program for graduate teaching assistants in the Colleges of Liberal Arts and Natural Sciences, and the Composition Placement Program. More than 6,700 students per year take at least two required courses during their academic program at CSU. The Writing Center is available to all admitted CSU students and provides around 5000 consultations per year; typically, about 34% are with English language learners. The gtPathways program is designed to train graduate assistants who are responsible for writing instruction in dozens of large-section classes in eight departments and two colleges.

The department is housed in a newly renovated building. The \$12.5M renovation added a new 3,500 gsf allowing for a few new classrooms, system upgrades, asbestos removal, new MEP systems, and installation of fire suppression. The Writing Center was moved to a larger space designed specifically for it. AV systems were installed where needed and upgraded where they existed.

Teaching and Learning:

Student learning outcomes are specific to each degree and attainment of each is assessed. However, faculty would like to revisit and possibly update the assessment plans. While instructors engage in direct assessment of SLOs in individual courses, the Senior Survey provides students with the opportunity to engage in indirect assessment. English Education graduates in the state of Colorado are required to pass the Praxis II exam before student teaching in order to earn their teaching license. About 90% of our graduates do so on the first try (the remainder eventually also passed). All English majors take a capstone course, which incorporates high-impact practices. All English majors gain depth in a second field by completing 12 upper-level credits in a cohesive field of study outside of English; English Education students complete 33 credits in the educational professional sequence. High Impact

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Practice experiences are made available such as internships, e-portfolios, learning community, capstone, undergraduate research, and a focus on diversity/global learning.

Research and Creative Artistry:

The faculty published numerous works of criticism, theory, essay, fiction, poetry, creative non-fiction, anthology and review (at least 28 books, 117 journal articles, 55 book chapters, 239 poems, and 41 nonfiction essays). TTF also presented extensively at local, national and international conferences, with 340 conference presentations and 129 invited talks. Faculty also garnered a number of prestigious awards and fellowships, including a Guggenheim in poetry, a Lambda Literary Award, the Flannery O' Connor Award in Short Fiction, the Jerome J. Shestack Award from American Poetry Review, the Boston Review Short Story Prize, the International Book Award for Best New Nonfiction, an NEA in nonfiction, a Spencer Fellowship in Education, a Lucas Foundation Grant, a National Science Foundation Grant, a National Book Critic's Circle Award nomination, six Colorado Book Awards, four Pushcart Awards, and, finally, Professor Dan Beachy-Quick became the first CSU Monfort Professor in the Humanities.

Diversity and Inclusion:

Despite the low percentage of full-time faculty and staff of color, the department climate is one in which diversity of race, gender, and sexuality is not only valued, but encouraged and promoted. Three recent hires identify as racially or ethnically diverse. Others bring diversity in gender and sexuality. In addition, three current faculty were born and lived in countries outside the United States. All have brought cultural, racial and ethnic diversity as well as scholarly and creative diversity and hybridity to the courses they teach, greatly enriching the intellectual community. Our faculty regularly produce creative and scholarly work addressing concerns of diversity and inclusion and participate in panel presentations and media interviews on such topics as racialization, shaping the identity category "transgender" in public discourse, and how the language practices of marginalized groups are adapted and translated for new contexts.

Engaged Scholarship and Outreach:

The English Department has a wide range of engaged scholarship and outreach initiatives. There are numerous ways that we demonstrate our commitment to the people and world around us. These initiatives provide students and faculty opportunities to work together to engage with communities, collaborate with stakeholders, and contribute to community and cultural quality. In addition to The University Writing Center (already described), the Community Literacy Center, Literacy through Prose and Poetry, The Center for Literary Publishing, The Community Education and Health in Zambia program and the CSU Writing Project embody our land-grant roots.

Plans for Improvement:

- Though progress has been made in increasing recognition and visibility for the department, we need to make clearer and more succinct what English Studies is as well as its value and values.
- Develop and implement a plan to address achievement gaps in the English major, based on findings in the self-study and feedback from students.
- Forge bonds that cross generations of English majors by communicating alumni stories and accepting alumni volunteers as mentors for current students and alumni career panels.
- Recognizing the broad applicability of English Studies, we will work to better reflect the relevance and socially engaged nature of the degree and its crucial applicability to a range of fields in the 21st century.

Languages, Literatures, and Cultures Program Review Executive Summary

Through scholarship and teaching in languages, literatures, and cultures, the Department creates knowledge and promotes a culture of inquiry that encompasses student learning, faculty research, and community outreach. We strive to engage in a global community, foster social change, and promote education, dialogue, tolerance, and mutual respect. Our students increase their proficiency in the language, formulate arguments, analyze and interpret literature, appreciate linguistic and cultural difference, and articulate a critical understanding of the way that language, culture, race, and ethnicity shape the world in which we live.

Degrees Offered:

- Languages, Literatures and Cultures - B.A. (including teacher licensure option)
- Spanish - M.A.
- Graduate Certificate in Linguistics and Literary Studies
- Graduate Certificate in Animal Health & Care

Overview:

The department is led by a chair, with 14 tenure-track faculty, 29 NTT faculty, 2 administrative assistants and 2 advisors. Bachelor's degree concentrations include Spanish, German and Fresh. Additional languages are provided as options as a minor.

The field of languages, literatures, and cultures, as practiced in the US, is undergoing dramatic change. From an invigorated focus on proficiency in language acquisition to a growing presence of digital approaches to the study of literature and culture, our department has met these changes with some degree of “growing pains” since the last program review. In 2015 our department received formal introduction to ACTFL proficiency guidelines. However, not all faculty members have embraced our efforts to incorporate and assess them.

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While “Languages for Specific Purposes” (LSP) has been a robust facet of Teaching English as a Foreign/Second Language, it is still an emerging field in Foreign Languages in the United States. Starting around 2015, LLC faculty have brought a pioneering research-based approach to LSP. Our colleagues performed a thorough needs analysis, gathered a corpus of terminology, and used task-based methods in their development of a curriculum for teaching Spanish for specific purposes. They have developed a certificate program in Spanish for Animal Health & Care, which has been very successful so far. They are also working with the Veterinary school on Spanish-language education. They have presented their research at conferences and have published in a number of journals. Recently a colleague developed a course on "Work with Spanish-Speaking Youth and Families," cross-listed with Human Development & Family Studies. LSP courses not only prepare students to use their language skills in a specific field, they also teach them how to understand broader cultural issues and use their intercultural skills.

Teaching and Learning:

The department is advised to work with The Institute for Learning and Teaching to define learning outcomes appropriate for each degree and to develop a more robust assessment plan/process.

High Impact Practices constitute a cornerstone of pedagogical work in the Department. Many students complete internships or study abroad experiences. Additionally, the capstone seminar seeks to integrate the outcomes from earlier courses to allow students to develop a final project (e-portfolio, thesis or other) that highlights their improved language proficiency, literary knowledge, cultural theory, and the integration of this knowledge with their other disciplinary interests.

Research and Creative Artistry:

Our department has published 3 books, 26 articles, 6 works of creative writing, 1 textbook since our last self-study. Faculty have given 30+ presentations at national and international venues, brought in around \$250,000 in grant money and also served as collaborators on grants. A number of non tenure-track faculty are active in research, particularly our 6 Special Assistant Professors who regularly present papers at conferences and occasionally publish articles and receive grants.

Our department has been very active in cross-disciplinary collaborations including Animal Science, Veterinary Medicine, Human Development & Family Studies, International Studies and Political Science. Natural Resources and Study Abroad.

Diversity and Inclusion:

The department is more diverse than most on campus and exposes majors and minors to cultures and global perspectives in meaningful ways. There are concerns about the teaching and service load faculty are asked to carry. Specifically, the faculty serve on a variety of institutional

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committees because of their passion for diversity and inclusion yet are among the lower paid on campus. The concern has been raised with the Dean and Provost and is under review.

Engaged Scholarship and Outreach:

Faculty and students often provide pro-bono translation and interpretation services, collaborate with professional translators and interpreters and organize workshops for professional development. We are key players in Spanish-language efforts at CSU's Todos Santos Center and faculty advise Engineers Without Borders students. Over the past decade our professors have led at least 5 Bimson Humanities Seminars for K-12 teachers, sometimes in collaboration with faculty in other programs such as International Studies and Political Science. We serve on the boards, or as consultants, for local language immersion schools, participate in the Poudre River Library story times in foreign languages and participate in the World Unity Fest. The ASL instructors organize Deaf socials to bring together students and Deaf community members. The Chinese Club puts on a dragon dance for the Homecoming parade and collaborates on activities with the Confucius Institute. The German Club raises funds for scholarships and the French Club supports education for girls in the Democratic Republic of Congo. LLC professors and instructors are heavily invested in education abroad efforts, from advising students to organizing faculty-led programs in a variety of countries around the world and teaching/service in the Semester at Sea program. We hope to hire an assistant professor with a specialization in Mexican studies who can help reach out to the Latino population for recruitment and civic engagement.

Plans for Improvement:

- Fully adopt **ACTFL proficiency guidelines**
- Develop both student learning outcomes and an assessment plan for each degree
- Develop an Asian Languages concentration

Philosophy Program Review Executive Summary

The mission of the Philosophy Department is to advance the study and teaching of philosophy. To attain this mission, the Department shall promote philosophical awareness and understanding both within the Department and throughout the University community.

Degrees Offered:

- Philosophy - B.A.
- Philosophy - M.A.

Overview:

The faculty is particularly strong in and renowned for its excellence in ethics, and global philosophies and religions. Otherwise, the combined NTT and TT faculty cover comprehensively all periods of Western philosophical traditions and most facets of philosophical inquiry. The department has bolstered its numbers of majors and minors over the past four years through curricular revision of its three major concentrations and original two minors -- now reduced to one general philosophy minor, and the development of two new certificates in world philosophies and religions and ethics and society. Additionally, the graduate curriculum was thoroughly revised in 2016-17.

The culture within the department is somewhat fractured and in need of significant attention as a new department chair is selected and begins service. There appears to be disagreement around the future of the department's pedagogical and scholarly foci but also around more fundamental issues of trust and respect where some faculty are marginalized. The process is therefore viewed as having been completed for compliance instead of authentic continuous improvement. It is advised that the Office of the Vice President for Diversity and/or The Institute for Learning and Teaching be contacted to facilitate meaningful dialogue among the faculty.

Teaching and Learning:

Student learning goals for each degree are defined but could be strengthened. Additionally, the assessment methods need to be reviewed and also strengthened. The Institute for Learning and Teaching may be a good resource for this activity.

In the past several years the department has engaged much more actively than before in developing High Impact Practice opportunities within the curriculum. The department has, like any other department, for decades offered a capstone seminar, which enhances integrative thinking and active engagement among peers in a group setting. Over the past few years, however, the department has expanded its engagement of its students with HIPs including involvement in the Key Learning Communities, Semester and Sea, service learning, and increased involvement with the Honors Program.

Research and Creative Artistry:

The productivity of the Philosophy faculty's research as measured in terms of publications is strong. During the review period 2012-2018, the Philosophy faculty published 4 books, 3 edited volumes, 2 textbooks, 54 refereed journal articles, 39 peer-reviewed book chapters, and 5 peer-reviewed abstracts. The faculty also have one book under contract. Articles appeared in a range of journals, including some of the foremost journals in Philosophy as well as key sub-fields and multidisciplinary areas. Two of the Philosophy faculty published nothing during the review period; both are in the process of retiring. The remaining 11 Philosophy faculty published an average of 1.3 peer-reviewed articles (journal articles and book chapters) per year during the

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review period, which is on its own significant, and is supplemented by the several books and abstracts the faculty published.

In addition to articles, chapters, and books, the Philosophy faculty produced a number of additional publications, including 19 book reviews and 47 non-refereed publications, and were active in presenting their research in a range of national and international forums, preparing 34 peer-reviewed talks and 65 invited talks. Philosophy faculty also contribute to research through their frequent service as article reviewers for some of the foremost journals in the field.

In 2016, one of the full Professors in the department, and University Distinguished Professor, was awarded the Humane Hero Award by the American Humane Association and the Lifetime Achievement Award in Research Ethics by Public Responsibility in Medicine and Research.

Diversity and Inclusion:

The department does not possess any known expertise in recruiting, or avenues of access to recruit, secondary-school students to enter CSU as freshman Philosophy majors. The department relies entirely upon university and college recruitment efforts and activities to bring incoming freshmen into the department as majors or minors. The Office of the Vice President for Diversity may be able to provide assistance with developing strategies to increase the diversity within the department.

It might be worth considering the addition of courses that focus on race and intersectional identities as a way to attract more diverse faculty and students. Moving back to the departmental strength around religious studies may also be a way to increase diversity.

Engaged Scholarship and Outreach:

The Department of Philosophy initiated the Colorado State University Bodaken Philosophy Symposium. This symposium aims to provide an intimate space for philosophical exploration and discussion by welcoming top philosophers from around the world to speak on the CSU campus. The symposium includes a large community lecture that is open to the public. Additionally, the department participates in the campus-wide Ethics Colloquium and leads service learning opportunities in the community. Faculty also perform religious services gratis for the community, engage with local schools and provide public policy advice on a wide range of topics including immigration, the environment, animal welfare and research

Plans for Improvement:

- Improve the culture of the department and develop a formal mentoring plan for faculty to sustain that culture of respect and cooperation.
- Develop and integrate additional High Impact Practice opportunities for students
- Survey graduates to better understand outcomes after graduation

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- Consider the future vision of the department to incorporate strengths but also address global philosophical needs around large social issues of diversity, inclusion, and identity.

School of Music, Theatre, and Dance Program Review Executive Summary

The School of Music, Theatre, and Dance empowers students to create, collaborate, innovate and inspire. Through teaching, creative artistry, research, advocacy, and service, we elevate arts education.

While there is now a clear mission for SMTD, the missions the administrative structures of the three distinct units within the school remain in flux. With accreditation reviews looming for all three units, each must develop a clear set of purposes in order to meet prescribed standards.

Degrees Offered:

- Dance - B.A.
- Music – B.M. (including performance, music education, music therapy, composition)
- Music – B.A.
- Music – M.M. (including music education, music therapy, performance, conducting)
- Theatre – B.A.

Overview:

CSU, and the three unique academic units housed in the School of Music, Theatre, and Dance (SMTD) are in various stages of discipline-specific accreditation reviews. The dance unit is in the application phase for institutional accreditation through the National Association of Schools of Dance (NASD). A consultative review is scheduled for Spring of 2020, with a site visit scheduled for Spring of 2021. The theatre unit is in the application phase for institutional accreditation through the National Association of Schools of Theatre (NAST) and planning on a consultative review for Fall 2019, with a site visit in Fall of 2020. CSU has been accredited institutional member of the National Association of Schools of Music (NASM) since 1971, and is scheduled for comprehensive review during the 2021-22 academic year.

The governance structure of the SMTD is vulnerable to perceived (or actual) conflicts of interest and/or a lack of disciplinary breadth. Currently and historically, the school Director also serves as the department chair for music, which could lead faculty from dance and theatre to feel unrepresented. It could also lead music faculty to feel their interests may be slighted for the benefit of the whole. In addition, the overall governance structure and reporting structures are unclear. Two solutions have been considered. The first is to follow the normative approach of having two distinct positions for the school director and the music department chair. The second is to rotate the directorship among the three academic units, with a separate unit program head appointed in the vacant chair position. Discussions and actions related to this are critical to

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meeting accreditation standards for governance and administration, as well as to meet institutional aspirational goals for continued growth and excellence in its performing arts programs.

Teaching and Learning:

Curricular revisions and assessment of student learning are required (and therefore completed) for each of the specialized accreditation bodies. Curriculum is directly tied to the outcomes and outcomes are assessed through a myriad of techniques. However, the student learning outcomes were not published for the graduate programs in music or for the theatre programs at the time of this review. Although they align with accreditation requirements, this will be addressed in revised catalogs and websites.

Small class sections, individual study, performance, and other High Impact Practices are woven throughout each degree.

Research and Creative Artistry:

Faculty demonstrate their contributions to scholarly and creative work through various modes of delivery, including but not limited to choreographed dance pieces, performances, demonstrations, recordings/videos, stage direction, musical compositions, conducting, as well as scholarly publication and presentation. Although the majority of research and creative work within the school is not presently related to grant activity, SMTD faculty have recently been successful in securing grant funding for several projects, the most notable a grant from the GRAMMY Foundation in 2016. SMTD faculty and staff members have been the recipients of numerous awards including recognition from the Global Music Awards, the American Musical Society, the Kennedy Center and the American Music Therapy Association,

Diversity and Inclusion:

Although the school has not intentionally cultivated prospective diverse faculty, it has been successful recently in attracting diverse candidates. It is noted that while faculty mentoring is described as “the same regardless of difference in backgrounds or perspectives”, this may not translate into equitable mentoring. The Office of the Vice President for Diversity may be able to provide assistance in creating equitable practices. The inclusion of a more diverse curriculum may also help to attract more diverse faculty and staff, thereby creating an environment more conducive to attracting a more diverse student population. The curriculum review in dance to incorporate global dance and new general education courses in world music and music technology are a good examples of this. Programming of concerts, plays, musical theatre productions, operas, and dance works have recently been intentionally focused on diversity and inclusiveness, e.g., *The Laramie Project* and *A Man of No Importance* as well as concerts celebrating Duke Ellington, Dizzy Gillespie, and Thelonius Monk.

Engaged Scholarship and Outreach:

SMTD students, faculty, and staff are actively engaged in the local, regional, national, and international communities providing constituencies with quality experiences in dance, theatre, music, music education, and music therapy. Outreach is an essential part of the University Center for the Arts experience, where over 250 events are open to the community, including many events that are free of charge. Music faculty members are found at area public schools weekly, working with students of all ages in the development of musical skills. Theatre faculty members regularly visit area high schools, offering expertise in acting, directing, design, and stagecraft. Dance faculty members engage with local dance studios and public schools in providing students with quality instruction and expertise in performance, choreography, and direction. Each unit within SMTD has specialized areas of engagement in the spirit of CSU's land grant mission. The Middle School Outreach Ensemble (MSOE) has garnered regional and national recognition for its utilization of peer assisted learning principals to promote musical and cultural growth in middle and high school students.

Plans for Improvement:

- Earn or maintain specialized accreditation in each academic area (music, theatre and dance)
- Complete a comprehensive review of the music curriculum to address relevancy in the 21st century
- Develop a PhD in Music Therapy
- Restructure the current dance degree into two undergraduate degrees (dance education and dance performance/choreography)
- Develop a BFA in Musical Theatre based on NAST Standards and Guidelines.

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MATTERS FOR ACTION:

Report on CSU-Pueblo program reviews completed in AY2018-2019. Report Item.
No action necessary.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

This report consists of the outcome of our program review process in AY2018-2019.

REPORT ON PROGRAM REVIEWS COMPLETED IN AY2018-2019

As outlined in 1.2.6.2 of the Faculty Handbook, the duties of the Curriculum and Academic Programs (CAP) Board include being responsible for review of existing academic programs. From the “Guideline for Academic Program Self-study” maintained by the CAP Board:

“The primary purpose of systematic self-study is to maintain and support academic departments: teaching and learning; research, professional, and creative activity; and university service, community service, and outreach. It’s a vehicle by which departments can better understand if and how well programs are achieving their purpose and if not, what courses of action to take to make them more successful. The program review process... represents a shift away from input-based evidence to a learning centered, outcomes-based approach to on-going improvement and planning. It is a conceptual and practical change in emphasis from conducting a program review to a useful meaningful inquiry into the program’s purpose and its effectiveness in achieving that purpose. The results of the program review should be integrated into the department and campus process of planning and budgeting. It also represents a shift from an episodic snapshot of the program’s effectiveness to a more relevant and useful on-going, continuous plan of action the department can use for renewal and improvement. The conclusions drawn from the program review are to be informed by evidence; that is, all claims about a program’s strengths, weaknesses, and proposed improvements are to be supported by relevant, valid qualitative and quantitative evidence.”

In addition, the document notes that “Programs on a professional accreditation self-study cycle will complete the self-study required by the accrediting agency. The documentation used in the accreditation self-study for new or continuing accreditation may also be used for the campus self-study...”

The timeline for self-study development begins in the fall semester with a data-informed self-study draft submitted to the dean, an external reviewer selected in consultation with dean and chair, a report prepared by the external reviewer after a site visit and examination of the self-study, the convening of a campus seminar panel, with the CAP Board final analysis sent to the Faculty Senate for approval at the last Senate meeting in the spring semester. The explicit contents of the self-study report are as follows, with the caveat noted above (namely that programs with external professional accreditation may deviate slightly from the details below, since they must complete the self-study required by their accrediting agency):

Contents of Self-Study

- I. Cover Page
 - A. Program name
 - B. Program college/school
 - C. Year of review
 - D. Date self-study submitted
 - E. Name of program chair

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- II. Executive Summary (maximum of two pages)
 - A. Key findings
 - B. Department aspirations
- III. Response to Review Standards (see below for the precise standards)
 - A. Response to each review standard
 - B. Supporting documents and data
- IV. Supporting Documents
 - A. External Reviewer's Report
 - 1. Program strengths
 - 2. Program challenges, areas for improvement
 - 3. Summary of recommendations
 - B. Dean's Seminar Review Panel results summary
- V. Program Development Action Plan

Program review standards contextualize the review in the larger planning and effectiveness framework of the campus. Required documentation is included as appendices and referenced in the body of the self-study review. Department chairs and Deans present their program review summary and action plans to the President's Cabinet in the year following their review.

Standard 1. The purpose of the program reflects and supports the mission and strategic vision of Colorado State University-Pueblo and the mission of its school or college.

Standard 2. The program engages in on-going, systematic planning that reflects the campus strategic priorities.

Standard 3. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.

Standard 4. The program has sufficient faculty resources to meet its mission and goals.

Standard 5. The program attracts, retains, and graduates high-quality students.

Standard 6. The program has an administrative structure that facilitates achievement of program goals and objectives.

Standard 7. The program has adequate resources to meet its goals and objectives.

In AY2018-2019, the following programs were originally scheduled to undertake a program review:

- Biology (BS)
- Biology (MS)
- Engineering (BSE)
- Engineering (MSE)
- English (BA)
- English (MA)

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- History (BA/BS)
- Industrial Engineering (BSIE)
- Industrial & Systems Engineering (MSISE)
- Psychology (BA/BS)
- Social Work (BSW)*

*The Social Work department requested a change to an 8-year cycle to correspond to their program accreditation visit, which was approved by CDHE and granted. Their program review was therefore rescheduled for 2019-20

Typically programs have one external reviewer, often with an exception for programs which have disciplinary accreditation or are regulated by the state; in these situations, often special reviewers conduct site visits.

The external reviewer for **Biology** (BS & MS) was Dr. Lance R. Williams, Department Chair and Professor of Biology, The University of Texas at Tyler.

The external reviewer for **Engineering (MSE)** was Charles Birdsong, Professor Mechanical Engineering, Cal Poly San Luis Obispo.

The external reviewer for **English** (BA and MA) was Carol Erwin, Professor of English and Chair of Languages & Literature, Eastern New Mexico University.

The external reviewers for **Engineering** (BS & BSIE) were the ABET accreditation visit team and the approval information was received from ABET President Michael R. Lightner and Chair Ann L. Kenimer from the Engineering Accreditation Commission.

The external reviewer for **History** was Paul Harvey, Distinguished Professor of History, University of Colorado at Colorado Springs.

The external reviewer for **Industrial and Systems Engineering Program (MSISE)** was Scott E. Grasman, Professor and Department Head, Industrial and Manufacturing Engineering, Kettering University.

The external reviewer for **Psychology** was Leslie C. Alvarez, Ph.D., Professor and Director of Professional Development, Adams State University.

Each program review is generally hundreds of pages long. A summary for each program is provided below.

Biology

Significance and Scope of the Program

The goals and objectives of the Biology program include giving our students a solid grounding in the biological sciences and critical thinking skills. We aim to 1) prepare our students to become productive, accountable and responsible employees upon entering the work force; 2) prepare students to enter and succeed in graduate or professional schools; 3) develop in students a broad-based theoretical foundation supplemented by laboratory and field experiences that allow individual observations, interpretations and applications; and 4) allow those students seeking a minor in biology to supplement and strengthen the major field of study.

The mission of the Biology Department is to provide quality undergraduate and graduate education for a diverse student population through a comprehensive curriculum that emphasizes experiential learning opportunities, course-embedded laboratories, field experience, internships, and scientific research opportunities. We promote student understanding of biological concepts relevant to the individual and society, and foster an appreciation and understanding of scientific inquiry. Our students obtain a broad education, covering a wide variety of biological disciplines. The Faculty is committed to producing scholarly works and research with undergraduate and graduate students, and contributing our expertise to local business, industry, government, and our campus community. Biology maintains high academic standards and provides access to a modern, rigorous curriculum.

The graduate program leading to the degree of Master of Science in Biology prepares students to apply basic scientific principles to the practical biological problems encountered in business, industry, government, and education. Graduates from the program will be able to apply the techniques of scientific research to real-world biological problems. Our students obtain a broad education, covering a wide variety of biological disciplines. We focus on the student, facilitating hands-on experience, interactions with faculty, and opportunities for both undergraduate and graduate research in topics of regional interest.

Faculty Resources, Teaching, Scholarship, and Service

The number of Biology Tenure-Track (TT) Faculty lines is currently 8, and remained 8-9 during the review period. The department is currently in the process of hiring two tenure-track faculty to replace a recent departure and staff our new Wildlife major. This will bring our total number of TT faculty to 10. Biology has a large number of majors relative to other departments on campus as well as peer institutions, yet the number of TT faculty has remained flat in recent years and remains lower than those of peer institutions. It is important to point out that, at our last reviews in 2007 and 2012, the external reviewers commented at length about our lack of staff. These concerns are still present.

The research ethos of the Biology department coupled with faculty dedication and interests create an environment that allows students opportunities not often available to undergraduate and graduate students at other peer institutions. These opportunities for research and scholarly activities enable our graduates to possess an advantage when searching for employment and for gaining entrance into graduate or professional school. Many students who did gain entrance into graduate or professional school have mentioned that their research experience became a topic of discussion during their on-site

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interview, with favorable results. To maintain and even augment these opportunities, faculty in the department apply for external funding as well as internal research grants with CBASE and ICR.

The faculty is extremely dedicated to the Biology program. Given the department's teaching, advising, and service loads, Biology faculty often have to push their research and scholarly activities to times when the campus is not in session (summer and winter break). These activities are often unpaid for the faculty and involve undergraduates, which make them extremely time intensive. Yet, even with these barriers, all the biology faculty engage in these activities.

The Biology faculty members have earned a higher proportion of awards in excellence than any other departments on campus. During this review period, faculty in Biology have earned 6 Provost Awards for excellence in Teaching, Scholarship, Service, and Advising. Clearly the Biology department has outstanding faculty, a fact that is recognized by the University.

Administrative Structure and Operational Resources

The Biology program has an administrative structure that facilitates achievement of program goals and objectives. Weekly departmental meetings are held at least ten times a semester to discuss departmental issues and where decisions are usually made. Additionally, the department also holds a retreat during the summer, either after the end of the semester or before classes begins, to provide time for more in-depth discussion of departmental issues.

Curriculum development, review, revision, assessment, the tenure and promotion standards are all developed by the faculty. Assessment has been a major priority on the chair's list of duties. Consequently the department revised and completed a new program assessment. Faculty have been collecting data and discussing revisions to the program as a result of assessment activities.

Student Learning Outcome (SLO) for the Biology program concerns students' development of a broad-based knowledge of concepts and terminology in molecular, cellular, and ecological biology, which is primarily assessed using the ETS Biology major field test.

Seminar Panel-Action Plan

The Biology program will request additional resource and recommendations to increase recruitment and retention for our majors. The Biology program will develop/revise its program assessment plan and request recommendations for revision of its curriculum. The Biology program plans on making faculty development a priority by both supporting faculty travel as well as targeting other faculty development opportunities on campus. The Biology program plans on creating a strategic plan to guide or decisions and effort over the next review period.

The Biology program recently formed an external advisory board in order to improve our relationship with the community, keep our curriculum relevant, and create more opportunities for our students (internships, scholarships, connections, experiential educational opportunities, field experience). The Biology program will request recommendations from this board to achieve these goals.

The number of successful grants to the Biology program remained the same over this review period.

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The faculty within the Biology and other programs on campus recently strategically targeted HSI and multidisciplinary grants to help with retention, improve our funding and create more research opportunities for faculty and students. The CBASE (Communities to Build Active STEM Engagement) grant and the various ICR (Institute for Cannabis Research) grants are examples of such endeavor.

Engineering (BSE) and Industrial Engineering (BSIE)

Significance and Scope of the Program

Mission: To provide engineering education in southern Colorado in support of sustainable development of the region, the state, the nation, and the world.

Vision: To be perceived as the best undergraduate industrial engineering program in the nation, delivering student-centered, experiential, inclusive, accessible, and affordable education.

Students may earn the BSE and BSIE degrees simultaneously. The BSE program has one specialization, in mechatronics. The Department offers a Minor in Industrial Engineering and a Minor in Engineering. Each minor also requires prerequisite courses in math and physics. The Department also offers the Six Sigma Green Belt Certificate and the Lean Green Belt Certificate.

The BSIE prepares graduates to design and improve systems. Industrial engineers are employed by a variety of companies and job prospects are very good. The BS in Engineering with Mechatronics specialization prepares graduates to combine mechanical and electrical engineering knowledge with computer controls to create devices that make our lives better. The BS in Engineering with specialization in mechatronics is a flexible, broad degree that prepares graduates to work in many industries and job prospects are very good.

Faculty Resources, Teaching, Scholarship, and Service

The BSE program curriculum design is checked and evaluated according to the ABET educational standards and undergoes continuous improvement to meet those standards. The learning outcomes assessment is implemented and achieved according to the ABET standards.

Engineering faculty will become active in KEEN, the Kern Engineering Entrepreneurial Network, including attending the national conference in early 2019. The engineering faculty will integrate entrepreneurial thinking into the curriculum at all levels.

The department has seven full time faculty members and five adjunct faculty members. The Department faculty will define research projects, then seek funding from external sources, seeking to move beyond traditional funding sources such as NSF. The University will improve support for applying for and managing grants.

All BSE program faculty and staff credentials and background are appropriate for teaching in the program. Also, faculty and instructional staff, including teaching assistants, are fully oriented and contribute to the engineering department policies, goals and student learning outcomes of the program through a weekly department meeting and individual discussions.

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Administrative Structure and Operational Resources

The BSE program has the required administrative structure to achieve the program goals and objectives. Students, alumni, and other stakeholders are involved in program decision-making through direct and indirect activities, students' organizations ((IESE, IEEE, ASME, SEW) and industry advisory board. All faculty members in BSE program are involved in active college/university level board and committees (Faculty Senate, Academic Policies and Standards Board, Curriculum and Academic Policies Board, Instructional Technology Board).

The BSE program has the required operating and staff resources to meet the current goals and objectives. Although more resources required for meeting the future goals of the BSE program are listed in the engineering department strategic plan. The resources include more laboratory space and more faculty members to meet the requirement of the expansion of the current program and support new engineering programs.

Seminar Panel-Action Plan

The department of Engineering will engage in an initiative to improve student enrollment in engineering programs. Opportunities for implementation of the initiative include 1) summer camps and other events to increase interest in engineering, 2) working with the department of Math/Physics to enhance the completion of required prerequisite course by engineering students, 3) implementation of an admission letter from the department of Engineering to students who qualify for direct admission to engineering, and 4) development and dissemination of information about CSU-Pueblo engineering programs to school teachers and prospective students.

The development and dissemination of information is a low cost initiative that will require support from CSU-Pueblo recruitment staff. It should start quickly in order to have impact on enrollment of new students in fall 2019.

Engineering (MSE)

Significance and Scope of the Program

MSE Purpose statement: The MSE program provides advanced education in engineering, currently in two emphasis areas: mechatronics and railroad engineering. Mechatronics combines mechanical and electrical engineering with computers to create devices that make our lives better. Electrical and mechanical systems, controlled by computers, are at the core of a wide range of processes and products. Robots, the Mars Rover, a heart-lung machine, a computer controlled telescope, and a nanoscale microscope are all examples of mechatronics. Railroad engineering combines civil, mechanical, electrical, and industrial engineering in solving engineering problems for the railroad industry.

The MSE program includes two distinctive emphasis areas: mechatronics and railroad engineering. Both emphasis areas address somewhat unique engineering disciplines. The mechatronics emphasis grew out of our undergraduate specialization in mechatronics expertise, while the railroad engineering emphasis was closely tied to the needs of Pueblo railroad industry (mostly TTCI). In Colorado, there are no other railroad engineering programs. In mechatronics engineering, CSU-Pueblo started the first

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BS program. Currently, only the University of Denver offers mechatronics programs (BS, MS, and Ph.D.).

The MSE program prepares students from diverse educational backgrounds to function as engineers in advanced projects in mechatronics and railroad engineering areas and to continue their studies and obtain other advanced degrees especially at the doctoral level. The MSE program curriculum design is checked and evaluated according to the university and ABET standards and it is undergoing continuous improvement to meet the required university educational standards.

Faculty Resources, Teaching, Scholarship, and Service

The Department of Engineering has seven full-time faculty members. All seven faculty members teach courses in the BSE and the BSIE programs. The engineering component of the BSE consists of general engineering courses, mechanical engineering courses, electrical/electronic engineering courses, industrial engineering courses, and cross-disciplinary courses. Our faculty members are experts in electrical engineering, mechanical engineering, mechatronics/automation/robotics engineering, controls engineering, and industrial engineering.

All Engineering faculty members have chosen to be at a university where teaching is emphasized, research expected, and service valued. To bring industry views to the curriculum we often invite engineers from industry to teach courses in their fields of expertise. While we try to have only PhD level adjunct faculty members, that is not always possible. We use qualified adjunct faculty members without that degree mostly in lower level classes and we look for significant experience.

All faculty members are enthusiastic teachers, all are involved in program development, all are involved in Advisory Board meetings, and all interact significantly with students at all levels of the program. Every faculty member is involved in continuous improvement of the program and individual courses. Professional development activities are expected and encouraged. Professional development activities are expected and encouraged. The faculty members attend and organize conferences and conference sessions, present papers, conduct research, prepare and publish results of their research attend seminars, workshops, and presentations on and off campus, and apply for grants. All engineering faculty advise students. The class sizes are small so the faculty know the students well and interact with them frequently.

Administrative Structure and Operational Resources

The MSE program has the required administrative structure that facilitates achievement of program goals and objectives. MSE Director works with faculty members, the Department Chair, and the Dean of the College on all aspects of the program. Based on the ABET criteria and the university policies and procedures, there are processes in place to ensure efficient and effective decision-making, and shared governance. All tenure-track faculty members are involved in ongoing program activities such as assessment; curriculum development, review, and revision; strategic planning; and tenure and promotion standards. All faculty members of the MSE program are involved with active college and/or university level boards and committees. Faculty are independent in developing their courses.

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Students, alumni, and other stakeholders are involved in program decision-making through direct and indirect activities, students' organizations ((IISE, IEEE, ASME, SWE) and an industry advisory board. The Department Chair, the College Dean, faculty, and staff are annually evaluated. The evaluation process is transparent. Faculty are evaluated on three criteria: teaching, scholarship, and service. The performance metrics are objective and well defined.

The MSE program has the required operating and staff resources to meet the current goals and objectives mostly due to the efficient course offerings and flexible course options for students. Although, more resources are required for meeting the future goals of the MSE program. These resources include increased laboratory/research/office space for graduate students and increased number of faculty members to meet the requirement of the expansion for the current program and/or support for other new engineering programs

Most of our engineering labs are current and facilities adequate. Each classroom has a computer with a projector. To a certain degree, all faculty use electronic means to communicate with students outside the class. The library resources are extensive. We have full access to IEEE's database.

The Department has two laboratory coordinators, a number of graduate assistants and a shared administrative assistant. The laboratory coordinators maintain the equipment and teach some laboratory courses. Graduate assistants grade student assignments and help faculty in labs. The administrative assistant helps with day-to-day faculty and student needs and purchases equipment when needed.

Seminar Panel-Action Plan

The program might benefit by reconsidering some of the core courses in the curriculum to provide a broader core. However, the obvious and most important challenge is addressing the size of the student body of this program and increasing it to a sustainable level. This would include recruiting more international students and promoting a blended "3+2" program.

For now, offering all core courses once a year was supported. However, due to the low enrollment in these courses some recruiting initiatives were suggested. They included active recruiting outside the country and an addition of another curricular format (3 + 2) that would allow our undergraduate engineering students to take graduate courses and count up to 9 credits towards their MSE degrees.

The program should formulate a strategic plan that includes the following steps:

- 1) Estimate the real costs of maintaining the current MSE program, and estimate the value of each MSE graduate student.
- 2) Determine the minimum number of students needed to balance the costs with the benefits and thereby identify a sustainable size of the MSE student enrollment. Deploy a plan to increase the size of the student enrollment within a fixed timeline.
- 3) After the fixed timeline, determine if the program is sustainable or should be streamlined or eliminated. If the enrollment target cannot be met with the existing or additional recruiting efforts then reconsider the sustainability of the program overall.

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English (BA & MA)

Significance and Scope of the Program

The Department of English and World Languages is dedicated to interdisciplinary learning that creates educational opportunities, fosters unique collaborations, and support inclusion, access, and affordability, our program gives our students the skills and knowledge to support the community and to thrive, succeed, and compete in their continued education and in the 21st-century job market. The major in English leads to a Bachelor of Arts (BA) degree and provides graduates with an understanding of language and literature as a basis for aesthetic, ethical, social, and academic ways of thinking, creating, and researching. The goal of the program is to develop general communication and learning skills and an understanding of the value of ongoing critical reading, thinking, and writing. Critical, analytical, and composition skills, which provide excellent preparation for professional careers in teaching, writing, editing and publishing, business, media, public service, law, and the arts are emphasized. In addition to the English BA, we also offer an English BA with a Creative Writing Emphasis, an English BA with a Secondary Education Minor, an English Minor, a Creative Writing Minor, a minor in Communication and Rhetoric, the English MA, and the new English 3+2 Program.

Faculty Resources, Teaching, Scholarship, and Service

All tenured and tenure-track faculty hold PhDs or MFAs in English, Creative Writing, and Communications, and related fields. All Lecturers and part-time faculty hold at least a Master's Degree in English or a closely-related field.

The teaching and research experience of our Department faculty is extensive; the average number of years since obtaining a Ph.D. and/or MFA has a broad range of some faculty with ten-plus years of teaching experience. Lecturers in the First Year Writing Program include Lecturers with over 15 years of teaching experience and professors who have recently obtained MA degrees. Many lecturers also carry professional technical writing experience and military communication experience from careers outside of academia. The entire Department's faculty areas of expertise span a wide range of subfields in both applied and experimental domains, including: rhetoric, American literature, British literature, Shakespeare, Native American literature, Latinx literature, Ethnic Literature, Women's literature, contemporary literature, literary theory, technical writing, User Experience (UX), communications, creative writing (fiction, nonfiction, poetry, drama), linguistics, and other relevant areas.

The English program has continued to serve students in the major, general education, and interdisciplinary offerings. The Department relies on few adjunct faculty and has worked to be frugal and creative with our resources. However, these contingent faculty allow us to maintain programs, but do not give us opportunities to grow programs. Programs, such as COMR and Creative Writing have momentum, but they have plateaued to limitations in faculty and resources. The English MA and 3+2 Program remain part of the budget designated for the English undergraduate courses, not taking into consideration extra faculty workload directing graduate students and ensuring graduate level rigor in the program. The full-time faculty at times struggle to maintain a research agenda and their service duties alongside priority teaching and advising. The English program will revise its curriculum to better concentrate on ways to anticipate student successes and program growth. Faculty remain committed

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to program growth, general education, interdisciplinary courses, and future collaboration with other areas of the university.

All faculty, including all adjunct and full-time instructors, are provided financial support to attend professional conferences in areas related to both their teaching and research interests. The Department provides tenure, tenure-track faculty \$1000 to attend professional conferences and travel each academic year. Some opportunities are supported through the Department while others are supported by CHASS Faculty Development Grants or STS funding. Applications for professional development for Lecturers and adjunct instructors are provided adequate funding whenever.

The English Club and Sigma Tau Delta (Honors society) chapter are very active on campus and in the community with outreach, recruiting, and service. Every spring, Tempered Steel, CSU-Pueblo's student literary magazine, publishes an annual issue of student creative writing, with a student editorial staff. Pilgrimage Press, a national/international literary magazine established in 1976, provides student work studies editorial and design experience. It also gives faculty scholarship and service opportunities. The SoCo Reading Series brings published and nationally-recognized writers to the CSU Pueblo campus and Pueblo community for class visits and public readings, another strong source of partnership and outreach.

Administrative Structure and Operational Resources

The English Department struggles to maintain excellence in the face of reduced funding, support, and staff. Faculty have had to increasingly rely on development grants, personal money, and other sources of funding to support conference travel and other forms of development. The current operating budget of the Department is also committed to operations like telephone, photocopy costs, postage, and printing charges. Funding collected via Senior-to-Sophomore (STS) courses, are used to support additional department costs, training for STS instructors, and professional development for faculty.

The English Department has \$6000 in annual scholarship funds for English MA students; however, there are no additional funds earmarked for student travel to conferences. The department helps them find the funds to help with travel and accommodations, if possible. Funding, scholarships, and similar resources would be welcomed to help recruit and retain high-quality students. This would include giving graduate students TA fellowships, which our Department had awarded in the past.

Student clubs have increasingly relied on external funding from the student activities board, but that funding has severe limitations and requires a rigorous amount of paperwork and steps toward approval. Funding to replace the two retiring tenure-track faculty will be required to maintain our Department's continued efforts to avoid using adjunct faculty and to maintain course offerings that support our general education support, our major, and courses that support other programs.

Seminar Panel-Action Plan

The English Program must attract more majors and minors through more meaningful outreach, recruitment, retention, and restructuring of offerings to anticipate Department growth. This includes improved program marketing and promotion to showcase faculty and student success and other strengths, through brochures, web presence, social media, and other innovative avenues.

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The English Program is engaged in revising and updating the curriculum including program objectives, SLOs, and assessment to better reflect the needs of our students. This will help us match national trends and opportunities in the field. The program needs to carefully review the Department's vision and future areas of emphasis to anticipate growth, to sustain the new English MA and 3+2 Program, and to ensure all areas of English curriculum are strongly supported.

The English Program needs to improve ties to alumni and related alumni data, which can strengthen career advising and placement, funding, and community. Actions may include reaching out to the Alumni Association for assistance and guidance, and revising the Careers for English Majors course to better prepare students for graduate school and future careers.

History (BA/BS)

Significance and Scope of the Program

The History, Political Science, Philosophy and Geography Department is committed to teaching students analytical, research, and content areas so that students can become competent in their major or minor areas and become better informed citizens and to pursue successful careers. This includes providing majors with the content knowledge and analytical skills to apply for graduate and law school.

The purpose of the History Program is to help students learn the value of the human past, to think critically and speak and write clearly about events of the past and their connection to the present, and to better understand the world around them and their role in it by understanding its origins, would seem to be of value to any conceivable Vision. The program has long focused on the development of critical thinking skills and forced students to wrestle with challenging ethical judgments.

The History Program provides a robust History Major and History Minor that provide quality education in the discipline of history while preparing students for a variety of rewarding careers in education, government, academia, non-profits, and the private sector, or for graduate or professional studies. The program also provides classes in support of the Chicano Studies Minor, Military Science Minor and Legal Studies Minor.

Faculty Resources, Teaching, Scholarship, and Service

The tenured faculty members all hold PhDs and are well-qualified to teach their assigned courses. There are no tenure-track faculty in the discipline. All part-time faculty hold at least an MA in history. The program needs additional tenure-track and/or lecturer faculty to enhance the diversity of our offerings and reduce our unsustainable dependence on adjunct faculty. The history faculty continually revise the curriculum to better meet the needs of our students, especially our role as an HSI and future MSI. Each instructor is responsible for establishing specific course objectives that support the program SLOs. The current SLOs are observable and measurable, but are under revision.

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All faculty, including at-will faculty, are provided financial support to attend professional conferences in areas related to both their teaching and research interests. All tenured faculty members provide academic advising. The new advising sheets allow students and advisors to plan a path to graduation that reflects the student's academic, employment, and family responsibilities and priorities.

The enthusiasm and high level of activity of our History Club and Phi Alpha Theta (honor society) chapter are to be commended. Highlights from the last few years include attending and presenting research at regional and national conferences, hosting a regional conference, and bringing a wide variety of speakers and guests to campus. The 2018 Bea Space Memorial Lecture Series captured university-level honors as the best educational program of AY 2017-18.

The History Program strives to maintain a balance of courses appropriate to an undergraduate education while recognizing that a relatively small group of faculty cannot cover all possible times, places, and sub-disciplines. Courses are added to or subtracted from the curriculum based on faculty availability, expressed student interest, and enrollment data. The program is constantly aware of its responsibilities to Chicano Studies, Military Science, and Legal Studies. Recent curriculum changes have largely involved the removal of academic archaeological debris through removing courses that cannot be regularly taught from the catalog. We have also added several courses that provide support to the major and minor and the Legal Studies minor.

Administrative Structure and Operational Resources

The Department of History, Political Science, Philosophy, and Geography holds meetings at the beginning of each Fall and Spring semester during Convocation, then monthly throughout the semester. The history program holds on-campus and off-site meetings as needed to deal with issues specific to our discipline. The program coordinator is also the department chair, and receives ½ time reassignment. The coordinator is responsible for course schedules, contact of adjuncts to teach courses, completion of University budget reports, and completion of curriculum changes that go to the college committee and the university CAP Board.

Faculty are involved in ongoing program activities such as assessment, curriculum development, review, and revision; strategic planning; and tenure and promotion standards. Assessment is handled by the program coordinator, with results reported to the faculty. Curriculum development is a joint responsibility, with revision carried out by consensus. Strategic planning and tenure and promotion standards are handled at the department level, with full participation of history faculty. Students, alumni, and other program stakeholders are involved where appropriate.

The operating budget of the department is sufficient to support annual administration and a limited amount of professional development travel. Additional funding for faculty lines (tenure-track or lecturer) will be required to reduce our dependence on at-will faculty.

Facilities and Library resources– The Psychology Building, both classroom and office spaces, is in desperate need of refurbishment. (Now under way.) The History Program has a vested interest in improved work spaces and instructional technology, and was represented on the building planning committee by the program chair. The library staff are entirely supportive and deserve great credit for

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helping to make our program successful. The budget for resource acquisition is barely adequate, given the diversity of our offerings. A robust interlibrary loan program compensates as best it can.

Seminar Panel Action Plan

Strategies to enhance the History program include a focus on the following:

Increase recruiting activities including High schools TRACK centers and STS courses, community colleges and coordination with Admissions.

Increase program offerings with minimal course additions including possibilities in Legal Studies minor, Veterans Studies minor, Intelligence Studies minor, International Studies, Southwest Studies, Ancient and Medieval Studies, Religious Studies, Archival Studies, American Studies, Digital Humanities, and Public Administration.

Define disciplinary and departmental vision including a series of history faculty meetings to work on revision of student learning outcomes and a departmental strategic plan.

The goals, objective and strategies identified in this plan will need human and financial resources in order to be successfully implemented and accomplished.

Industrial and Systems Engineering Program (MSISE)

Significance and Scope of the Program

The mission of the MSISE program is to provide the highest quality engineering education in preparation of graduates for professional positions and doctoral studies in the fields of industrial and systems engineering (ISE). The Department is focused on engineering degrees not offered elsewhere in the region. The MSISE program bases its plan in part on the ABET standards in order to ensure the program has a strong professional focus while promoting high standards of education along with research in the ISE field. The goals of the MSISE program are to 1) provide quality graduate education for local and regional communities, 2) provide applied research opportunities for faculty and students, and 3) promote diversity within the program and the department.

The MSISE program is a graduate program with a strong professional focus and a firm grounding in sciences, thus directly supporting the mission of CSU-Pueblo and CEEPS. Our engineering graduates are a strong factor in the economic growth and economic sustainability of Pueblo and the region. As the MSISE program is the only program in a large geographical area, it has long been part of the Western Regional Graduate Program (WRGP) register for students from nearby states.

Faculty Resources, Teaching, Scholarship, and Service

The Department of Engineering has seven full-time faculty members who teach courses in the BSE and the BSIE programs. Faculty members are experts in industrial engineering, electrical engineering, and mechanical engineering. All Engineering faculty members have chosen to be at a university where teaching is emphasized, research expected, and service valued. To bring industry views to the

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curriculum we often invite engineers from industry to teach courses in their fields of expertise. While we try to have only PhD level adjunct faculty members, that is not always possible. We use adjunct faculty members without that degree mostly in lower level classes and we look for significant industry or educational experience.

The MSISE program has limited physical space, but considerable equipment and instrumentation assets. The facilities allow the possibility of good research opportunities for faculty and students in the program. The philosophy of the department is that master's level applied research is a very important component of a student's education. These opportunities for research and scholarly work enable our graduates to possess an advantage when searching for employment and for gaining entrance into graduate school or industry.

The MSISE program itself is not subject to accreditation, but the program is linked to the Bachelor of Science in Industrial Engineering (BSIE) which is ABET accredited. Several of the core courses of the MSISE program are stacked courses with the BSIE. The faculty and the facilities/other resources are shared with the BSIE. As part of a department that offers the only ABET accredited Industrial Engineering undergraduate program in the State of Colorado, the MSISE program is unique in a large section of the state with its resident instruction and applied research oriented stand.

Administrative Structure and Operational Resources

As part of the Department of Engineering, the MSISE program has a well-established operating structure in place to meet the program goals and objectives. The program operates within the Department sharing administrative resources with the other Master and Bachelor programs offered. In general, the MSISE program has the required operating and staff resources to meet the current goals and objectives mostly due to the efficient course offerings, i.e. stacked courses with the BSIE, and flexible course options for students.

The department meets weekly for discussion on topics pertinent to all programs including the MSISE. Often these discussions revolve around curriculum issues and can include discussions of goals and objectives.

The goals and objectives described require resources and decisions that are made above the department level. Approved curriculum changes are implemented following the necessary approval processes that involve the Curriculum and Academic Programs Board. Changes to the MSISE program are discussed at the department level, including our advisory board level and once they approved at the department level they are presented to the Graduate Study Board (GSB) for review and approval.

All programs are assessed at the end of the academic year and discuss any immediate and long term changes we should consider. This is a routine process long in place in department engineering. Department Faculty meet after the finals exam week in order to make short and long term plans as well as finishing any unfinished business.

Seminar Panel-Action Plan

Safety is an overriding concern for the Engineering faculty and we seek to convey this concern to our

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students. For example, the class policies on the EN 441 course syllabus includes basic safety rules, including the need to wear safety glasses and appropriate shoes and clothing while in the labs. Mr. Paul Wallace, who also provides significant assistance in the lab instruction and in maintaining safe operating conditions, supervises these labs. He delivers a safety lecture in the first weekly lab and enforces safety requirements during all labs, especially the use of eye protection. There have been no accidents or injuries during the study period.

The recommended items for program improvement focus on optimizing the balance between program cost and delivery of graduate programs. These include:

- 1) Finding ways to increase enrollment in graduate engineering programs
- 2) Implementing the newly proposed 3+2 engineering program
- 3) Establishing a timeline for a decision regarding maintaining or dropping the MSE emphasis in Railroad Engineering.
- 4) Expanding graduate program delivery beyond the university's main campus
- 5) Considering new programs to enhance synergy with existing graduate engineering programs
- 6) Seeking institutional support to develop external grant proposals that can be used to leverage graduate student enrollment.

Psychology

Significance and Scope of the Program

The Psychology Department is dedicated to interdisciplinary learning and entrepreneurship that elevate our people and our community, create educational opportunities, foster unique collaborations, and support inclusion, access, and affordability. The purpose of the Psychology Program is to provide intellectual and professional training through coursework in the sub-disciplines of Environmental, Industrial/Organizational, Educational, Clinical, Personality, Physiological, Social, Abnormal, Animal Behavior, Drugs and Behavior, Trauma, and Forensics.

Within the context of a strong liberal arts tradition, students in the psychology program: learn to apply basic research methods in psychology; develop skills in verbal and written communication, practice critical thinking and problem solving; and, develop information and technological competency. Students are trained to scientifically examine complexities of behavior and develop skills that reflect psychology as both a science and an applied field and to develop an appreciation of the complexities of sociocultural awareness. Via active engagement with the faculty and experimental education, students can gain field, research, and/or teaching experience depending on their specific interests. Of primary importance to the department is interdisciplinary learning and community engagement that elevates people in our community.

The BA and a BS programs in psychology are very similar in scope and requirements, however the BS requires 8 semester hours in natural sciences or math, while the BA has a world language requirement. The learning outcomes are aligned with the national standards of the American Psychological Association. The bachelor's degree program in psychology at CSU-Pueblo offers a curriculum which provides the student with an overview of the major areas within psychology, along with the opportunity to select courses which fit their personal interests. Through psychology courses at CSU-Pueblo, a

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student can enhance their career opportunities and/or gain an academic grounding for professional and graduate training. Students are encouraged to participate in both the local chapter of Psi Chi, the National Honor Society in Psychology, which encourages students to maintain excellence in scholarship, and the Psychology Club.

Faculty Resources, Teaching, Scholarship, and Service

The teaching and research experience of the psychology department faculty is extensive; the average number of years since obtaining a Ph.D. is 16 years. Areas of expertise of the faculty span a wide range of subfields in both applied and experimental domains, including: cognition, education, counseling, behavioral, social, and personality psychology, and cognitive and behavioral neuroscience. While adhering to both general education and basic core requirements, and to APA requirements for undergraduate education in psychology, the faculty has also offered a wide range of special topics courses, including, for example, LGBTQ, Forensic Psychology, Trauma, and positive psychology. In addition, there is a documented commitment on the part of the faculty to provide supplementary opportunities to support student's professional development.

The Psychology Department has five full-time tenure track faculty members. This gives a ratio of this rank to students at 52:1, thus not currently being in alignment with university marketing or standards. Forty-four percent of psychology courses offered in fall 2018 were instructed by adjunct faculty. Additional support is needed for quality advising beyond schedule and graduation determination.

Administrative Structure and Operational Resources

Processes are in place to ensure efficient and effective decision-making, and shared governance.

The Psychology Department holds meetings at the beginning of each Fall and Spring semester during Convocation, then monthly throughout the semester. On-campus and off-site meetings are held as needed to deal with issues specific to our discipline.

Faculty involvement in ongoing program activities includes activities such as assessment, curriculum development, review, and revision; strategic planning; and tenure and promotion standards. Assessment is handled by the department chair, with results reported to the faculty. Curriculum development is a joint responsibility, with revision carried out by consensus. Strategic planning and tenure and promotion standards are handled at the department level, with full participation of psychology faculty.

Faculty members have sought out input from graduates on the curriculum and other pertinent issues and from students in the hiring of new faculty members. Evaluation of the chair is the responsibility of the Dean of CHASS. Faculty and staff evaluations are carried out by the department chair in accordance with university policies

The Psychology department struggles to maintain excellence in the face of reduced funding, support, and staff. Although the number of majors has increased steadily over the last few years, both funding and faculty have not kept pace with that increase and in fact have been reduced, thereby increasing the ratio of full-time faculty to students. The department relies heavily on adjunct teaching staff who are not contracted to do advising, offer research opportunities for students, or provide service. Faculty have had to increasingly rely on development grants, personal money and other sources of funding to

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support conference travel and other forms of development. Departmental funding assistance for student research, clinical experience, and other curricular and extracurricular activities has disappeared. Student clubs have increasingly relied on external funding from the student activities board, but that funding has severe limitations. Additional funding for faculty lines (tenure-track or lecturer) would reduce our dependence on at-will faculty.

Seminar Panel-Action Plan

Supporting this department should be a strategic goal within the immediate future. Both the 2020 strategic plan and #Vision2028 suggest that budget alignments should be made to encourage continued success. Gaps in support have resulted in challenges to advising, coursework delivery, experiential opportunities, and have affected the student experience. This is diametrically opposed to the goals set forth in the university's planning documents. This department is a group of "high quality, motivated faculty" and continued strain will not assist in retaining them. Further, improving advising is explicit as a strategic objective. And most compelling, strategy of the strategic plan specifically notes, "Identify programs where percentage of tenure-track faculty is below the University mean and is affecting the goal of excellent academics and create an action plan for addressing these situations".

The department may need to begin exploring ways to best serve their majors and respect the limits of faculty time. For example, the number of service and/or interdisciplinary courses may need to be temporarily reduced so that sufficient major courses are available to meet the needs of extant psychology students. With additional support, this department has the potential to be a model of High Impact Practices, in particular with regard to faculty-student research collaborations. This area is ripe for meaningful return on investment.

The recommendations for this department include: 1) additional faculty, and then 2) evaluate success of assessment rubrics and revise as necessary, 3) consider inclusion of a capstone so that internship and research opportunities may be more universally accessed, 4) review advising practices to ensure support for both graduate school and work-force bound graduates, 5) review curriculum for potential areas of redundancy, 6) consider expanding faculty diversity, particularly ethnic diversity, to better match student demographics.

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MATTERS FOR ACTION:

Approval of Revised CSU Global Mission and Vision

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Revised Mission and Vision presented by Colorado State University-Global Campus

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost & VP of Strategic Development, CSU Global

Colorado State University-Global proposes to adopt a revised mission and vision. The revision was recommended by the CSU Global Mission Review Task Force and based on CSU-Global's 2.0 work in FY19 and as part of its 2020-2022 Strategic Plan, "Bridging the Education Divide". As presented to the Board of Governor's previously, the strategic plan has three main components:

Relevance: Broaden CSU-Global's reach to career-driven individuals who may not be focused on degree attainment, or who may be currently outside of CSU-Global's student population.

Engagement: Partner with local and national community stakeholders; develop a sense of community through new areas of partnership and service.

Accessibility: Create an environment ensuring lifelong learning is achievable for busy working adults.

With the three components of relevance, engagement, and accessibility in mind the task force reviewed the current mission and vision and sought to create improved alignment between the current mission, vision, and strategies. This work resulted in (1) a refined mission to focus on academic program beyond traditionally defined "degree programs" and increased industry and stakeholder engagement and (2) a focus in the vision on providing "learning opportunities" for the modern learner. Additionally, the change of language from "non-traditional" students to "modern learners" reflects the changing needs of all students and more broadly defines students who do not attend a brick and mortar campus.

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Upon their final recommendations, the proposed mission and vision were reviewed and approved with very slight modifications by Faculty Affairs on October 17, 2019. The proposed language was then sent to all faculty, leaders, and internal stakeholders for review and feedback. Feedback was positive in nature and supportive of the direction and clarity presented in the proposed language.

Current Mission: CSU Global is committed to advancing student success in a global society, investing in human capital, expanding the state economy, and enhancing the quality of life for citizens in the state of Colorado and beyond by providing access to dynamic degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement.

Proposed Mission: Colorado State University Global is committed to advancing student academic and professional success in a global society by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement.

Current Vision: CSU Global is the premier provider of innovative, higher learning opportunities for nontraditional students in Colorado and beyond.

Proposed Vision: Colorado State University Global is the premier provider of innovative, higher learning opportunities for modern learners around the world.

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MATTERS FOR ACTION:

Approval of the renaming of the Mass Communications and Center for New Media department within the College of Humanities, Arts, and Social Sciences (CHASS) at CSU-Pueblo.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the renaming of the Mass Communications and Center for New Media department within the College of Humanities, Arts, and Social Sciences to the Department of Media Communication. If approved, this name change will be effective for Fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

Brief Overview

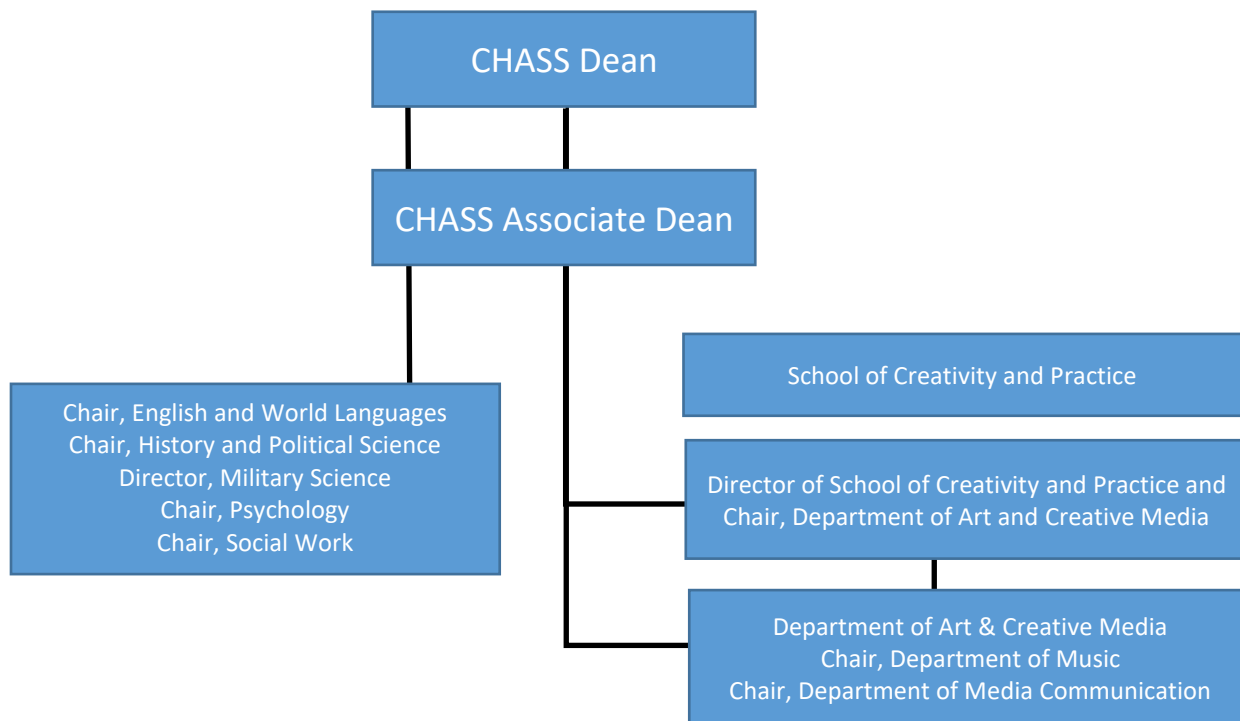
Colorado State University-Pueblo's department of Mass Communications and Center for New Media (MCCNM) becomes the department of Media Communication.

The proposed change to department name is in agreement with a recent MCCNM program review recommendations. Specifically, the reviewer identified a department name change as a top priority "PRIORITY 2: The department should consider a name change to "Department of Media Arts & Communication" or something similar, to reflect a more contemporary identity."

- 1) "Center for New Media" is a reflection upon an outdated (1998) articulation agreement with Pueblo Community College; the center was never built, the name itself is misleading or not applicable.
- 2) "Mass Communications" implies mass mediated experience for a mass audience - this is conceptually outdated as mass audience media experiences are waning to non-existent - targeted audience mediated experiences are common place.
- 3) The name "Media Communication" is an accurate summary of our in department curricular ambitions: Radio Broadcasting, Television and Documentary Production, Audio and Video Streaming, Podcasting, Public Relations and Advertising Strategic Communications, Journalism and Storytelling, Interactive Web and Social Media Engagement.

CSU-Pueblo Renaming of Mass Communications Department

If approved, the CHASS Organizational Chart would be as follows:



Approved

Denied

Board Secretary

Date

Board of Governors of the Colorado State University System
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MATTERS FOR ACTION:

Approval of the renaming of the Department of Art within the College of Humanities,
Arts, and Social Sciences (CHASS) at CSU-Pueblo

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the renaming of the Department of Art within CHASS to the Department of Art and Creative Media. If approved, this name change will be effective for Fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs, CSU-Pueblo.

Over the past year, the faculty and chair of the Department of Art have been working on developing course of study guides mapping out 'Pathways' that would consolidate our efforts and establish a structure for students to follow well into their Junior and Senior years.

These Pathways would continue to offer elective options while guiding a student in building a workable skill set toward their elected 'Path'. A department like ours could maintain two Pathways; Studio Art, which would bring together experiences in painting/drawing, printmaking, ceramics and sculpture. While a second pathway, Creative Media will explore graphic design, photography, time-based media and digital illustration.

This clarification would set forth pathways of exploration within a range of topics while focusing on pragmatic skills that guide our students toward the transition from curriculum to career. It is not reinventing the wheel, but re-imagining how it may be used.

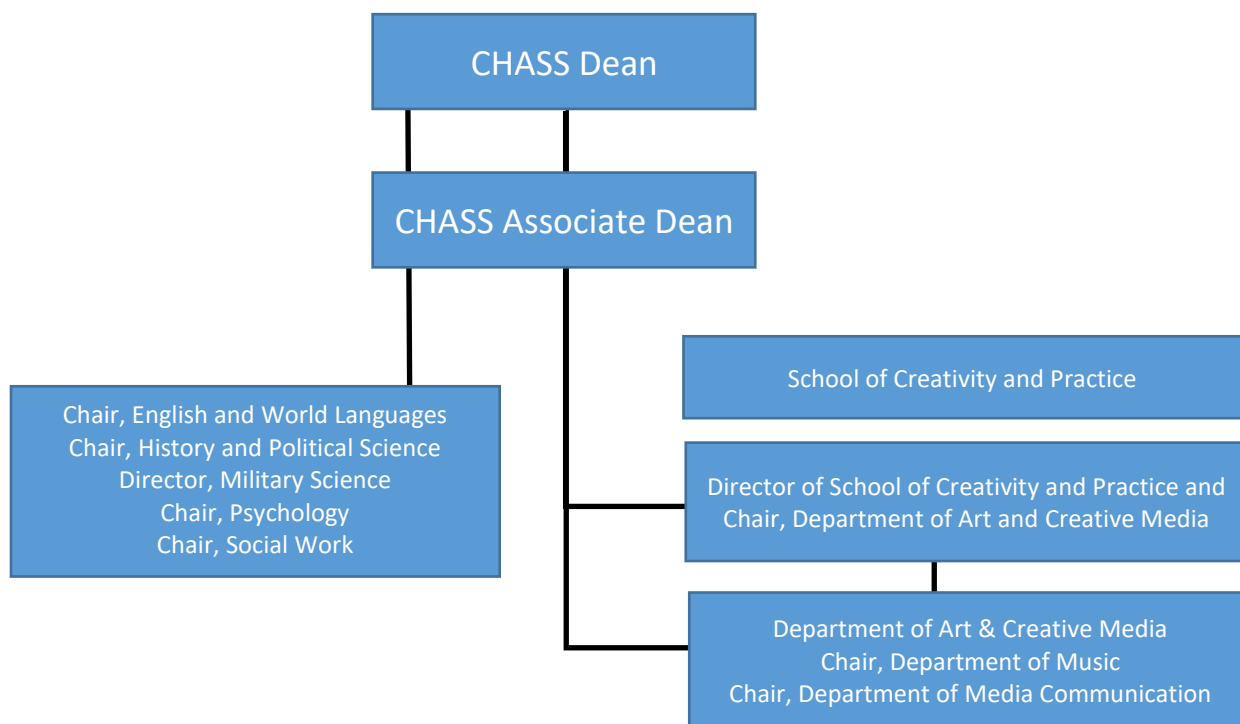
In order to highlight and market these pathways we are proposing the 'Department of Art' adopt the name 'Department of Art & Creative Media'. This contemporary title identifies with emerging industries in rising creative markets and lends to the forward thinking integrations that define the newly developing School of Creativity + Practice.

The CHASS Organizational Chart is as follows:

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Approved

Denied

Board Secretary

Date

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Report Item

MATTERS FOR ACTION:

Report Item.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Report to the Board of Governors that provides an overview of the enrollment trends and student success data from FY15 through FY19.

Colorado State University: Fort Collins Campus

| | FY15 | FY16 | FY17 | FY18 | FY19 | One Year Change | |
|--|---------|---------|---------|---------|---------|-----------------|--------|
| Primary Degrees Awarded | 7,181 | 7,148 | 7,196 | 7,537 | 7,753 | 216 | 3.0% |
| Bachelors | 5,049 | 4,995 | 5,136 | 5,159 | 5,314 | 155 | 3.0% |
| Masters | 1,755 | 1,774 | 1,701 | 1,714 | 1,701 | -13 | -0.8% |
| Doctorate | 251 | 249 | 223 | 250 | 263 | 13 | 5.8% |
| D.V.M. | 126 | 130 | 136 | 138 | 142 | 4 | 2.9% |
| Graduate Certificate | | 28 | 136 | 276 | 333 | 57 | 41.9% |
| STEM Degrees | 2,615 | 2,689 | 2,914 | 3,144 | 3,381 | 237 | 8.1% |
| Non-STEM Degrees | 4,566 | 4,459 | 4,282 | 4,393 | 4,372 | -21 | -0.5% |
| | FA15 | FA16 | FA17 | FA18 | FA19 | One Year Change | |
| Student Credit Hours (RI Only) | 364,995 | 376,759 | 378,586 | 382,032 | 382,786 | 754 | 0.2% |
| Headcount (RI) | 27,566 | 28,297 | 28,446 | 28,691 | 28,864 | 173 | 0.6% |
| Undergraduate | 23,009 | 23,768 | 23,943 | 24,380 | 24,600 | 220 | 0.9% |
| Freshman | 6,096 | 6,268 | 6,242 | 6,488 | 6,291 | -197 | -3.2% |
| Sophomore | 4,965 | 5,340 | 5,399 | 5,402 | 5,710 | 308 | 5.7% |
| Junior | 5,314 | 5,311 | 5,500 | 5,465 | 5,525 | 60 | 1.1% |
| Senior & Post Bach. | 6,634 | 6,849 | 6,802 | 7,025 | 7,074 | 49 | 0.7% |
| Graduate | 4,008 | 3,962 | 3,924 | 3,728 | 3,676 | -52 | -1.3% |
| Graduate I & NDS | 2,593 | 2,536 | 2,471 | 2,326 | 2,225 | -101 | -4.1% |
| Graduate II | 1,415 | 1,426 | 1,453 | 1,402 | 1,451 | 49 | 3.4% |
| Professional | 549 | 567 | 579 | 583 | 588 | 5 | 0.9% |
| New Undergraduate | 4,737 | 4,956 | 5,031 | 5,324 | 5,124 | -200 | -4.0% |
| Transfer Undergraduate | 1,657 | 1,674 | 1,548 | 1,613 | 1,549 | -64 | -4.1% |
| Female | 14,102 | 14,507 | 14,597 | 14,740 | 15,136 | 396 | 2.7% |
| Male | 13,464 | 13,790 | 13,849 | 13,951 | 13,728 | -223 | -1.6% |
| Nonresident, Non-WUE | 6,781 | 7,273 | 7,585 | 7,949 | 8,070 | 121 | 1.6% |
| Nonresident, WUE | 700 | 748 | 856 | 1,025 | 1,150 | 125 | 14.6% |
| Resident | 20,085 | 20,276 | 20,005 | 19,717 | 19,644 | -73 | -0.4% |
| Not First-Generation (only asked of undergraduates) | 17,104 | 17,786 | 17,981 | 18,311 | 18,550 | 239 | 1.3% |
| First-Generation (only asked of undergraduates) | 5,905 | 5,982 | 5,962 | 6,069 | 6,050 | -19 | -0.3% |
| Not Pell (undergraduate only) | 17,875 | 18,568 | 18,675 | 19,317 | 19,539 | 222 | 1.2% |
| Pell (undergraduate only) | 5,134 | 5,200 | 5,268 | 5,063 | 5,061 | -2 | 0.0% |
| Nonminority | 22,604 | 22,885 | 22,452 | 22,305 | 22,046 | -259 | -1.2% |
| International | 1,981 | 1,985 | 1,995 | 1,930 | 1,862 | -68 | -3.4% |
| Unknown | 1,280 | 1,011 | 577 | 413 | 330 | -83 | -14.4% |
| White | 19,343 | 19,889 | 19,880 | 19,962 | 19,854 | -108 | -0.5% |
| Minority | 4,922 | 5,412 | 5,994 | 6,386 | 6,818 | 432 | 7.2% |
| Asian | 644 | 723 | 753 | 779 | 775 | -4 | -0.5% |
| Black | 555 | 591 | 609 | 615 | 598 | -17 | -2.8% |
| Hawaiian/Pac. Islander | 30 | 33 | 47 | 43 | 39 | -4 | -8.5% |
| Hispanic/Latino | 2,797 | 3,084 | 3,453 | 3,727 | 3,974 | 247 | 7.2% |
| Multi-Racial | 749 | 850 | 1,007 | 1,109 | 1,310 | 201 | 20.0% |
| Native American | 147 | 131 | 125 | 113 | 122 | 9 | 7.2% |
| Agricultural Sciences | 1,646 | 1,689 | 1,652 | 1,665 | 1,698 | 33 | 2.0% |
| Business | 2,495 | 2,564 | 2,639 | 2,614 | 2,535 | -79 | -3.0% |
| Walter Scott, Jr. College of Engineering | 3,308 | 3,443 | 3,370 | 3,359 | 3,260 | -99 | -2.9% |
| Health and Human Sciences | 4,765 | 4,987 | 4,845 | 4,800 | 4,900 | 100 | 2.1% |
| Intra-University | 2,990 | 2,760 | 2,800 | 2,796 | 2,657 | -139 | -5.0% |
| Liberal Arts | 4,640 | 4,644 | 4,594 | 4,651 | 4,725 | 74 | 1.6% |
| Natural Sciences | 4,337 | 4,657 | 4,863 | 5,097 | 5,309 | 212 | 4.4% |
| Veterinary Medicine & Biomedical Sci | 1,618 | 1,715 | 1,804 | 1,785 | 1,820 | 35 | 1.9% |
| Warner College of Natural Resources | 1,767 | 1,838 | 1,879 | 1,924 | 1,960 | 36 | 1.9% |

Note: Unless otherwise specified, all data reflect RI student headcount; fall 2019 Pell Grant data are preliminary.

Annually, the Office of Institutional Research, Planning and Effectiveness reports on freshman retention, persistence, and graduation rates. The focus is on the entering full-time, first-time (FTFT) student cohorts. However, additional analyses, including those for transfer students, are available online. Please use the IR Interactive tool on our website at https://reports.colostate.edu/ibi_apps/portal/IRPub/IRPE_Interactive

For the purpose of this report, there are a handful of critical operational definitions.

Cohort: For this report, a cohort includes only new undergraduate resident-instruction (RI) students who are full-time in the fall (enrolled in 12 or more SCH) and are either new (or were new in the previous summer) and are enrolled at the end of the term (have not completed a University withdrawal).

Retention Rate: The rate at which students are still enrolled at the institution. Enrollment in the second fall is referred to as the “freshman retention rate”. Calculated by using the number of students still enrolled divided by the adjusted cohort (original cohort minus deceased). For the current report all rates beyond freshman retention are persistence.

Graduation Rate: The rate at which students complete their program of study within six years. Calculated by using the number of completers divided by the adjusted cohort (original cohort minus deceased).

If you have questions or comments or require additional analysis of a specific sub population, please contact the Office of Institutional Research, Planning and Effectiveness.

Highlights:

- Overall retention increased almost two full points from last year and the 4-year, 5-year and 6-year graduation rates were the second highest history
- Retention across subgroups increased
- Gaps in retention and graduation decreased between racially minoritized (RM) and non-RM students
- Gaps in retention and graduation decreased between first generation and continuing generation students
- Pell Grant recipients had a record high 4-year graduation rate
- First generation, RM, and resident students had record high 5-year graduation rates

The table below displays retention and graduation rates by subpopulation for the two most recent cohorts.

| | Retention | | 4-Yr. Grad. | | 5-Yr. Grad. | | 6-Yr. Grad. | |
|--------------------------|-----------|-------|-------------|-------|-------------|-------|-------------|-------|
| | FA17 | FA18 | FA14 | FA15 | FA13 | FA14 | FA12 | FA13 |
| Overall | 83.2% | 85.1% | 46.6% | 45.9% | 65.7% | 66.4% | 70.9% | 69.1% |
| Pell | 78.4% | 79.4% | 36.8% | 38.9% | 58.1% | 54.8% | 64.2% | 62.0% |
| Non-Pell | 84.5% | 86.6% | 49.2% | 47.7% | 67.8% | 69.5% | 72.9% | 71.1% |
| First Generation | 77.6% | 82.0% | 38.1% | 40.3% | 58.6% | 56.4% | 62.5% | 61.9% |
| Continuing Generation | 84.9% | 85.9% | 49.3% | 47.8% | 68.0% | 69.6% | 73.9% | 71.5% |
| Male | 82.4% | 83.3% | 36.7% | 37.5% | 61.2% | 63.8% | 68.7% | 65.5% |
| Female | 83.9% | 86.5% | 54.7% | 53.3% | 69.5% | 68.6% | 72.6% | 72.2% |
| Racially Minoritized | 79.5% | 82.0% | 44.1% | 41.4% | 59.7% | 63.2% | 63.5% | 63.4% |
| Non-Racially Minoritized | 84.6% | 86.3% | 47.2% | 47.1% | 67.3% | 67.3% | 72.7% | 70.6% |
| Non-Resident | 80.4% | 82.6% | 43.1% | 43.0% | 63.1% | 61.7% | 67.7% | 65.8% |
| Resident | 84.6% | 86.5% | 47.9% | 47.2% | 66.6% | 68.2% | 72.0% | 70.3% |



CSU-Pueblo Retention and Graduation Rates

Retention and graduation rates are measures of student success that are reported annually by the Office of Institutional Research and Analysis. Preliminary rates are presented below. Historical data on retention, persistence, and graduation rates are available online at <https://www.csupueblo.edu/institutional-research/student-outcomes/index.html>.

Cohort: Retention and graduation rates are calculated for annual cohorts of new freshmen. The cohort includes first-time full-time (12 credit hours or more) degree-seeking undergraduates who are enrolled in a fall term or the preceding summer term.

Retention Rate: The percentage of students in a retention cohort who enrolled for a second fall term in the year following their initial enrollment.

Graduation Rate: The percentage of cohort students who completed their degree program within 4, 5, or 6 years of their first fall term. Certain exclusions apply to cohort students (e.g., deceased, military service). Six years, or 150% of the typical completion time, is the most commonly reported metric for graduation rates.

Highlights:

- Retention rates declined from the prior year, with the greatest decreases occurring for non-Pell students, females, minority students, and non-residents
- CSU Pueblo’s 6-year graduation rate increased 3.5%. There were increases for all subpopulations but the biggest gains were for Pell students and non-residents. Typically, non-residents have lower retention and graduation rates than residents, but the 6-year graduation rate was higher for non-residents than residents.
- Graduation rates at 4 and 5 years also increased from the prior year.
- The largest increases in the 4- year rates were for males, minorities, and non-residents.

| | Retention | | 4-Yr. Grad | | 5-Yr. Grad | | 6-Yr. Grad | |
|--------------------------|-----------|-------|------------|-------|------------|-------|------------|-------|
| | FA17 | FA18 | FA14 | FA15 | FA13 | FA14 | FA12 | FA13 |
| Overall | 68.3% | 63.4% | 19.3% | 20.5% | 32.9% | 33.3% | 32.3% | 35.8% |
| Pell | 65.7% | 63.1% | 13.7% | 16.4% | 28.5% | 28.0% | 26.9% | 32.3% |
| Non-Pell | 70.7% | 63.7% | 23.6% | 23.7% | 37.1% | 37.5% | 37.6% | 39.1% |
| First Generation | 64.4% | 58.8% | 15.5% | 17.5% | 34.3% | 29.0% | 31.6% | 35.5% |
| Continuing Generation | 70.6% | 66.0% | 21.1% | 22.0% | 32.3% | 35.4% | 32.6% | 36.0% |
| Male | 60.7% | 57.8% | 13.4% | 16.6% | 25.8% | 29.0% | 26.9% | 29.4% |
| Female | 75.9% | 69.3% | 25.8% | 24.0% | 39.4% | 38.1% | 37.6% | 41.4% |
| Racially Minoritized | 68.7% | 61.6% | 15.7% | 17.6% | 30.7% | 27.9% | 31.5% | 34.2% |
| Non-Racially Minoritized | 67.8% | 65.5% | 22.7% | 23.7% | 35.1% | 38.5% | 33.1% | 37.4% |
| Non-Resident | 59.1% | 49.6% | 15.1% | 19.0% | 37.4% | 29.6% | 23.6% | 39.6% |
| Resident | 70.5% | 66.7% | 20.1% | 20.8% | 32.3% | 34.1% | 33.8% | 35.3% |



Colorado State University - Pueblo

Enrollment Report (Fall 2019 Census and Historical)

CSU-Pueblo Degrees Awarded and Student Credit Hours

All data reflect student headcount unless otherwise specified. Fall 2019 enrollment data are based on census data, which are preliminary.

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | One-Year Change | |
|--|-----------|-----------|-----------|-----------|-----------|-----------------|--------|
| Degrees Awarded | 942 | 877 | 856 | 877 | 837 | -40 | -4.6% |
| Bachelor's | 842 | 781 | 771 | 744 | 724 | -20 | -2.7% |
| Master's | 100 | 96 | 85 | 133 | 113 | -20 | -15.0% |
| STEM Degrees * | 153 | 147 | 137 | 137 | 165 | 28 | 20.4% |
| Non-STEM Degrees | 789 | 730 | 719 | 740 | 672 | -68 | -9.2% |
| | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | One-Year Change | |
| Student Credit Hours | 53,445 | 53,584 | 51,623 | 49,257 | 47,486 | -1,772 | -3.6% |
| Headcount | 4,244 | 4,242 | 4,055 | 3,936 | 3855 | -81 | -2.1% |
| Undergraduate | 3,988 | 3,986 | 3,818 | 3,714 | 3554 | -160 | -4.3% |
| Freshman | 1,170 | 1,219 | 1,032 | 951 | 817 | -134 | -14.1% |
| Sophomore | 721 | 755 | 719 | 729 | 643 | -86 | -11.8% |
| Junior | 819 | 808 | 810 | 772 | 801 | 29 | 3.8% |
| Senior | 1,026 | 920 | 963 | 950 | 953 | 3 | 0.3% |
| Other | 252 | 284 | 294 | 312 | 340 | 28 | 9.0% |
| Graduate | 256 | 256 | 237 | 222 | 301 | 79 | 35.6% |
| New Undergraduate | 1,162 | 1,135 | 993 | 1,021 | 928 | -93 | -9.1% |
| Female | 2,232 | 2,246 | 2,101 | 2,048 | 2,108 | 60 | 2.9% |
| Male | 2,012 | 1,996 | 1,954 | 1,888 | 1,747 | -141 | -7.5% |
| Nonresident, Non-WUE | 308 | 280 | 311 | 308 | 332 | 24 | 7.8% |
| Nonresident, WUE | 299 | 306 | 303 | 288 | 261 | -27 | -9.4% |
| Resident | 3,637 | 3,656 | 3,441 | 3,340 | 3,262 | -78 | -2.3% |
| Not First Generation | 2,549 | 3,008 | 2,788 | 2,463 | 2,242 | -221 | -9.0% |
| First Generation | 1,694 | 1,234 | 1,267 | 1,250 | 1,312 | 62 | 5.0% |
| Not Pell | 2,369 | 2,358 | 2,261 | 1961 | 1,969 | 8 | 0.4% |
| Pell | 1,875 | 1,884 | 1,794 | 1,752 | 1,585 | -167 | -9.5% |
| Non-minority | 2,343 | 2,285 | 2,161 | 2,074 | 2033 | -41 | -2.0% |
| International | 137 | 106 | 103 | 109 | 108 | -1 | -0.9% |
| Unknown | 125 | 119 | 97 | 113 | 139 | 26 | 23.0% |
| White | 2,081 | 2,060 | 1,961 | 1,852 | 1,786 | -66 | -3.6% |
| Minority | 1,901 | 1,957 | 1,894 | 1,862 | 1,822 | -40 | -2.1% |
| Asian American | 53 | 62 | 51 | 42 | 49 | 7 | 16.7% |
| Black | 291 | 291 | 250 | 237 | 218 | -19 | -8.0% |
| Hawaiian/Pac. Islander | 8 | 13 | 13 | 9 | 13 | 4 | 44.4% |
| Hispanic/Latino | 1,322 | 1,345 | 1,348 | 1,351 | 1,314 | -37 | -2.7% |
| Multi-racial | 202 | 229 | 211 | 199 | 211 | 12 | 6.0% |
| Native American | 25 | 17 | 21 | 24 | 17 | -7 | -29.2% |
| Coll of Educ, Engr, & Prof Stud | 1,466 | 1,471 | 1,439 | 1,451 | 1,424 | -27 | -1.9% |
| Coll of Humanities & Soc Sciences | 1,327 | 1,313 | 1,185 | 1,111 | 1,079 | -32 | -2.9% |
| Coll of Science & Math | 430 | 451 | 458 | 438 | 401 | -37 | -8.4% |
| Hasan School of Business | 741 | 715 | 695 | 704 | 673 | -31 | -4.4% |

* STEM programs as designated per Immigration and Customs Enforcement (ICE)



Colorado State University - Pueblo

Enrollment Report (Fall 2019 Census and Historical)

Fall 2019 Highlights

- The student population decreased by 2.1% in Fall 2019. However, graduate students increased by 36% as a consequence of new or expanded graduate programs. These include the doctorate of nursing practice (30 students), the master’s in social work (45 students), and the expansion of teacher’s education to include online courses (61 students).
- The rate of underrepresented minorities among undergraduates grew to 49%, with 35% self-identifying as Hispanic. There was a 5% increase in the number of first generation students from 2018 to 2019.
- While 45% of students are from Pueblo County, the student population represents 42 states and 33 countries.

Fall Census Resident Instruction and Online Headcount

| | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Undergraduate | 4,981 | 4,549 | 4,387 | 4,269 | 3,990 | 3,987 | 3,819 | 3,720 | 3,554 |
| Graduate | 265 | 251 | 282 | 259 | 253 | 255 | 234 | 216 | 301 |
| Total | 5,246 | 4,800 | 4,669 | 4,528 | 4,243 | 4,242 | 4,053 | 3,936 | 3,855 |
| 1 yr change rate | 2% | -9% | -3% | -3% | -6% | 0% | -4% | -2.9% | -2.1% |
| 5 yr change rate | | | 1% | -10% | -18% | -19% | -16% | -15.7% | -14.9% |

Note. Does not include traditional extended studies. Note that CSU-Pueblo had 2,800 non-RI enrollments through extended studies offerings (approximately 875 FTE) in Fall 2018.



Overview

CSU-Global is proud to support the degree attainment of modern learners in a 100% online environment with three trimesters and continuous enrollment. This highly flexible modality provides students with 12 opportunities to enroll and register with CSU-Global and to pursue their education in part time or full-time status. Students may also transition from full or part time based on their unique needs and schedules. The enrollment and retention reports below are based on full time enrolling cohorts within the Fall Trimester of each year. The Winter and Spring terms are not captured in this reporting but comprise the additional students represented in our active student count of more than 18,000 students.

Highlights

- ✓ The number of Hispanic students has increased by 8% in the last AY
- ✓ The “mix” of degrees awarded is approximately 60% undergraduate and 40% graduate
- ✓ CSU-Global’s 6 year Graduated/Retained rate (2013 cohort) is 76%; well above national averages for nontraditional students
- ✓ In the 18/19 AY, CSU-Global experienced a 26% increase in the number of degrees awarded over the previous year
- ✓ More CSU-Global students are participating full time over the last two years
- ✓ Consistent with serving more freshman, CSU-Global is seeing an increase in the number of Pell recipients

Enrollment Report

The Enrollment and Demographic Trends Report presented below represents the active student count for the Fall Trimester. The 2014 (and previous) cohort results were calculated using the fall dates between July 1 and December 31. Beginning in Fall 2015 these data were calculated using (including all four terms) only. Winter and Spring Trimesters are not reflected. Both full and part time students are captured in this report.

| CSU - Global Campus | | | | | | | | | | | | | | | | | |
|--|--|---------------|---|---------------|-------------|---|---------------|--------------|---|---------------|-------------|---|---------------|--------------|---|---------------|-------------|
| Enrollment and Demographic Trends: Fall 2014 - Fall 2019 | | | | | | | | | | | | | | | | | |
| | Fall 2014 ⁽²⁾ [6 months] | | Fall 2015 ⁽²⁾ [Trimester] | | | Fall 2016 ⁽²⁾ [Trimester] | | | Fall 2017 ⁽²⁾ [Trimester] | | | Fall 2018 ⁽²⁾ [Trimester] | | | Fall 2019 ⁽²⁾ [Trimester] | | |
| Student Credit Hours⁽¹⁾ | 83,191 | | 66,690 | -19.8% | | 77,737 | 16.6% | | 82,009 | 5.5% | | 80,709 | -1.6% | | 79,047 | -2.1% | |
| | Count | Percent | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% |
| Headcount⁽¹⁾ | | | | | | | | | | | | | | | | | |
| Undergraduate | 6,506 | 70.3% | 6,831 | 69.4% | 5.0% | 7,741 | 66.7% | 13.3% | 8,039 | 64.9% | 3.8% | 7,676 | 61.5% | -4.5% | 7,746 | 61.3% | 0.9% |
| Graduate | 2,352 | 25.4% | 2,643 | 26.9% | 12.4% | 3,441 | 29.6% | 30.2% | 3,922 | 31.7% | 14.0% | 4,424 | 35.4% | 12.8% | 4,527 | 35.8% | 2.3% |
| Non-Degree Seeking | 401 | 4.3% | 364 | 3.7% | -9.2% | 426 | 3.7% | 17.0% | 422 | 3.4% | -0.9% | 380 | 3.0% | -10.0% | 373 | 2.9% | -1.8% |
| Total | 9,259 | 100.0% | 9,838 | 100.0% | 6.3% | 11,608 | 100.0% | 18.0% | 12,383 | 100.0% | 6.7% | 12,480 | 100.0% | 0.8% | 12,646 | 100.0% | 1.3% |
| New Undergraduate^(1,3) (% UG) | 2,155 33.1% | | 1,782 | 26.1% | -17.3% | 1,949 | 25.2% | 9.4% | 1,919 | 23.9% | -1.5% | 1,800 | 14.4% | -6.2% | 1,963 | 15.5% | 9.1% |
| Attendance Status⁽¹⁾ | | | | | | | | | | | | | | | | | |
| Full-Time Students | 3,734 | 40.3% | 2,084 | 21.2% | -44.2% | 2,356 | 20.3% | 13.1% | 2,392 | 19.3% | 1.5% | 4,469 | 35.8% | 86.8% | 4,551 | 36.0% | 1.8% |
| Part Time Students | 5,525 | 59.7% | 7,754 | 78.8% | 40.3% | 9,252 | 79.7% | 19.3% | 9,991 | 80.7% | 8.0% | 8,011 | 64.2% | -19.8% | 8,095 | 64.0% | 1.0% |
| Total | 9,259 | 100.0% | 9,838 | 100.0% | 6.3% | 11,608 | 100.0% | 18.0% | 12,383 | 100.0% | 6.7% | 12,480 | 100.0% | 0.8% | 12,646 | 100.0% | 1.3% |
| Gender⁽¹⁾ | | | | | | | | | | | | | | | | | |
| Male | 4,247 | 45.9% | 4,400 | 44.7% | 3.6% | 4,945 | 42.6% | 12.4% | 5,135 | 41.5% | 3.8% | 5,025 | 40.3% | -2.1% | 5,070 | 40.1% | 0.9% |
| Female | 5,012 | 54.1% | 5,438 | 55.3% | 8.5% | 6,663 | 57.4% | 22.5% | 7,248 | 58.5% | 8.8% | 7,455 | 59.7% | 2.9% | 7,440 | 58.8% | -0.2% |
| Total | 9,259 | 100.0% | 9,838 | 100.0% | 6.3% | 11,608 | 100.0% | 18.0% | 12,383 | 100.0% | 6.7% | 12,480 | 100.0% | 0.8% | 12,646 | 100.0% | 1.3% |
| State of Residence⁽¹⁾ | | | | | | | | | | | | | | | | | |
| In Colorado | 4,413 | 47.7% | 4,400 | 44.7% | -0.3% | 4,832 | 41.6% | 9.8% | 4,882 | 39.4% | 1.0% | 4,844 | 38.8% | -0.8% | 4,688 | 37.1% | -3.2% |
| Out of Colorado in US ⁽⁴⁾ | 4,743 | 51.2% | 5,316 | 54.0% | 12.1% | 6,625 | 57.1% | 24.6% | 7,407 | 59.8% | 11.8% | 7,561 | 60.6% | 2.1% | 7,885 | 62.4% | 4.3% |
| Foreign Country ⁽⁴⁾ | 103 | 1.1% | 122 | 1.2% | 18.4% | 151 | 1.3% | 23.8% | 94 | 0.8% | -37.7% | 75 | 0.6% | -20.2% | 73 | 0.6% | -2.7% |
| Total | 9,259 | 100.0% | 9,838 | 100.0% | 6.3% | 11,608 | 100.0% | 18.0% | 12,383 | 100.0% | 6.7% | 12,480 | 100.0% | 0.8% | 12,646 | 100.0% | 1.3% |
| First Generation⁽⁵⁾ (% UG) | 2,666 41.0% | | 2,871 | 42.0% | 7.7% | 3,213 | 41.5% | 11.9% | 3,165 | 39.4% | -1.5% | 2,661 | 33.8% | -15.9% | 1,776 | 14.0% | -33.3% |
| Financial Aid⁽⁶⁾ | Count | % UG | Count | % UG | % UG | Count | % UG | % UG | Count | % UG | % UG | Count | % UG | % UG | Count | % UG | % UG |
| Not PELL Recipient | 4,297 | 66.0% | 4,406 | 64.5% | 2.5% | 4,835 | 62.5% | 9.7% | 5,178 | 64.4% | 7.1% | 5,920 | 77.1% | 14.3% | 5,622 | 72.6% | -5.0% |
| PELL Recipient | 2,209 | 34.0% | 2,425 | 35.5% | 9.8% | 2,906 | 37.5% | 19.8% | 2,861 | 35.6% | -1.5% | 1,756 | 22.9% | -38.6% | 2,124 | 27.4% | 21.0% |
| Federal Loans Recipient ⁽⁷⁾ | 3,871 | 59.5% | 3,904 | 57.2% | 0.9% | 4,592 | 59.3% | 17.6% | 4,635 | 57.7% | 0.9% | 3,090 | 40.3% | -33.3% | 3,963 | 51.2% | 28.3% |
| Total Undergraduate | 6,506 | 100.0% | 6,831 | 100.0% | 5.0% | 7,741 | 100.0% | 13.3% | 8,039 | 100.0% | 3.8% | 7,676 | 100.0% | -4.5% | 7,746 | 100.0% | 0.9% |

| Race/Ethnicity ⁽¹⁾ | | | | | | | | | | | | | | | | | |
|---------------------------------|-------|--------|-------|--------|-------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|--------|--------|
| Asian | 284 | 3.1% | 323 | 3.3% | 13.7% | 421 | 3.6% | 30.3% | 487 | 3.9% | 15.7% | 572 | 4.6% | 17.5% | 520 | 4.1% | -9.1% |
| Black or African American | 600 | 6.5% | 596 | 6.1% | -0.7% | 829 | 7.1% | 39.1% | 940 | 7.6% | 13.4% | 990 | 7.9% | 5.3% | 861 | 6.8% | -13.0% |
| Hawaiian/Other Pacific Islander | 41 | 0.4% | 38 | 0.4% | -7.3% | 47 | 0.4% | 23.7% | 42 | 0.3% | -10.6% | 45 | 0.4% | 7.1% | 40 | 0.3% | -11.1% |
| Hispanic | 1,049 | 11.3% | 1,130 | 11.5% | 7.7% | 1,402 | 12.1% | 24.1% | 1,549 | 12.5% | 10.5% | 1,636 | 13.1% | 5.6% | 1,767 | 14.0% | 8.0% |
| Native American/Alaskan | | | | | | | | | | | | | | | | | |
| Native | 80 | 0.9% | 80 | 0.8% | 0.0% | 80 | 0.7% | 0.0% | 70 | 0.6% | -12.5% | 90 | 0.7% | 28.6% | 95 | 0.8% | 5.6% |
| White | 6,327 | 68.3% | 6,102 | 62.0% | -3.6% | 7,784 | 67.0% | 27.6% | 8,336 | 67.3% | 7.1% | 8,024 | 64.3% | -3.7% | 7,360 | 58.2% | -8.3% |
| Two or More Races | 76 | 0.8% | 117 | 1.2% | 53.9% | 297 | 2.6% | 153.8% | 350 | 2.8% | 17.8% | 371 | 3.0% | 6.0% | 279 | 2.2% | -24.8% |
| Non resident Alien | 30 | 0.3% | 42 | 0.4% | 40.0% | 54 | 0.5% | 28.6% | 46 | 0.4% | -14.8% | 43 | 0.3% | -6.5% | 92 | 0.7% | 114.0% |
| Race/Ethnicity Unknown | 772 | 8.3% | 1,410 | 14.3% | 82.6% | 694 | 6.0% | -50.8% | 563 | 4.5% | -18.9% | 709 | 5.7% | 25.9% | 1,632 | 12.9% | 130.2% |
| Total | 9,259 | 100.0% | 9,838 | 100.0% | 6.3% | 11,608 | 100.0% | 18.0% | 12,383 | 100.0% | 6.7% | 12,480 | 100.0% | 0.8% | 12,646 | 100.0% | 1.3% |

(1) Data Source: SURDS Reporting

(2) Data are reported for each Fall term, as per SURDS reporting. Fall 2015 and forward reflect the Fall Trimester, while Fall 2013 - Fall 2014 reflect the period of July 1 - Dec 31 of each given year.

(3) Data regarding "New Undergraduates" reflect students new to the institution; at CSU -Global students must have 13 or greater transfer credits, thus these data do not reflect first time undergraduates

(4) 'Out of Colorado in US' - includes Washington DC, but excludes US Commonwealths and Territories. The category of 'Foreign Country' includes US Commonwealths and Territories (e.g. American Samoa, Guam, Puerto Rico), and may include American Service Members or dependents stationed abroad.

(5) First Generation Status is self-reported by the student and used internally at CSU-Global; these data are not reported via SURDS (Source: CampusVue)

(6) Student Financial Aid Data are not reported via SURDS (Source: CampusVue)

(7) Students receiving loans may also have received PELL, that is, these categories are not mutually exclusive, and as such the percentages do not equal 100%

| | Fall 2014 ⁽²⁾ [6 months] | | Fall 2015 ⁽²⁾ [Trimester] | | | Fall 2016 ⁽²⁾ [Trimester] | | | Fall 2017 ⁽²⁾ [Trimester] | | | Fall 2018 ⁽²⁾ [6 months] | | | Fall 2019 ⁽²⁾ [6 months] | | |
|--|--|---------------|---|---------------|--------------|---|---------------|--------------|---|---------------|-------------|--|---------------|-------------|--|---------------|--------------|
| Age Category ⁽¹⁾ | Count | Percent | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% |
| 24 or younger | 1,051 | 11.4% | 1,060 | 10.8% | 0.9% | 1,306 | 11.2% | 23.2% | 1,366 | 11.0% | 4.6% | 1,360 | 10.9% | -0.4% | 1,416 | 11.2% | 4.1% |
| 25-34 | 4,184 | 45.2% | 4,443 | 45.2% | 6.2% | 5,375 | 46.3% | 21.0% | 5,670 | 45.8% | 5.5% | 5,558 | 44.5% | -2.0% | 5,581 | 44.1% | 0.4% |
| 35-44 | 2,650 | 28.6% | 2,837 | 28.8% | 7.1% | 3,193 | 27.5% | 12.5% | 3,496 | 28.2% | 9.5% | 3,661 | 29.3% | 4.7% | 3,685 | 29.1% | 0.7% |
| 45-54 | 1,139 | 12.3% | 1,251 | 12.7% | 9.8% | 1,451 | 12.5% | 16.0% | 1,520 | 12.3% | 4.8% | 1,534 | 12.3% | 0.9% | 1,598 | 12.6% | 4.2% |
| 55-64 | 219 | 2.4% | 234 | 2.4% | 6.8% | 273 | 2.4% | 16.7% | 311 | 2.5% | 13.9% | 337 | 2.7% | 8.4% | 329 | 2.6% | -2.4% |
| 65 and older | 8 | 0.1% | 12 | 0.1% | 50.0% | 10 | 0.1% | -16.7% | 20 | 0.2% | 100.0% | 30 | 0.2% | 50.0% | 37 | 0.3% | 23.3% |
| Unknown | 8 | 0.1% | 1 | 0.0% | -87.5% | 0 | 0.0% | -100.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% |
| Total | 9,259 | 100.0% | 9,838 | 100.0% | 6.3% | 11,608 | 100.0% | 18.0% | 12,383 | 100.0% | 6.7% | 12,480 | 100.0% | 0.8% | 12,646 | 100.0% | 1.3% |
| | AY2013-14 | | AY2014-15 | | | AY2015-16 | | | AY2016-17 | | | AY2017-18 | | | AY2018-19 | | |
| Degrees Awarded ⁽¹⁾ | Count | Percent | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% | Count | Percent | Change% |
| Bachelors | 896 | 70.2% | 1,334 | 72.8% | 48.9% | 1,729 | 71.7% | 29.6% | 1,778 | 0.0% | 2.8% | 1,733 | 63.7% | -2.5% | 2,063 | 59.8% | 19.0% |
| Masters | 380 | 29.8% | 498 | 27.2% | 31.1% | 681 | 28.3% | 36.7% | 844 | 0.0% | 23.9% | 987 | 36.3% | 16.9% | 1,385 | 40.2% | 40.3% |
| Total | 1,276 | 100.0% | 1,832 | 100.0% | 43.6% | 2,410 | 100.0% | 31.6% | 2,622 | 0.0% | 8.8% | 2,720 | 100.0% | 3.7% | 3,448 | 100.0% | 26.8% |
| <i>(1) Data Source: SURDS Reporting</i> | | | | | | | | | | | | | | | | | |
| <i>(2) Data are reported for each Fall term, as per SURDS reporting. Fall 2015 and forward reflect the Fall Trimester, while Fall 2012 - Fall 2014 reflect the period of July 1 - Dec 31 of each given year.</i> | | | | | | | | | | | | | | | | | |
| <i>(3) Data regarding "New Undergraduates" reflect students new to the institution; at CSU -Global students must have 13 or greater transfer credits, thus these data do not reflect first time undergraduates</i> | | | | | | | | | | | | | | | | | |
| <i>(4) 'Out of Colorado in US' - includes Washington DC, but excludes US Commonwealths and Territories. The category of 'Foreign Country' includes US Commonwealths and Territories (e.g. American Samoa, Guam, Puerto Rico), and may include American Service Members or dependents stationed abroad.</i> | | | | | | | | | | | | | | | | | |
| <i>(5) First Generation Status is self-reported by the student and used internally at CSU-Global; these data are not reported via SURDS (Source: CampusVue)</i> | | | | | | | | | | | | | | | | | |
| <i>(6) Student Financial Aid Data are not reported via SURDS (Source: CampusVue)</i> | | | | | | | | | | | | | | | | | |
| <i>(7) Students receiving loans may also have received PELL, that is, these categories are not mutually exclusive, and as such the percentages do not equal 100%</i> | | | | | | | | | | | | | | | | | |

Retention and Graduation Report

The Retention and Graduation Report presented below represents the full-time active student count for the Fall Trimester. In 2012-2014, these data were calculated using traditional (6 months) Fall terms. Beginning in 2015, only the Fall Trimester (4 months) are included in the report.

Only full-time students are captured in this report.

CSU Global Retention & Graduation Report

| Full-Time Fall Cohort | Start Count | First -to 2 nd Year | | | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | |
|-----------------------|-------------|--------------------------------|--------|--------------|------------|-------|--------------|------------|--------|--------------|------------|--------|--------------|------------|-------|--------------|
| | | Retained % | Grad % | Ret & Grad % | Retained % | Grad% | Ret & Grad % | Retained % | Grad % | Ret & Grad % | Retained % | Grad % | Ret & Grad % | Retained % | Grad% | Ret & Grad % |
| Fall 2012 | 442 | 46% | 36% | 82 % | 22% | 54% | 76 % | 14% | 61% | 75 % | 13% | 62% | 75 % | 7% | 64% | 71 % |
| Fall 2013 | 1085 | 48% | 34% | 82 % | 26% | 54% | 80 % | 17% | 62% | 79 % | 12% | 65% | 77 % | 9% | 66% | 76 % |
| Fall 2014 | 912 | 48% | 28% | 76 % | 30% | 44% | 74 % | 18% | 53% | 71 % | 13% | 56% | 69 % | | | |
| Fall 2015 | 397 | 41% | 39% | 80 % | 26% | 51% | 77 % | 15% | 58% | 74 % | | | | | | |
| Fall 2016 | 308 | 25% | 45% | 70 % | 23% | 54% | 77 % | | | | | | | | | |
| Fall 2017 | 427 | 34% | 38% | 72 % | | | | | | | | | | | | |

The cohorts include all newly admitted full-time undergraduate students. Retention is based on the student taking course in a subsequent fiscal year after the student started the program; if student both took courses and graduated within the same fiscal year, the student is reported as Graduated to ensure that the student is only counted once.

AY 19/20 Retention and Graduation Initiatives

CSU Global remains laser focused on the success of students. As such, the Retention Committee meets at least monthly to review data, identify trends, pilot initiatives, and implement long-term strategies. The Retention Committee will test and/or implement the following strategies in the next academic year to improve both retention and graduation rates:

- ✓ Re-engage “stop-out” students: Initial pilots suggest CSUG can re-engage approximately 25% of those who stopped out and those who are re-engaged retain at 82% or higher. Priority re-engagement will be focused on the 2016 cohort.
- ✓ Scale at-risk outreach efforts beyond the student success team to include faculty.
- ✓ Apply a modified approach to the 15-finish based on Complete College America’s Momentum Framework.
- ✓ Identify methods to reach the unreachable students: those who do not answer emails or phone calls.
- ✓ Continue to improve minority faculty recruitment and retention.
- ✓ Other strategies identified through ongoing pilots and data reviews.

Section 10

CSU-Pueblo Reports

- CSU-Pueblo Student Representative's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo President's Report



Adair-Huerta Board of Governor's Report December 2019

NOTE FROM PRESIDENT ADAIR

As the end of the semester approaches we are working hard to finish the semester strong and support our team through projects and finals week. CSU-Pueblo students have had a strong semester and we're proud of all of the great work that has been done. President Mottet and I recently met with Pueblo County Commissioner Garrison Ortiz to discuss the possible transfer of funds to the CSU-Pueblo Foundation for scholarships. ASG has honed in our sole focus on Winter Wonderland and we are excited to see the event come to fruition before some much needed time off to recuperate and prepare for the spring semester. In this report, we've detailed some of the exciting things that students have been up to since the August Board of Governors meeting.

HOMECOMING

Homecoming week ended up being a major success on campus. All events run out of our alumni office were successful. The fall Career Fair held in conjunction with the event was also a large success and multiple students were able to connect with employers both in our community and nationally. ASG hosted our most heavily

attended bonfire in my time as a student here as it was held in conjunction with Student Engagement and Leadership's parents weekend Luau and the Homecoming Pep Rally. We were very happy with the event overall and are already making preparations and discussing improvements for next year.

RESEARCH SYMPOSIUM

The annual Research Symposium was recently held during Homecoming Week on campus. The symposium includes students from the Biology, Chemistry and Engineering fields and gives the students an opportunity to present the research they have been conducting. A panel of judges

also presents awards for the top three posters and a top presenter is chosen in each category. One student, senior Chemistry major Cameron Collins took part in the symposium and presented the research that he has been doing for the past three years on a Cyanide Sensor.

PLP JUNIOR CLASS PROJECT

In the third year of the President's Leadership Program, cohorts take on a project to address a systemic issue that the Pueblo community is facing. This year, the class decided to focus on education and the youth of Pueblo. They wanted to find a way to encourage low income and struggling students that anything is possible for them in their future. In order to do this, they have partnered with the Pueblo Mentoring

Collaboration (PMC) to introduce a mentorship event where both college students and people that have been successful going straight into their career field will meet with students and encourage them that the possibilities are endless. The event will be hosted on CSU-Pueblo's campus in January and the PLP students will all take part in the event and work to foster connections with young students.

GIVE DAY/STUDENT EMERGENCY FUND

Love CSU-Pueblo Give Day is an annual social media event run through the CSU-Pueblo Foundation designed to encourage the public to donate to various campaigns all over campus that benefit our students.

This year the event brought in \$75,503 contributed by 1,521 donors from all over the nation. Every year, ASG raises funds for a campaign called the Student Emergency Fund. The Student Emergency Fund was designed to provide students with monetary support in times of extreme

financial hardship. Students can apply for funding up to \$500, their applications go to a committee for approval and this semester we have already had multiple students benefit from the funds. Money for the fund is raised solely through donations so Give Day is where a majority of the funding comes from. This year on Give Day we raised \$2,065 through 34 donors that will all go towards supporting our students when they need it the most.

WINTER WONDERLAND

The second annual Winter Wonderland will take place on the CSU-Pueblo campus on December 5th and 6th. The event is a large scale light event in which Student Organizations develop light boards to display around the fountain on our campus.

ASG also decorates a portion of campus with more lights to make the event a truly magical night. This year we will be offering “tree decorating” in the form of sugar cones and frosting, s’mores, hot chocolate, letters to Santa and sledding to all who attend the

event. ASG has also purchased multiple character costumes including Santa and his elves, the Grinch, Cindy Lou Who, Elsa, Ana, and Olaf to name a few. The characters walk the event so that anyone in attendance can interact with them and Santa will also be handing out stuffed animals to a limited number of kids that come to see him. We’re excited to bring campus and our community together again for this magical event to get everyone excited for the holiday season.



**Colorado State University System
Board of Governors**

**CSU-Pueblo Faculty Representative Report
respectfully submitted by Matt Cranswick
20 November 2019**

Faculty Highlights:

1. College of Education, Engineering and Professional Studies (CEEPS):
 - a. The following individuals recently participated in service activities in support of professional societies and ABET in their academic disciplines. ABET is the accrediting agency for academic programs in engineering, technology, applied and natural sciences, and computing.
 - i. Dr. Bahaa Ansaf, Assistant Professor of Engineering, participated in an ABET campus visit on October 13-15 as a mechanical engineering program observer at a university in New York City.
 - ii. Dr. Md Islam, Assistant Professor Civil Engineering Technology, served as a construction engineering technology program evaluator for ABET on a campus visit team at a college in Greenville, South Carolina (November 03-05).
 - iii. Dr. Sylvester A, Kalevela, Dean of CEEPS, served as a program evaluator for a construction management engineering technology program. In his role, he participated in a campus visit at a university in New York City (October 06-08).
 - iv. Dr. Sylvester A, Kalevela, Dean of CEEPS: As one of two representatives of the American Society of Civil Engineers to the ABET's technology area delegation, Dr. Kalevela attended the ABET fall 2019 governance meetings in Baltimore Maryland on November 01-02.

2. College of Humanities, Arts and Social Sciences:
 - a. Professor Juan Morales recently gave a poetry reading, class visit, oral history interview at Notre Dame University, which was sponsored by their Institute of Latino Studies. He also gave a reading and class visit in October at the University of Colorado-Colorado Springs and published a flash fiction piece in *The Water~Stone Review*.
 - b. Matthew Harris, Professor of History and Director of the Legal Studies Program, was awarded an internal SEED Grant for research for his book manuscript on race and religion, to be published by the University of Illinois Press. His article on Martin Luther King and racial justice was published in the Winter edition of the peer-reviewed journal *Utah Historical Quarterly*. His book on religious extremism will be published by the University of Utah Press in early spring, 2020.
 - c. Steven Liebel, Associate Professor of Political Science and Director of the Center for the Study of Homeland Security co-authored "Curbing Enthusiasm? Democratic Third Parties & Commitment to Civil War Governments" for the peer-reviewed journal *Democracy and Security*.

- d. Ryan Strickler, Assistant Professor of Political Science, presented his co-authored paper, "The Presidency, Partisan Cues, and Public Perceptions of Non-Electoral Institutions" at the American Political Science Association Annual Meeting
 - e. Jenna Mangino two convention programming proposals accepted for the Broadcast Education Association National Convention, April 2020, Las Vegas, NV "Peaks and pitfalls in reimagining podcasting" and "frequency concerns and compliance issues for college radio stations part two"
3. College of Science and Mathematics (CSM):
- a. The College of Science and Mathematics held the 15th Annual Science and Mathematics Student Research Symposium on October 17th, held in a new venue in the OSC to accommodate all the presentations. The symposium was very successful with 51 entries representing every department in the college as well as engineering. The event was incredibly successful with over 25 research mentors working with over 60 students to present research completed over the past year. A link to the abstract book will be posted soon on the CBASE website:
<https://www.csupueblo.edu/communities-to-build-active-stem-engagement/index.html>
 - b. Several faculty and students participating in providing hands-on activities for more than 50 visiting high school students in our annual Chem Day event on October 24, 2019.
 - c. Dr. Chad Kinney completed two reviews for Environmental Science and Technology. He traveled to South Korea and delivered an invited Keynote address at the iSAMs 2019 conference in Seoul. The presentation was titled "The Institute of Cannabis Research (ICR) at Colorado State University-Pueblo: Institute Activities, National Research Trends, and Results of Select ICR Projects". He also gave an invited seminar at Konkuk University while in Seoul. While in Seoul, he assisted with the finalization an MOU between CSU-Pueblo and Konkuk University, and finalized two MOUs between the ICR and Korea Hemp Institute as well as the Medical Association of Pharmacopuncture Institute.
 - d. Dr. Kristy Proctor was recently honored by nomination and selection as a semifinalist for the Ambassador Holland Coors Endowed Chair in Educational Technology at the United States Air Force Academy (USAFA) for academic year 2020-2021.
 - e. Dr. Mel Druelinger served as an invited external evaluator for a faculty member at another university who was applying for tenure and promotion to Associate Professor.
 - f. A total of 23 students, with their faculty mentors, presented research posters the 15th Annual CSM Student Research Symposium on October 17. Faculty and their number of students presenting were: Dr. Sandra Bonetti (3 students, 2 with Dr. Jim Carsella), Dr. Matthew Cranswick (5 students and 1 Project SEED high school student), Dr. David Dillon (1 student), Dr. Mel Druelinger (2 students), Dr. Richard Farrer (7 students), Dr. Chad Kinney (1 student with Dr. Jim Carsella), and Dr. Jonathan Velasco (3 students).

4. Hasan School of Business (HSB):
 - a. Dean Raymond and Dr. Michael Wakefield accompanied HSB students on a tour of the American Furniture Warehouse in South Denver on November 5, 2019. They met with Jake Jabs and his daughter, Jackie Jabs, prior to the tour to discuss potential partnerships between Jake Jabs and the Hasan School of Business.

5. Library Services:
 - a. Dean Rhonda Gonzales established a new faculty advisory committee to work with the library to identify student editors, plan and find an instructor to teach its annual course on academic publishing, and put out a call for papers. The students will take the library course to be taught by Political Science professor Dr. Steven Liebel in the fall semester and then work with Gonzales in the spring semester to review and edit student-submitted research articles and publish the annual issue of the journal.
 - b. Two library visiting assistant professors, Lona Oerther and Isabel Soto-Luna attended training as part of the Colorado Open Education Ambassadors Program. They are now trained to facilitate OER workshops on campus and subsequently they each assisted Dr. Jonathan Poritz of the campus Center for Teaching and Learning in hosting four OER workshops.

October Faculty Senate Meeting (10.07) items:

1. President Mottet informed the Faculty Senate on seven “buckets” of information:
 - a. Faculty recognition – recognized same individuals at October Board of Governors’ meeting
 - b. Announced the creation of the Distinguished University Faculty Award
 - c. Reported on fall enrollment and what this means for the University
 - i. The President also mentioned that he was working to ensure a 3% COLA for the spring.
 - d. Reported on approved name change for CHASS
 - e. Updated the Faculty Senate about the solar energy project with Johnson Controls
 - f. Updated the Senate about the Vision2028 transformations that are taking place. This included the budget for Vision2028 and the charge of the Project Manager, Donna Souder-Hodge.
 - g. Update about the technology upgrades that will take place, including a new student information system that can interface with Banner, a new customer relations management tool and SLATE, along with a move to a new learning management system (Canvas).
2. Provost Abdelrahman discussed the following:
 - a. The design of new programs to boost enrollment and address the needs of southern Colorado.
 - b. He will be holding “office hours” throughout the semester for faculty feedback.
 - c. Workload policies should reflect that we are at teaching institutions, but that creative activities and scholarship will not be diminished.
 - d. The restructuring of academic colleges, which has met with some pushback due to the urgency of this proposal and the reasons behind it.
3. As this was the first meeting of the semester there was minimal new business.

November Faculty Senate Meeting (11.04):

1. President Mottet informed the Senate about the following:
 - a. School of Nursing and Health Sciences accreditation
 - b. Introduced the new VPFA
 - c. Discussed the new athletics bus wraps, and pointed out that these are not new buses, but that we are leasing from the state motor pool.
 - d. Asked the faculty to determine if the 3% COLA should be moved to a 2% COLA with 1% equity adjustment.
 - i. This proposal was taken back to the Senate constituents, and faculty overwhelmingly felt that this should not have been asked by the President after repeatedly telling faculty there would be a 3% COLA in the spring. Faculty feedback was overwhelmingly in favor of keeping the 3% COLA.
2. Provost Abdelrahman updated the Senate on the following:
 - a. The new advising model under Vision2028 and feedback to be gathered from each department.
 - b. Provost's "office hours" continue and gathering feedback about the college reorganizations.
 - i. Number of reasons given for the reorganization, including balancing the load between colleges, cost savings, highlighting disciplines, increased synergy, and Technology building renovation will be more likely given STEM College. Faculty buy-in is lukewarm based on my discussions with faculty.
 - ii. Reorganization within CHASS to include three department chairs, one of which is Curriculum Director, rather than Dean.
3. Juanita Pena and Karl Spiecker updated the Senate about the concerns expressed by faculty regarding the Accounts Receivable debt of \$18M.
 - a. This presentation was very informative and well received by the faculty.
4. Senate Business:
 - a. Increase in transfer credits increased to 64 to match CSU-FC.
 - b. Five new programs approved

Ongoing Faculty Concerns taken from Faculty Forums:

The following faculty concerns were expressed at the Faculty Forums held by the President and Provost:

Forum on 10.10 (22 faculty in attendance):

1. Why are we no longer trying to increase employee satisfaction (Vision2028 WIG#3), but rather maintain employee satisfaction at 58%.
2. A faculty member expressed concern about feedback they received to questioning colleagues about Vision2028. Of approximately 40 colleagues polled most expressed either apathy or anger toward the vision.

Forum on 10.23 (11 faculty in attendance):

1. How do we increase our presence and reputation along the Front Range? As one person put it, Pueblo is seen a failure and dirty place since the collapse of the steel industry.
 - a. How do we focus on our strengths in our branding?
2. Concerns about the CSUP brand in town and along I-25 were expressed.
 - a. Answer mainly focused on technology upgrades.
3. A concern about the current number of software redundancies was expressed.
 - a. Hopefully, these will resolve themselves as the technology upgrade takes place.
4. Given the amount of new software coming on-line, what will the recurring costs of these packages be and how will they be funded?
 - a. Banner will be taken care of by the System, but not sure for Canvas, Slate, etc?

Forum on 11.19 (5 faculty in attendance):

1. Our first-time full-time students are less prepared than ever, what are we doing to fill in the gaps?
 - a. Fruitful discussion ensued about 0-credit recitations or English Department's studio and stretch courses. However, the cost of implementing these was not covered.
2. Senate bill 19-190 and implications to student teaching internships was expressed. How do we keep these students in the programs? How do we shift existing programs to address the increased internship?



OFFICE OF THE PRESIDENT
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DATE: November 22, 2019
TO: Colorado State University System Board of Governors
FROM: Timothy Mottet
SUBJECT: December 2019 President's Report

Vision: To become the people's university of the Southwest United States by 2028.

Mission: Our success will be measured by the resiliency, agility, and problem-solving abilities that allow our graduates to navigate work in a rapidly changing world.

Guiding Principles: Develop People, Live Sustainably, Engage Place, Empower Students, Transform Learning, Cultivate Entrepreneurship, Build Knowledge, Impact Society

Key Take Aways:

Mr. Alejandro Rojas-Sosa will begin serving as the new Vice President for Finance and Administration (VPFA) beginning December 9th.

Based on Fall 2019 enrollment, a shortfall of \$1.4 million in tuition revenue is anticipated. Transfers can be made from Extended Studies to cover this amount, as they have experienced a significant increase in online tuition revenue.

Three new academic programs are being advanced to BOG for consideration: MS in Nurse Manager and Leader, BAS in Health Sciences, and BS in Middle School Mathematics Education.

New School of Creativity and Practice that integrates Mass Communication, Art, and Music is under development that maps directly to Vision 2028.

Our Marketing, Communications and Community Relations office (MCCR) conducted an audit of our marketing activities and financial spend over the past five years. Results showed we are greatly behind in overall spend compared to many of our competitors and recommended media mix and funds (\$750k) necessary to achieve our goals of building awareness and enrollment.

Campus is preparing for a November 2020 visit from the Higher Learning Commission.

For fiscal year 2019, the CSU-Pueblo Foundation received a no-findings report with revenue of over \$7 million, with 80% of the Foundation's expenses going to University programs and scholarships. At the close of fiscal year 2019, the CSU-Pueblo Foundation had assets of over \$40 million, which includes a \$22 million endowment.

A contract for the solar project that was approved by the Board was signed on September 30, 2019. This project will control electricity costs at an annual escalation rate of 3.5%, with projected savings of \$3.6 million over the life of the project.

The Division of Student Affairs has been restructured. The Division of Student Affairs is now divided into four clusters: Student Life; Student Health and Wellness; Student Support and Advocacy and Student Engagement and Leadership. An Assistant Dean will lead each cluster.

Vision 2028. Over the last two months, we have completed the "Search and Screen" for Administrative Support for visioning and will have that person in place by December 9th. Since October, our project team has conducted meetings and exchanged numerous emails with Henry Sobanet, Lynn Johnson, and Dave Ryan (including our CSU-Pueblo team). As a result, all vision accounts have been created and the first transfer of system monies is complete. We have progressed with the Massari Arena (audio/visual equipment) capital project and anticipate completion at the end of December; we have scheduled our first event with the new equipment for January 4th. In early November, we received the results of the soil borings testing for the Athletics Department track remediation and replacement project. The anticipated completion date for this initiative is now June 1, 2019. We are in the review of applications stage for the Athletics Budget Manager, and we anticipate making an offer by December 15th. Finally, we have written job descriptions and/or launched search and screens for the following Vision 2028 positions: Graduate Support Staff, including Processor and Enrollment Coordinator – positions that we will now self-fund through a \$2.8 million Title V grant, Preparing Post-baccalaureate Opportunities for Hispanic Americans (PPOHA). Leveraging these new, external monies will now allow us to create a more robust marketing campaign for the project and our campus. As of today, we have identified \$488,600 towards CSU-Pueblo marketing.

HR Transitions. Mr. Alejandro Rojas-Sosa will begin serving as the new Vice President for Finance and Administration (VPFA) beginning December 9th. Alejandro was selected after a national search with a competitive pool of 86 applicants. Mr. Rojas-Sosa joined the University of Colorado, Anschutz Medical Campus in August 2013 and was responsible for strategic partnerships, planning, provider relations, mergers and acquisitions, outreach, business development, and the financial success of the community practice division. He is an accomplished executive with a strong background in academic healthcare and higher education finance, operations and clinical management, budget and strategic planning, process improvement, and team building and leadership. Before joining the University of Colorado, Anschutz Medical Campus, he served as Vice Chair of Administration for the University of Texas Medical Branch at Galveston. In previous positions, he was the Department Director and Business Manager for the University of Texas M.D. Anderson Cancer Center in Houston Texas. Mr. Rojas-Sosa earned his Bachelor of Science in Biology, from St. Mary's University in San Antonio. He earned his Master of Science in Health Administration Finance from Houston Baptist University, and a Master of Business Administration Finance from the University of St. Thomas.

Spring 2020 Enrollment. Spring 2020 enrollment is a primary focus for our team, as we seek to alleviate the budget impact of our fall enrollment not meeting target. Specifically, we are working strategically to achieve a revenue/FTE melt of only 7.5% or better from fall to spring, when we have varied by as much as 10% in previous years. Prior to the campus closure two days in October for inclement weather, we were trending significantly ahead of headcount and FTE targets from Spring. That momentum has slowed as advising appointments for the snow days are being rescheduled – our professional advisors alone are having to reschedule approximately 60 students from those days. In addition, we have recently launched significant pushes to fall non-enrollees eligible to start in Spring, as well as stop-outs eligible for readmission. We anticipate those efforts will allow us to reach the spring goal. New students for spring (freshman, transfer, readmit, and graduate) are actually trending slightly ahead of last year (+11% or 8 students), but new student numbers are very small at this time. We are down 11.5% in continuing student enrollment, but believe that gap will narrow considerably in the coming weeks. We are following a communication and outreach plan, complete with extended hours and special events, that is matching students with faculty and staff who can assist in solving the obstacles to their re-enrollment (e.g. unpaid balances, incomplete immunization records, etc.).

Fall 2020 Enrollment Drivers. We continue to rollout strategic communication and messaging related to the enrollment drivers for Fall 2020 that were supported by the Board at the October meeting, including a return to the 50-mile radius exemption for housing, the use of housing scholarships in key locales as an enrollment incentive, and the flattening of our out-of-state tuition structure. Our goal is to maximize fall enrollment based on these drivers, and the necessary frameworks for implementation are being finalized.

Financial Update. The 2019 financial audit is not yet public. However, we do not anticipate any material findings. The Education and General Fund had a balance of \$5.0 million at the beginning of FY 2020. Of this amount, \$3.0 million is earmarked and \$2.0 million is available. Based on Fall 2019 enrollment, a shortfall of \$1.4 million in tuition revenue is anticipated. Transfers can be made from Extended Studies to cover this amount, as they have experienced a significant increase in online tuition revenue. A concerted effort has been made to minimize the melt from fall to spring (see above in Spring 2020 enrollment update) that historically occurs.

Special Recognitions. Congratulations to Dr. Joe Franta and Nursing Faculty and Staff for receiving continuing accreditation for the master's nursing program, including the post-master's certificate options through Spring 2027 from the Accreditation Commission for Education in Nursing (ACEN). Congratulations to Dana Rocha, Director of Military and Veterans Success Center and her team who have allowed us to receive a national ranking of 36th in the country for 4-year

schools from Best for Vets: Colleges 2020 Career and Technical Colleges ranking!

Internal Audit Management. The Office of the President is overseeing five active internal audits with over 74 recommendations. To date, 26 of the 74 recommendations are completed with 6 additional recommendations being completed but waiting for internal audit to sign-off as completed. Another 14 recommendations will be completed by end of 2019 calendar year. Beginning in January of 2020, the 28 remaining recommendations will be processed on schedule.

Academic Affairs. Academic Affairs continues to take steps to highlight strengths of existing educational programs and offering new ones that are needed by the marketplace through repackaging of existing curricula and restructuring of academic units. The start of the fall semester has seen much movement on the curricular front with five programs (two retitled and three new) that have been approved through the faculty governance structure and are making their way to the BOG for approval. These programs include:

- A new graduate online program in Nurse Manager and Leader. The program is a collaborative effort between the School of Nursing and Health Sciences and the Hasan School of Business.
- A Bachelor of Applied Science (BAS) in Health Sciences, which targets students who complete an Associate of Applied Sciences and have been practicing in the health fields. This BAS degree is the first of its kind at CSU-Pueblo.
- A Bachelor of Science degree in Middle School Mathematics Education program that targets students who are challenged to complete the High School Mathematics Education degree to complete a degree that prepares them to teach mathematics at the middle school level.

On the restructuring side, three departments (Department of Art, Department of Music and Department of Mass Communication and Center for New Media) in the College of Humanities, Arts, and Social Sciences have collaborated to form a new School of Creativity and Practice. At the heart of the school is a core curriculum integrating Arts, Research, and Creativity (ARC) that would serve as a requirement for students within the three departments. The new branding and curriculum for the school will be coupled with a marketing campaign to highlight the new focus and increase enrollment in each of the three departments comprising the School of Creativity and Practice.

Marketing and Communication. Our Marketing, Communication and Community Relations office (MCCR) conducted an audit of our marketing activities and financial spend over the past five years. Results showed we are greatly behind in overall spend compared to many of our competitors. Taking those results, our identified target markets, secondary data related to CSU-Pueblo's awareness in the marketplace, and our goals of increasing awareness, recognition and reputation of CSU-Pueblo; effectively conveying our core differentiators that position CSU-Pueblo as a contender to prospective and current students; and increasing qualified inquiries, applicant pool, admit pool and ultimately the number of enrolled students, MCCR presented a proposal for the recommended media mix and funds necessary to achieve our goals of building awareness and enrollment. In addition to expanding our media placement, our recruitment marketing efforts have been more closely aligned and integrated into our enrollment and search activities to ensure a more efficient, effective and strategic approach as to how we go to market. Our digital search efforts have also been increased and more closely paired with our search agency, Capture Higher Ed. Our next phase in marketing CSU-Pueblo and Vision 2028 includes incorporating what it means to be the people's university and integrating the CSU-Pueblo student experience into our brand. This new brand is scheduled for rollout spring 2020.

Higher Learning Commission (HLC). HLC accreditation-related efforts are addressing initiatives for continual improvement related to the upcoming HLC assurance argument submission in 2020. This has included ongoing attention to academic program quality and addressing concerns from the 2017 site visit in such areas as assessment reporting and follow-up, title IV processes, fiscal capacity and sustainability, general education, adjunct faculty evaluation, and student complaints reporting and follow-up. The HLC committee has outlined assurance report sections and is in the process of verifying details on campus actions taken, collecting documentation of results, and generating the required report information. Communications with campus have included convocation week updates each semester, professional development on assessment, emails to chairs and directors, and Vision2028 efforts redefining our general education student learning outcomes. Curriculum updates have included clarification of campus assessment language and faculty updating of syllabi to be consistent with that language. Implementation of an electronic catalog through CourseLeaf has been instrumental in this process. The integration of co-curricular outcomes in student affairs divisions with our general education outcomes has also been addressed. HLC has been made aware of all relevant concerns or updates which arose during the past year including those related to fiscal findings and policy updates, one program accreditation, and title IV improvements. An interim update report was submitted in May 2019 and acknowledge by HLC, with restatement of specific requirements for our 2020 Assurance Argument.

Banner. CSU-Pueblo's participation in the Banner Student Information System (SIS) project continues to move ahead, as our financial aid and admissions teams become more engaged in the implementation work. In addition, we have made the decision to move our Customer Relations Management (CRM) tool to SLATE (name of new proposed CRM tool), in an

effort to more fully align with CSU Ft. Collins and to address the recent announcement that our current CRM partner will be out of business by September of 2020. We are working closely with Ft. Collins Admissions team members to assist with this integration that will take place alongside the Banner project, and is anticipated to be complete by the start of the Fall 2020 semester. Various backfill positions are being hired now to allow current personnel essential to the Banner and SLATE projects the time they need to devote to that work.

CSU-Pueblo Foundation. Through the first quarter of fiscal year 2020, the CSU-Pueblo Foundation (CSUPF) has accomplished the following:

| | |
|--------------------------------------|----------------------------|
| Money Raised: \$1,031,313 | (FY20 Goal: \$4.5 million) |
| Gifts: 688 | (FY20 Goal: 4,800) |
| Reengaged Donors: 97 | (FY20 Goal: 350) |
| New Donors: 42 | (FY20 Goal: 790) |
| Unique Face-to-Face Donor Visits: 88 | (FY20 Goal: 350) |
| Major Gift Proposals Submitted: 10 | (FY20 Goal: 50) |

In addition to the figures above, the CSU-Pueblo Foundation, as of November 1, 2019, is currently working with the University on a total of 22 major gift solicitations, with over \$3 million in committed pledges and another \$3 million pending. The CSU-Pueblo Foundation is assisting the University in the search for a new gift officer. Todd Kelly, CSUPF President/CEO, is chairing the search committee, with Simon Tearpak, CSUPF COO, Chad Heberly and Ruben Pena, CSUPF Trustees, serving on the search committee. During the CSUPF's annual independent, third party audit for fiscal year 2019, the CSUPF received a no-findings report with revenue of over \$7 million, with 80% of the Foundation's expenses going to University programs and scholarships. At the close of fiscal year 2019, the CSU-Pueblo Foundation had assets of over \$40 million, which includes a \$22 million endowment.

Solar Energy Project. A contract for the solar project that was approved by the Board was signed on September 30, 2019. This project will enable a third party vendor to install 7.1 MW of solar panels and 1.15 MW of battery storage on 23 acres at an estimated cost of \$16.5 million. The third party will be reimbursed by selling electricity to us at rates less than what is projected in the market place. This project will control electricity costs at an annual escalation rate of 3.5%, with projected savings of \$3.6 million over the life of the project. We are currently organizing a ceremony to celebrate this project. The ceremony will likely occur in December 2019. Construction for the project is expected to begin in early 2020.

Student Affairs Restructuring. After careful review and consideration of the needs of our students and sustainability efforts, the Division of Student Affairs was restructured. This restructure will provide intentional support for students as we move toward becoming the people's university. The Division of Student Affairs is now divided into four clusters: Student Life; Student Health and Wellness; Student Support and Advocacy; and Student Engagement and Leadership. An Assistant Dean will lead each cluster. Each Assistant Dean will report to the Senior Associate Vice President and Dean of Student Affairs, Dr. Marie Humphrey, who will continue to report to VP Chrissy Holliday and provide direct oversight of the newly restructured clusters.

CSU-Pueblo in the News

CSU-Pueblo Hosts Colorado Department of Corrections for Educational Workshops. Colorado State University-Pueblo welcomed the Colorado Department of Corrections (DOC) to campus for a number of workshops hosted November 12 and 13. This opportunity provides teachers from across the state of Colorado the ability to participate in continuing education. These teachers provide educational and vocational teaching within the DOC. The DOC educational program partners with two and four-year institutions across the state to help their educators with certifications, continuing educations, and pursue new certificate or education programs to further educate offenders. Offenders are then offered industry trade educations, alternative college and industry certificate programming. DOC continues to update and program new educational opportunities for marketable jobs when offenders are released to reduce recidivism and help individuals succeed.

CSU-Pueblo Foundation to Host Fourth Annual Give Day. The Colorado State University-Pueblo Foundation will host the fourth annual #LoveCSUPueblo Give Day on Friday, Nov. 15. Give Day is a concentrated crowdfunding effort, allowing donors to support one or more of 26 campus-wide initiatives. CSU-Pueblo Foundation utilizes crowdfunding to raise money for CSU-Pueblo students, academic programs and departments, athletic programs, and student organizations. The goal of the day is to have 1,700 individuals donate to CSU-Pueblo within a 24-hour timeframe. The crowdfunding method allows individual projects an opportunity to increase visibility and raise small amounts of money from a large number of people. Last year's success was record-breaking with nearly \$68,000 raised through 1,700 donations. This year, CSU-

Pueblo Foundation solicited interest for project fundraising from all university colleges and departments. Twenty-six individual funds have been established, seeking support for a variety of campus initiatives.

Piano Monster Concert and Pueblo Keyboard Arts Festival hosted by CSU-Pueblo. Colorado State University-Pueblo hosted the 10th annual Piano Monster Concert on Saturday, November 2, as part of the CSU-Pueblo Music Department's Pueblo Keyboard Arts Festival. The Pueblo Keyboard Arts Festival included activities such as master classes for CSU-Pueblo students, and high school and middle school students. Other opportunities for students included a CSU-Pueblo Piano Studio Recital on October 31 and a Young Artist Competition on November 2 in Hoag Hall. This year the Pueblo Keyboard Arts Music Festival featured guest artist, Dr. Joachim Reinhuber, director Dr. Zahari Metchkov, associate professor of music at CSU-Pueblo and other musicians consisting of faculty, current students and alumni.

CSU-Pueblo Foundation Recognizes Marvin Stein and Ralph Williams for Service on Board of Trustees. The Colorado State University-Pueblo Foundation recently recognized longtime Foundation Trustees, Marvin Stein and Ralph Williams for their many years of service to CSU-Pueblo Foundation and Colorado State University-Pueblo with endowed scholarships in their names. "Marvin Stein, his late wife Sandy, and Ralph and Jan Williams have contributed greatly to the Pueblo community in so many capacities — as business leaders, civic leaders and philanthropists," said Barbara Vidmar, CSU-Pueblo Foundation Chair. "The CSU-Pueblo Foundation board of trustees is pleased to establish scholarships in their honor." Stein owned Stein Food Company, Pueblo's oldest food service company. He retired from the wholesale food business in 2000. Mr. Stein has served as a trustee of the CSU-Pueblo Foundation since 1986. Williams has lived in Pueblo his entire life, except for two years while attending college in Fort Collins, and is a longtime insurance executive and civic booster. He began his career 55 years ago with the former Steel City Agencies, serving as president and CEO for 29 years until the agency's acquisition in 2007 by HUB International Services where he serves as vice president. He has served on numerous boards including CSU-Pueblo Hasan School of Business advisory board, the Pueblo Urban Renewal Authority and the Catholic Diocese of Pueblo. Mr. Williams has served as a trustee of the CSU-Pueblo foundation since 2002.

ACC, CSU-Pueblo Partner on Cybersecurity Transfer Agreement. Arapahoe Community College (ACC) and Colorado State University-Pueblo (CSU-Pueblo) have entered into a dual enrollment memorandum of understanding (MOU) for a Cybersecurity and Software Development transfer articulation agreement. ACC's Associate of Applied Science (AAS) Cybersecurity program — offered exclusively at the Sturm Collaboration Campus in Castle Rock, — aligns with business needs and national security standards. The innovative approach focuses on integrating experiential and project-based learning to provide students with real-world experiences. The articulation agreement will allow ACC students to get a jump start on their bachelor's degree by taking select advanced (junior and senior level) cybersecurity courses during their freshman and sophomore years as part of their chosen AAS degree program. Advanced CSU-Pueblo credits will then be transferred back to ACC in an innovative reverse transfer articulation process, allowing students to complete an AAS in Cybersecurity and enter CSU-Pueblo as a junior. Transfer students will then immediately start working toward CSU-Pueblo's Bachelor of Science in Computer Information Systems with a Cybersecurity certificate with an option to also concurrently earn a Master's of Business Administration.

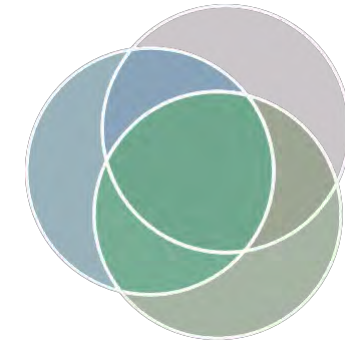
CSU-Pueblo Expands Colorado Springs Location. Colorado State University-Pueblo hosted a ribbon cutting ceremony at the Colorado Springs location, located at 2864 S. Circle Drive in late September. Many gathered to see the reveal of the new signage on the building and to see the newly expanded location. "CSU-Pueblo is excited to celebrate our expansion in Colorado Springs," said Dr. Kristyn White-Davis, Dean of Extended Studies. "CSU-Pueblo programs have served El Paso county students for more than 50 years, and I'm confident our Tower location will provide even more students increased access and more affordable pathways to a degree in higher education. None of this would be possible without our hardworking CSU-Pueblo faculty and staff who are committed to serving our region right here in Colorado Springs." The newly expanded Colorado Springs location will offer more space with a study lab for students. The expansion of the floor plan includes the first and second floors of the building with over 13,000 square feet of space. It boasts a total of seven classrooms all outfitted with technology, one of which is now the lab for the Hasan School of Business' (HSB) Cyber Security degree. This lab includes 24 computers and is Zoom video communications capable to accommodate online students' participation. It is fully outfitted to connect students in Colorado Springs with their peers in Pueblo for inclusive learning.

CSU-Pueblo Supports Event, Transportation and Construction Girl, on CSU-Pueblo Campus. CSU-Pueblo supported the Transportation and Construction Girl event on September 23. The event hosted over 500 middle and high school — aged girls to explore careers in the transportation or construction industry. Five CSU-Pueblo students, Katherine Widjaja, Tingting Hu, Krystal Vallejos, Myah Maxwell, and Dena Lopez, facilitated two interactive exhibits for the girls to get hands-on experiences with surveying and GPS equipment. CSU-Pueblo students embraced the future of women in transportation and construction and inspired young women with one-on-one experiences. CSU-Pueblo was recognized

as a Silver Sponsor of the event, providing two \$1,000 scholarships to girls who attended the event who enroll at CSU-Pueblo.

Colorado State University-Pueblo Boasts Two Students for HACU Leadership-in-Residence. Two Colorado State University-Pueblo students have been awarded the opportunity to participate in the Hispanic Association of Colleges and Universities (HACU) Leadership-in-Residence program. Senior Megan Moore and sophomore Phillip Flores represented CSU-Pueblo at the 33rd annual HACU conference in October. During Hispanic Serving Institute (HSI) week, it remains especially exciting for CSU-Pueblo to be part of the HACU's conference and have students appointed to this role. "The first time I heard about HACU was when I came home from studying at Todos Santos. I was told to apply and I didn't at the time, then I did this year and was so happy I got it." Megan Moore '20, Mass Communication major, is a Pueblo native and highly involved on the CSU-Pueblo campus. Moore is a work-study student in the Student Engagement and Leadership (SEAL) office, involved with the publication of the CSU-Pueblo Today student newspaper, and a President's Leadership Program (PLP) student. Phillip Flores '22, Mechatronics Engineering and Spanish major, is also a Pueblo native and a first generation college student. Flores currently holds the College of Education, Engineering and Professional Studies (CEEPS) student senator position with Associated Students' Government (ASG) and is part of PLP.

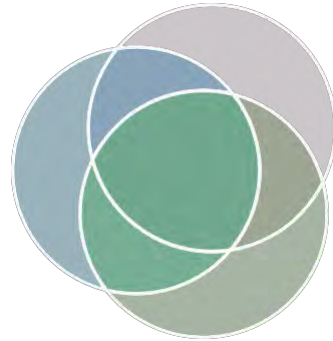
Dr. Derek Lopez selected to Hispanic Association of Colleges and Universities La Academia de Liderazgo. Dr. Derek Lopez, Director of Hispanic Serving Institution (HSI) Initiatives of CSU-Pueblo, was selected as one of 24 individuals to the Hispanic Association of Colleges and Universities (HACU) Presidential Leadership Academy, La Academia de Liderazgo. This new initiative, launching fall of 2019, provides the opportunity for emerging leaders in higher education to participate in leadership development, conferences, and be mentored by former presidents and senior-level administrators. "I am thrilled that Dr. Lopez will participate in this prestigious academy," said Dr. Timothy Mottet, President of CSU-Pueblo. The purpose of La Academia de Liderazgo is to serve as a response to the declining percentage of Hispanic university presidents. Additionally this bolsters leadership development for HSIs and Hispanic college student enrollment is on the rise nationwide. Although this opportunity should lead to more Hispanic presidents at universities in the future, it also serves as a push for more leadership representation generally for Hispanics in higher education.



In what ways might three unique yet related departments work together toward developing students into a community of **highly skilled creative professionals**?



SCHOOL OF
CREATIVITY + PRACTICE
COLORADO STATE UNIVERSITY - PUEBLO



LEARN.SHARE.GROW

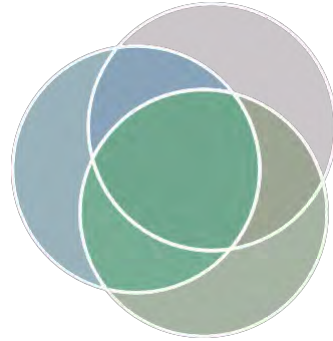
Department of Media Communication

Department of Music

Department of Art & Creative Media



SCHOOL OF
CREATIVITY + PRACTICE
COLORADO STATE UNIVERSITY - PUEBLO



Vision

Become the regional center of choice for
MEDIA, ART and MUSIC

Mission

Provide shared experiences for students pursuing an education
in the innovative careers relevant to
creative industries.



CSU-Pueblo Vision 2028 Guiding Principles

1 Develop People

CSU-Pueblo develops people who have meaningful lives and make significant contributions to their families, communities, and world.

2 Live Sustainably

CSU-Pueblo dedicates resources and focus toward programs and policies that support sustainable living.

3 Engage Place

CSU-Pueblo embraces our regional histories, diverse cultures, socioeconomic realities, and physical location.

4 Empower Students

CSU-Pueblo empowers whole-student success in and out of the classroom.

5 Transform Learning

CSU-Pueblo creates new opportunities by re-imagining academic experiences.

6 Cultivate Entrepreneurship

CSU-Pueblo creates educational, economic, cultural, and global innovators.

7 Build Knowledge

CSU-Pueblo advances research and scholarship that serves the public good.

8 Impact Society

CSU-Pueblo elevates the region through our commitment to the health and well-being of our people and our communities.

SoCaP Approaches to Learning

Actively Built + Constructed / Highly Personal

Students identify what they perceive to be the starting point to their own learning by discussing and examining what they already know.

Experiential

Hands-on experiments that are experienced through real world, authentic challenges. Learning is demonstrated through visual, kinesthetic, dramatic, and other ways.

Reflective

Regular oral, written reflections on what and how the student has learned, which includes what learning means to them. Assessment is part of the learning experience. Evidence of learning is in what students say and do.

Evolving

Ideas and concepts are returned to and expanded on. Learning is marked by progressions and cycles; mistakes are a part of the learning process.

Collaborative

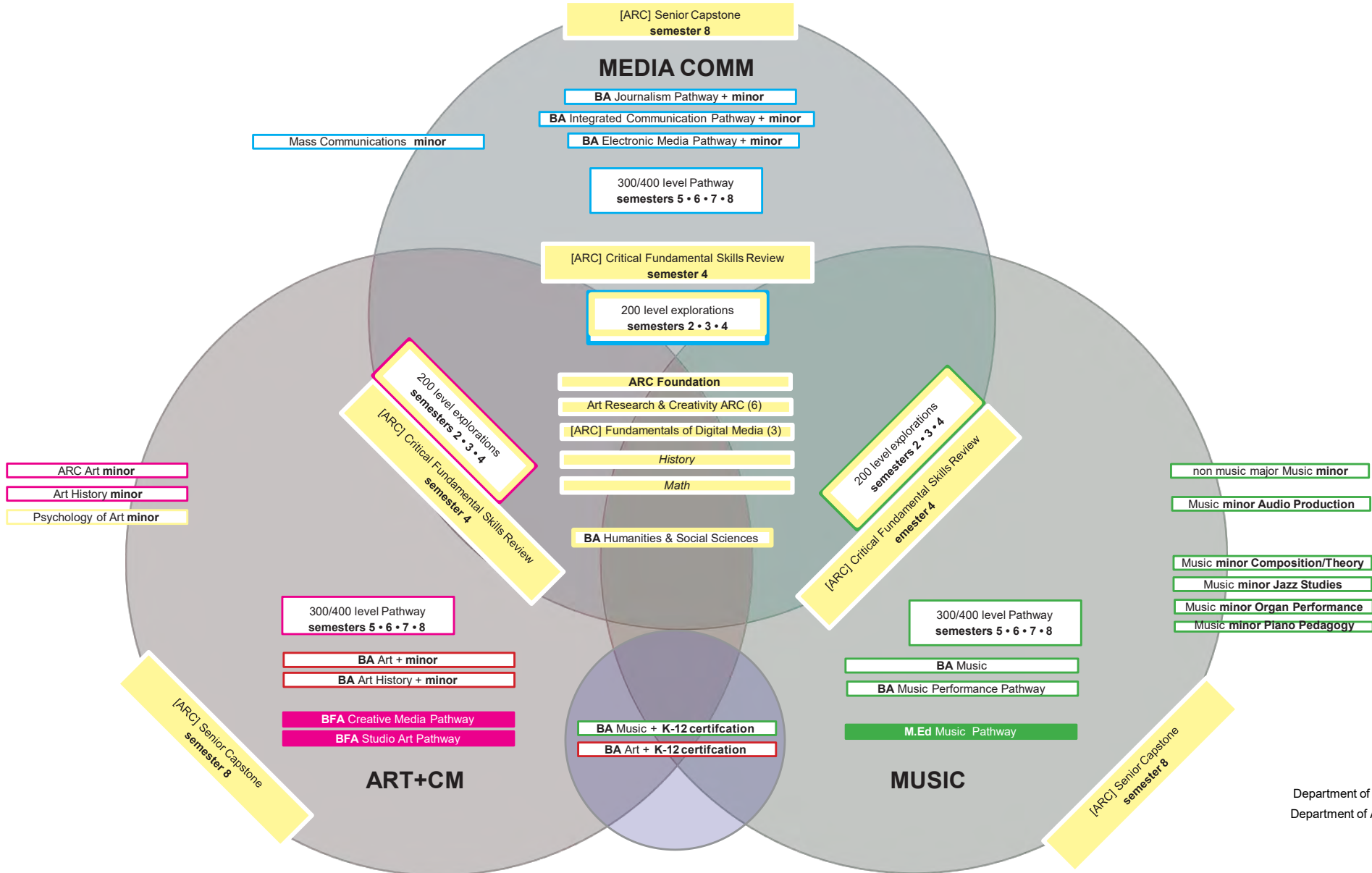
Learners depend on each other to enrich their understanding and construct meaning. Students often work in groups and are constantly engaged in purposeful conversation.

Problem-Solving

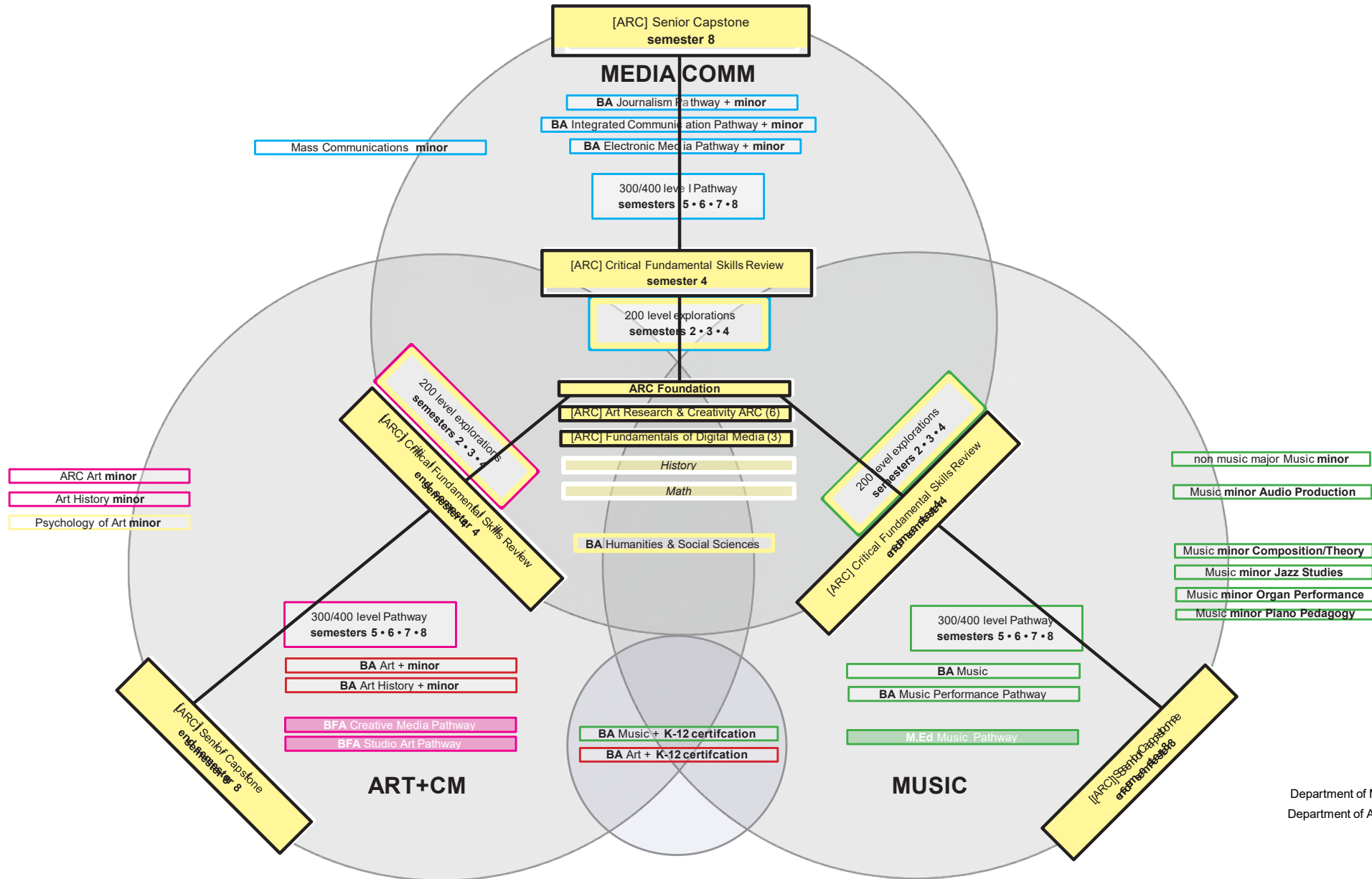
Students safely and freely explore questions; understanding that there are more than one solution to every experiment. Students review the effectiveness of directions and choices; creating their own pathway to effective work.



School of Creativity +Practice



SHARED EXPERIENCES DEVELOP PEOPLE INTO COMMUNITY

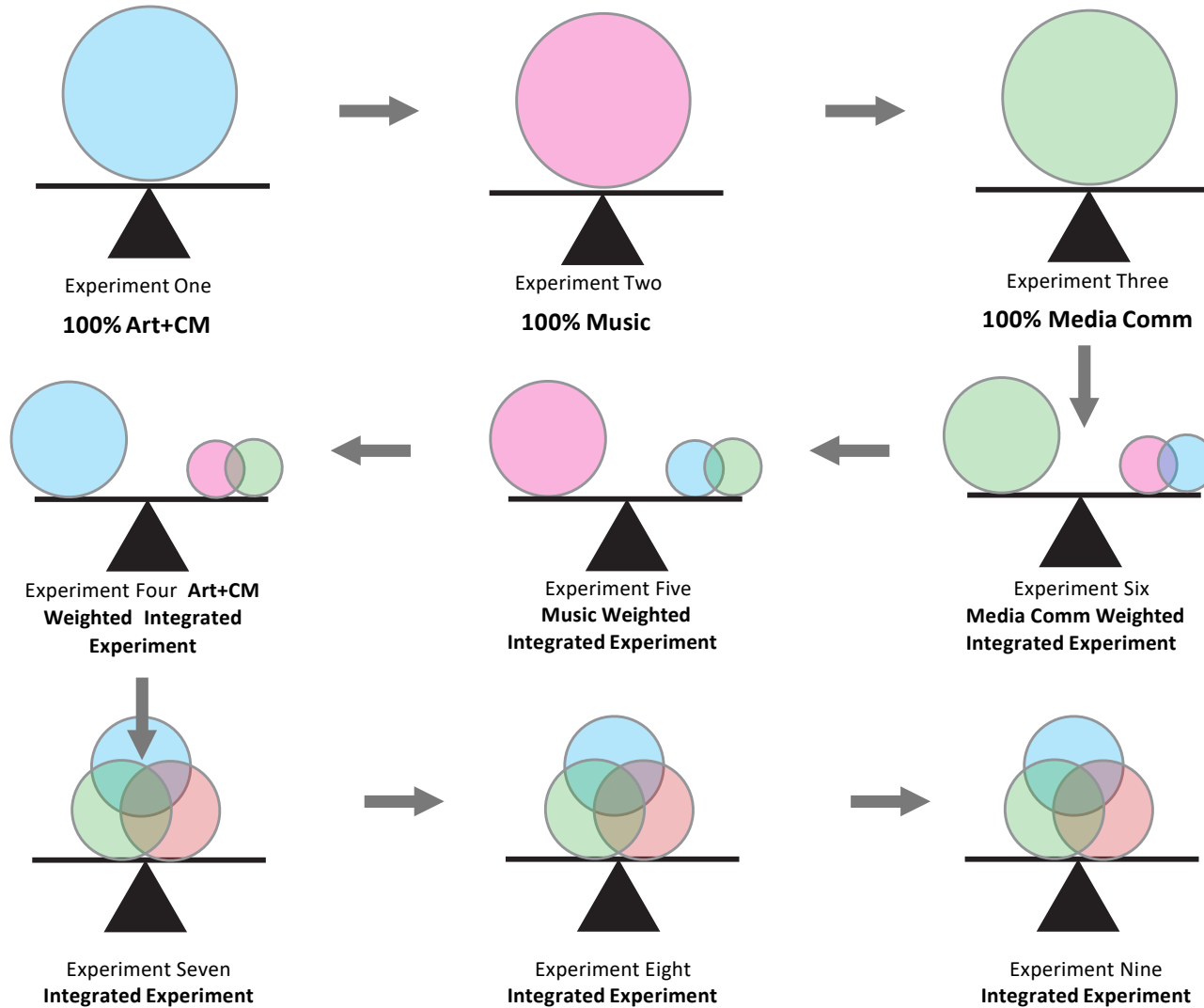


Art, Research & Creativity shifting balance of integrated studies

An immersive, integrated and transformative learning experience that targets elements in multiple areas of study

Designed to build knowledge and nurture healthy perspectives of the principles and structures by which communication through visual and performance happens.

ARC110 establishes a foundation from which to grow. It encourages literacy across disciplines using sound principles developing students toward a meaningful and significant discovery of their own creative voice.



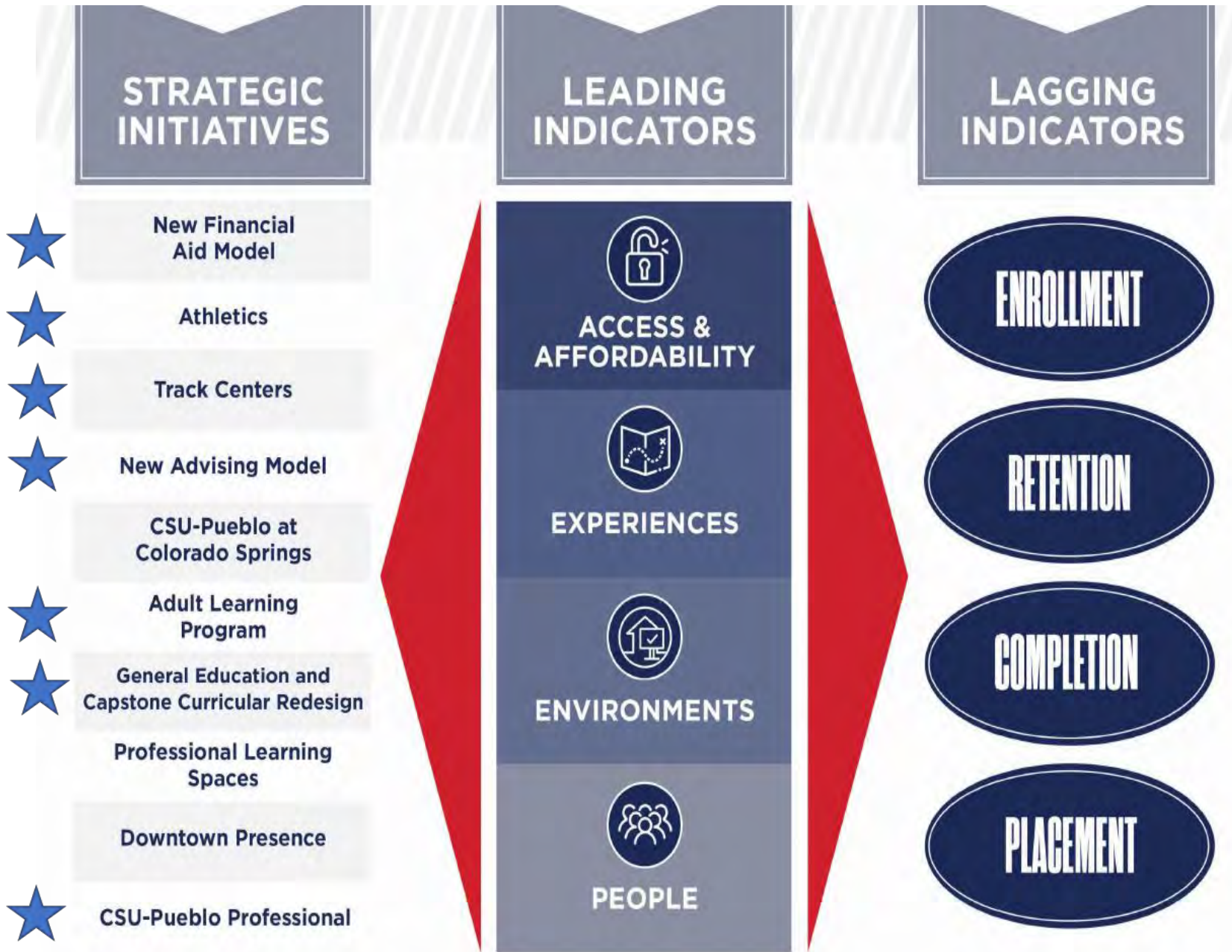
Department of MEDIA COMMUNICATION
Department of ART and CREATIVE MEDIA
Department of MUSIC



VISION 2028 UPDATE: Colorado State University-Pueblo *Works*

December 2019 Board of Governors Meeting
Timothy Mottet | Donna Souder Hodge



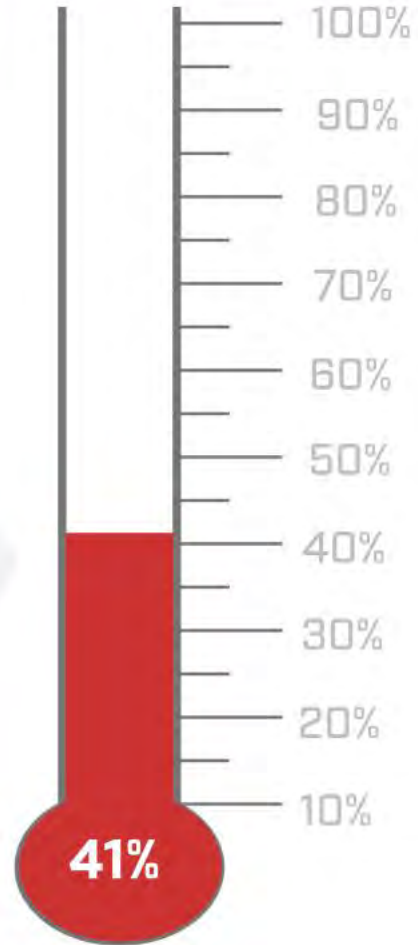


COLORADO STATE UNIVERSITY SYSTEM

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL



VISION **2028** FY20
ACTIVITIES



36 FY20
ACTIVITIES
TO IMPLEMENT



15 OF 36
COMPLETE
AS OF DEC. 2019

Since October 2019 BOG:

- Hired administrative support for Vision 2028; position begins December 9th.
- Created all accounts and first transfer of system monies is complete.
- Progressed with the Massari Arena Project (Audio/Visual Equipment) capital project; We anticipate completion at end of December 2019.
- Conducted soil testing for the Athletics Department track remediation and replacement project. The anticipated completion date for this initiative is June 1, 2020.
- Reviewed applications for the Athletics Budget Manager; we anticipate making an offer by December 15th.
- Completed the writing of job descriptions and launched search and screen processes for Graduate Support Staff including Processor and Enrollment Coordinator.

**COLORADO STATE
UNIVERSITY SYSTEM**

COLORADO STATE UNIVERSITY
CSU - PUEBLO | CSU - GLOBAL



VISION 2028 UPDATE: Colorado State University-Pueblo *Works*

THANK YOU



Section 11

CSU-Global Campus Reports

- CSU-Global Campus Student Representative's Report
- CSU-Global Campus Faculty Representative's Report
- CSU-Global Campus President's Report



Board of Governors to the Colorado State University System
December 5th-6th, 2019
Student's Report

CSU-Global Education on Time Management

Now that it is the holiday season again it is the perfect time for time management tools and technique reminders as managing school, holidays and family time can be rather stressful. The October student newsletter outlined a technique for time management called the Pomodoro Technique and managing time successfully as a student.

Disability Services Website

As CSU-Global does not have a campus proving resources found on campuses can be challenging, however, CSU-Global has a wonderful website that allows students to register with the disability services of CSU-Global and receive accomodations as needed. These resources also reach as far as a student who may have gotten injured, gotten sick, or needed surgery as class work or portfolio projects may be difficult to work on under these circumstances. CSU-Global offers webinars and easy to access information for any students who are in need of these resources.

CSU-Global Newsletter

An excellent source of information regarding whats new with CSU-Global as well as resources regarding financial aid, career growth opportunities, and updates. There is also a section for students to submit their own blog post to be potentially posted on the CSU-Global Blog. In the October newsletter CSU-Global proudly announced its ranking as #8 for the Best Affordable Master's program in project management and ranked among the top 5 Best Value of online schools in Colorado.

Winter Commencement

Virtual Commencement ceremony is on Saturday Dec. 7th

Nicole K Hulet

Nicole K. Hulet
Student Representative
Colorado State University - Global Campus

Colorado State University System
Board of Governors

CSU Global Faculty Representative Report
submitted by Harriet Austin
December 5th and 6th, 2019

Faculty/Student Updates

Recent Part-time Faculty Honors:

Eduardo Martinez has been selected as a member of the Department of Homeland Security's Science and Technology Directorate's Science Advisory Guide for Emergencies. As such, he is a subject matter expert regarding disasters and their management, providing advice to DHS leadership.

Dr. Murthy Rallapalli has been selected as a 2020 Fulbright Scholar.

Student Honors

Dr. Michael Skiba and the instructional faculty in CSU Global's Criminal Justice programs are proud to share that **Amanda Skidd**, a student in the Criminal Justice Fraud Management specialization program who works for Nationwide Insurance in their Special Investigations Unit, won the 2019 Anti-Fraud Insurance Professional of the Year award from the International Association of Special Investigative Units. This is the most prestigious organization in the fraud industry. She received her award at the annual conference in September 2019. As many of the faculty within the CJ department are connected to this group, they cannot emphasize enough just how competitive this award is and how proud of Amanda they are!

Dr. Arletta Wallace and the faculty of the MHA (Masters in Healthcare Administration) program are pleased to announce that **Michael Elegino** has been selected as the recipient of the 2019-2020 Colorado Association of Healthcare Executives (CAHE) \$500 student scholarship. The scholarship is offered through the American College of Healthcare Executives (ACHE), the professional society for healthcare leaders committed to improving health. It is a highly competitive scholarship for students from all Colorado universities that are in the ACHE Higher Education Network. It is very prestigious that Michael was chosen from a pool of applicants from all of these institutions.

Program Updates

National Society of Leadership and Success

CSU Global was approved to start a chapter of the National Society of Leadership and Success. We were also awarded a first-year grant to cover university and student costs. The NSLS is the nation's largest leadership honor society. In addition to an honor society, the NSLS provides a step-by-step program for members to build their leadership skills through participation in leadership programs and ongoing mentorship, webinars, and training. Upon completion of the initial leadership program, members receive their leadership certificate and take their place among the top student leaders at their campus and across the country. Members are able to list their affiliation on all statements of personal accomplishment, including their resume. Membership is for life and provides access to benefits including scholarships and awards, exclusive leadership events, employer recruitment

through an online job bank, and discounts on computers, textbooks, grad school prep courses, insurance and much more.

Master of Science Executive Express Path

Dr. Dina Samora and the faculty who lead and teach in the Organizational Leadership Program are celebrating the continued growth in the Master of Science Executive Express Path. This Master's program allows students to complete their degree program in an accelerated, 6-week course format. In January 2019, we started the first pilot Cohort of 17 students. The cohort has remained intact, resulting in 100% retention. The students in the first cohort have three courses left to complete their degrees. A second cohort started in August of 2019 with another 15 students. These students are now in their second course in the program, with 100% retention. We are excited to announce that starting in January 2020, we will celebrate the launch of the third MSOL EEP cohort!

BSBM and MSM Updates

The CSU Global BSBM and MSM team hosted two outstanding 2018 Induction proceedings coordinated by Dr. Muhammad, Dr. Sumadi, and Leslie Cooper-Blood (JD) for Delta Mu Delta and Sigma Beta Delta, where collectively, over 169 students joined the societies. As a result, Dr. Muhammad was invited to attend the Delta Mu Delta Yield Conference from Oct. 24 - 26, 2019.

Coming soon, qualified students will receive Delta Mu Delta and Sigma Beta Delta invitations for 2019 membership.

CSU Global supports partner school nursing pre-requisite needs

Six new courses are being created within the General Education program that will fulfill the prerequisites for students planning to enter a nursing program. The selection of courses was developed in collaboration with **Pickens Technical College** in Aurora to enhance the college's nursing program. Pickens Technical College is a 2-4 year institution that operates under the governance of the Aurora Public Schools Board of Education and is accredited by the Council of Occupational Education. The CSU Global pre-nursing courses provide another opportunity to work closely with our partners in Aurora to (1) create career pathways that support rural communities and (2) remove pre-requisite barriers faced by nursing students.

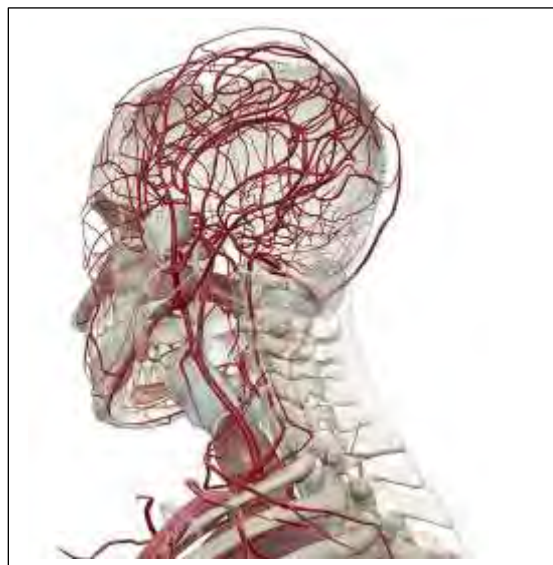
Here are our CSU Global courses:

| CSUGC Course Code | Title | Credits |
|-------------------|--|---------|
| BIO 200 | Human Anatomy and Physiology I with Lab | 4 |
| BIO 202 | Human Anatomy and Physiology II with Lab | 4 |
| BIO 204 | Microbiology with Lab | 4 |
| BIO 216 | Pathophysiology | 4 |
| HPR 108 | Dietary Nutrition | 1 |
| PSY 235 | Human Growth and Development | 3 |

The courses will be available in January 2020 for students planning to attend nursing school at Pickens Tech. As with all CSU Global courses, they are asynchronous and 100% online. They will also be offered every term, regardless of class size, for any students who want to take them for pre-nursing preparation.

Both the Human Anatomy and Physiology courses and the Microbiology courses will be using advanced software to simulate the human body in 3-D and recreate laboratory exercises on-line. The two main software packages we are incorporating into the courses are Visual Body and Labster.

Visual Body



Labster



Board of Governors of the
Colorado State University System
December 5-6, 2019
President's Report Item



COLORADO STATE UNIVERSITY
— GLOBAL —

CSU System Strategic Goal: Student Success and Satisfaction

CSU Global Bridging the Education Divide Goal: Broaden CSU Global's reach to career-driven individuals

- CSU Global has partnered with SAS, a worldwide leader in data analytics, to offer students three joint certificate programs. These programs -- one at the undergraduate level, and two at the graduate level -- are being offered to allow students to achieve industry-leading SAS credentials that will add value to their degree. Through innovative software and services, SAS is being used across all industries as a means of data-driven decision-making that provides a competitive advantage and creates internal efficiencies. Through this partnership, CSU Global furthers its ability to provide students with career-relevant educational opportunities that have proven a quantifiable return on education. Not only are students able to learn software that's heavily relied upon in the field today, but by earning this joint certificate, they are also now able to demonstrate their excellence in this program to future employers.



- CSU Global was officially inducted into the U.S. Department of Defense's Military Spouse Employment Program (MSEP) in Washington D.C. on October 22, 2019. CSU Global Provost and Vice President of Strategic Innovation, Dr. Karen Ferguson, attended the ceremony on behalf of the university.
- CSU Global and Freedom Learning Group (FLG) have partnered to create an innovative initiative that includes apprenticeship training to assist military spouses in earning high-quality academic credentials while gaining meaningful and mobile employment in the education sector. Through the program, CSU Global provides military spouses with high-quality education, while FLG offers employment in e-learning and instructional design. Partnering these real-world skills with academic coursework results in a win-win for military spouses, many of whom want to reapply, not replace, their hard-earned professional experience. All participants in the program's first

cohort have earned a fully accredited Graduate Certificate in Digital Instructional Architecture from CSU Global, and all have already secured meaningful employment.

- The university has partnered with the Independent Electrical Contractors Rocky Mountain (IECRM) association. Through the partnership, IECRM members are offered a streamlined transfer process for completion of their formal apprenticeship and training program towards a CSU Global bachelor's degree.



CSU System Goal: Transform Colorado's Future

CSU Global Bridging the Education Divide Goal: Make lifelong learning achievable for busy working adults

- CSU Global is pleased to announce the endorsement of the Advancing Competency-Based Education Act of 2019. Congressman Joe Neguse is introducing the bill, which aims to expand the innovative higher education model that helps students earn a degree in less time and at a lower cost. Importantly, the bill will also collect data necessary for the creation, implementation, and sustainability of such programs. CSU Global's innovative model has saved students over \$2.3 million in tuition through its alternative education programs, and it leads the way for a national initiative that supports competency-based education (CBE). CSU Global students have the option to take advantage of their previous skills and experiences by transferring in credit toward their academic goals. CSU Global's alternative credit options include self-study assessments and prior learning assessments.



- On October 15th, CSU Global participated in the Colorado Department of Higher Education's Free Application Day, a statewide initiative designed to inspire Colorado residents to earn a post-high school certificate or degree. CSU Global provided a free application waiver to encourage students to apply, which resulted in nearly triple its average number of applications for that day.
- In October, Zach Gurvis, Associate Director of Registrar Services, was invited to speak on an expert panel at the CollegeSource Transfer Student Week, where he shared his expertise and experience on student transfer scenarios and strategies. On average, CSU-Global transfer students are accompanied with two transcripts for credit transfer review, and in FY19 the Articulation Department reviewed over 12,900 transcripts for credit transfer.
- Dr. James H. Meredith and Dr. Stone Meredith, CSU Global's Student Veterans Organization faculty advisors, represented CSU Global at the Student Veterans of America (SVA) Meeting in New York City on September 6th and 7th. During the meeting, numerous key goals were accomplished, including an update to the mission statement, new connections with the SVA's corporate partners for internship and hiring opportunities, and new regional partnerships with campuses (including the University of Nebraska at Omaha). Currently, CSU Global is the only 100% virtual chapter in the Student Veterans Organization.

CSU System Goals: Expand Statewide Presence

CSU Global Bridging the Education Divide Goal: Engage through development of new communities

- CSU System and CSU Global joined forces to sponsor the College Track Community Breakfast on October 17th. At the breakfast, College Track announced its new partnership with CSU Global, aimed at providing Aurora- and Denver-based College Track students with pathways to graduate from CSU Global with a bachelor's degree. The event was intended to serve as an inspiration to College Track students, as members of the community spoke to closing the opportunity gap and explained their individual investments to promote the educational and professional success of Colorado's homegrown talent.



- Dr. Becky Takeda-Tinker and Aurora Public Schools (APS) Superintendent Rico Munn hosted a Colorado Business Roundtable Radio Segment to talk about the partnership between CSU Global and APS, which aims to increase access to high-quality, affordable and career-relevant education. The leaders reflected on the innovative partnership that resulted in CSU Global leasing a new building from APS as its new headquarters, and the district's choice to utilize lease payments in a variety of ways, including for scholarship opportunities that APS students could use to earn a college degree after graduating from high school.
- Through the CSU Global Gives Back program, the university provided support and built relationships with the following nonprofit organizations — nominated by CSU Global staff and full-time faculty: Bienvenidos Food Bank, Commanders Youth Sports, Growing Home, and the Amani Woman Center.
- This fall, CSU Global participated in the following local events: Aurora Public School Foundation Gala, Aurora Police Foundation Awards Dinner, Colorado National Guard Golf Tournament, the Fallen Heroes Foundation Inaugural Gala, and the UPCEA Super 2019: Central & West Regional Conference. Additionally, CSU Global hosted Aurora Chambers' Defense Council, Senator Gardner's Academy Selection, and the Colorado Business Roundtable monthly meetings in its new headquarters.





- Students and alumni from CSU Global’s esports team met up and attended sessions together at TwitchCon 2019 in San Diego, California, from September 27th-29th. TwitchCon is an annual convention for the live-streaming video platform, Twitch.tv, devoted to the culture of video game streaming/gaming on-demand and relate career opportunities in the industry.

- CSU Global Programs Recognized as Top in the Nation! CSU Global is proud to receive top rankings in October and November, including:
 - #8 on the 25 Best Affordable Master’s in Project Management Online Degrees 2019 by Affordable Schools.
 - Ranked among the top 5 Best Value Online Schools in Colorado by Online Schools Center.

See a full list of our awards and rankings at [CSUGlobal.edu/rankings](https://www.csuglobal.edu/rankings).

Section 12

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU Global Campus

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

December 6, 2019

CSU-System Wide

- The System-wide Banner Student Implementation project continues to make progress.
- We are in the final stages of creating a new CSU System brand identity, which will be rolled out in the spring.
- All three CSU campuses and the System were well-represented when the System hosted its second annual Water in the West Symposium Nov. 6-7. A sold-out audience of around 400 people attended for a day of convening around critical water issues and challenges facing Colorado and the West.
- Together We Grow, a national industry consortium involving the nation's largest agribusiness companies, announced that it will be creating a new Center for an Enhanced Workforce in Agriculture, to be headquartered in the CSU space at the National Western Center Complex. The center's executive director, Kristin Kirkpatrick, is housed at the CSU System.
- Chancellor Frank issued the first monthly Chancellor's e-newsletter to showcase news and highlights from the CSU System.
- EVC Parsons led efforts to finalize branding for the CSU campus at the National Western Center.

Campus Updates

- Work with CSU-Pueblo is ongoing through BFS Quali for improved systems and controls.
- Members of the Board of Governors, Chancellor Frank, System staff, and representatives from CSU-Pueblo and CSU Global attended the investiture ceremony for President Joyce McConnell and surrounding events in Fort Collins November 14, 15 and 16.
- Chancellor Frank joined CSU President Joyce McConnell on October 7 for a reception honoring the Fort Collins-based Griffin Foundation and its longtime support for CSU.
- Chancellor Frank and CSU System leadership toured the virtual reality anatomy lab at CSU and learned about its groundbreaking teaching resources.
- Chancellor Frank joined President Mottet for a Thunderwolves football game and alumni tailgate in Pueblo Oct. 25-26.

CSU System Government Affairs – Federal

- Efforts on Federal Government Relations continue through our standard channels of engagement. Items the System is currently tracking include progress on the federal budget, the Higher Education Reauthorization Act, and the Supreme Court's deliberations on DACA.

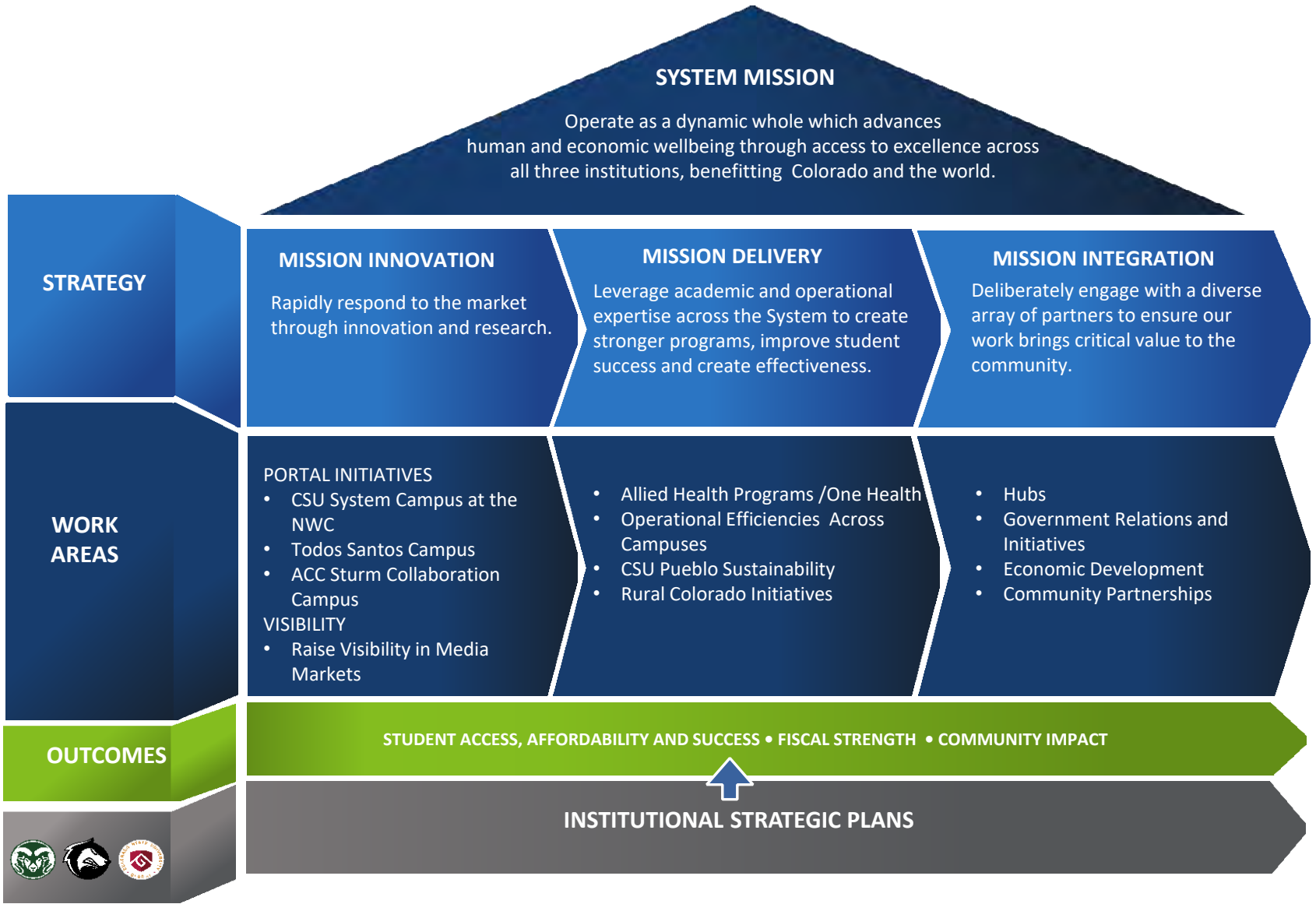
CSU System Government Affairs – State

- Meetings with key members of the Legislature, local delegations continue.

- Chancellor Frank co-authored a set of op-eds with Mark Kennedy (writing as a private citizen) and other Colorado higher education leaders in support of Prop CC. The pieces ran in newspapers statewide leading up to the election. CFO Sobanet and Chancellor Frank also handled several media interviews on the measure.
- Chancellor Frank was invited by the Governor to speak on behalf of higher education at the press announcement for the Governor's Cost Containment Roadmap.

Statewide Partnerships:

- Chancellor Frank began a statewide engagement tour to introduce President McConnell to Colorado partners. They visited with Extension staff, legislators, and county leadership in Adams, Morgan and Weld counties Nov. 22, with an additional trip to Sterling and Yuma planned in December.
- The CSU System hosted a table at the I Have a Dream Gala honoring Linda Childears November 13.
- Chancellor Frank participated in the meeting of the Bipartisan Commission on Biodefense in Fort Collins Nov. 4-5.
- The CSU System hosted a welcome reception for President McConnell in Denver October 8 to introduce her to other Colorado higher education CEOs.
- Executive Vice Chancellor Parsons hosted the second annual Green and Gold Foundation Todos Santos Retreat. Governors Tuor and Valdez also joined the trip October 18-20.
- The CSU System and CSU Global sponsored the annual College Track Breakfast on October 17.
- The CSU System and CSU Athletics hosted a table at the Special Olympics annual luncheon on October 24.



AT THIS MEETING

512

- CSU System Campus at NWC
- CSU Pueblo Vision Update
- Online Offerings
- Agriculture Update
- Government Affairs Update

BOARD AREAS OF STRATEGIC PRIORITY

- CSU-Pueblo Sustainability
- Portal Initiatives
- Rural Colorado
- Student Success
- Access and Affordability
- Allied Health Programs

ANNUAL CALENDAR OF REPORTS

- August: Athletics, Faculty Workload
- October: Agriculture, Engagement, Public Safety
- December: Enrollment, Student Success, Reserve Investments, Research**
- February: Retreat
- May: University Budgets, Government Relations, Colorado Water Institute, Colorado State Forest Service
- June: Retreat

COLORADO STATE UNIVERSITY SYSTEM

513



COLORADO STATE



CSU PUEBLO



CSU GLOBAL

| INSTITUTIONAL CHARACTERISTICS | | | | |
|---|---------------|--------------|--------------|--|
| Total enrollment | 33,083 | 6,639 | 19,114 | |
| Degree-seeking enrollment | 31,364 | 3,928 | 18,066 | |
| Total revenues | 1,330,277,594 | \$83,468,428 | \$98,058,357 | |
| Number of nontraditional age students | 8,524 | 2,880 | 17,771 | |
| % of enrollment that is racially minoritized | 22% | 34% | 29% | |
| % of First Generation | 25% | 32% | 37.50% | |
| Student-to-faculty ratio | 16 | 14 | 15 | |
| Research funding | \$374,955,000 | \$4,758,076 | NA | |
| Annual fundraising | \$163,000,000 | \$4,500,000 | NA | |
| % spent on instruction and academic support | 39% | 41% | 36% | |
| % of expenditures spent on administration | 5% | 10% | 7% | |
| Number of employees (excludes GA and temporary staff) | 7,683 | 741 | 779 | |
| ACCESS AND AID | | | | |
| % of undergraduates eligible for Pell Grant | 22% | 39% | 26% | |
| Average amount of Pell Grant aid | \$4,152 | \$4,496 | \$3,508 | |
| Number receiving post-9/11 GI Bill benefits | \$1,194 | 349 | 1,042 | |
| Average amount of post-9/11 GI Bill benefits | \$8,309 | \$4,145 | \$4,402 | |
| Number receiving DOD tuition assistance | 56 | 20 | 583 | |
| Average amount of DOD tuition assistance | \$2,433 | \$1,193 | \$2,111 | |
| Undergraduate resident tuition and required fees | \$11,395 | \$10,090 | \$8,400 | |
| Net price of attendance for resident undergraduates | \$24,287 | \$26,824 | \$20,466 | |
| Admission rate | 83% | 95% | 50% | |
| Application yield rate | 27% | 13% | 65% | |
| % enrolled exclusively in distance courses | 9% | 1% | 100% | |
| % enrolled in some but not all distance courses | 14% | 4% | 0% | |
| OUTCOMES | | | | |
| # of students earning a Bachelor's degree | 4,982 | 744 | 2,144 | |
| # of students earning a Master's degree | 1,590 | 133 | 1,188 | |
| # of students earning a doctorate | 388 | NA | NA | |
| First-year retention rate | 82% | 63% | 83% | |
| 4-year graduation rate | 45% | 19% | 49% | |
| 6-year graduation rate | 69% | 35% | 52% | |
| 6-year graduation rate (white non-Hispanic) | 71% | 38% | 54% | |
| 6-year graduation rate (Hispanic) | 59% | 35% | 43% | |
| 6-year graduation (Pell Grant recipients) | 62% | 31% | 63% | |
| Loan default rate | 3% | 8.80% | 5.00% | |
| Revision Date: 11/20/2019 (CN) | | | | |

CSU TODOS SANTOS CENTER



Officially Announced
Tuesday, November 19, 2019.

TOGETHER
WE GROW
Advancing American Agriculture



WATER IN THE WEST
SYMPOSIUM

2nd Annual - November 6-7, 2019

Gaylord of the Rockies

SOLD OUT

3rd Annual - November 18-19, 2020

Seawell Ballroom at the Denver Center for the
Performing Arts

STAFF @ CUMU CONFERENCE



Tiana Nelson and Sarah Miley each received a full scholarship through the Denver Anchor Network to attend the conference in Philadelphia.

- Presented about the CSU Campus at the National Western Center
- Engaged in Anchor Network sessions

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HALLOWEEN VOLUNTEERING

CSU System staff engaged in events with Garden Place and Swansea elementary schools. These Halloween events bring in more than 500 families in the GES neighborhoods.

- CSU 4-H engaged in creative and educational activities at the schools
- CSU System team volunteered at the Swansea Trick or Treat Street event for families



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CSU - PUEBLO | CSU - GLOBAL



YOUTH MEMORY PROJECT

Freshman and sophomore students from Bruce Randolph School did interviews and shared the stories of their community through the lens of their peers, friends, and family.

- Partnership between CSU System and History Colorado
- NDCC mini-grant funded
- Artwork will be on display at various CSU location, TBD



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FIRST-EVER 7th GRADE VISIT TO CSU-PUEBLO

As part of the CSU System pipeline effort with Bruce Randolph School, middle school students will now begin their college visits in 7th grade with a trip to CSU-Pueblo

- More than 100 students attended the visit on November 21
- Students toured campus and ate in residence halls
- CSU-Pueblo students and leadership attended and spoke with students



COLORADO STATE UNIVERSITY SYSTEM

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LITTLE SHOP OF PHYSICS ANNUAL VISIT



For the second year, CSU Little Shop of Physics held an open house at Bruce Randolph School. The event on November 21 included ~700 students grades 4-12.

- Two weeks prior to the visit, 60 juniors from BRS visited Fort Collins to learn the experiments. Students then mentored younger peers during the BRS open house.
- Students from BRS and from neighboring elementary schools participated in the day.

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December 12, 2019 – Young Guns Reception at Coors Western Art

January 7, 2020 – Coors Western Art Exhibit Reception

January 9, 2020 – CSU Presents National Western Stock Show VIP BBQ

January 9, 2020 – NWSS Parade

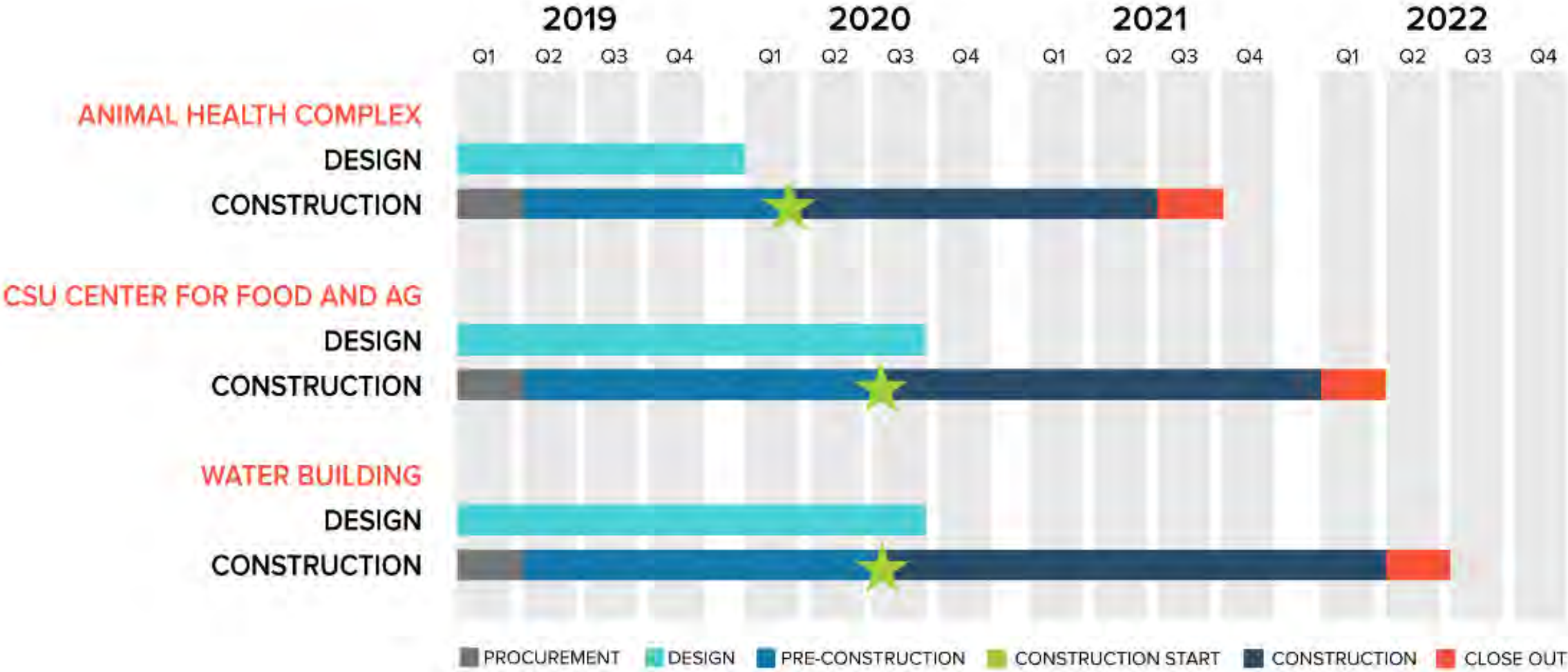
January 10, 2020 – Boots n Business Luncheon

January 13, 2020 – Citizen of the West Dinner

January 18, 2020 – CSU Day at National Western



DEVELOPMENT TIMELINE





Animal Health Building



Animal Health Building



View From Legacy Building



View From Water Building



Aerial View From South



Water Center Building



Water Center Building



Water Center Building



COLORADO STATE UNIVERSITY SYSTEM

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CSU Campus at the National Western Center

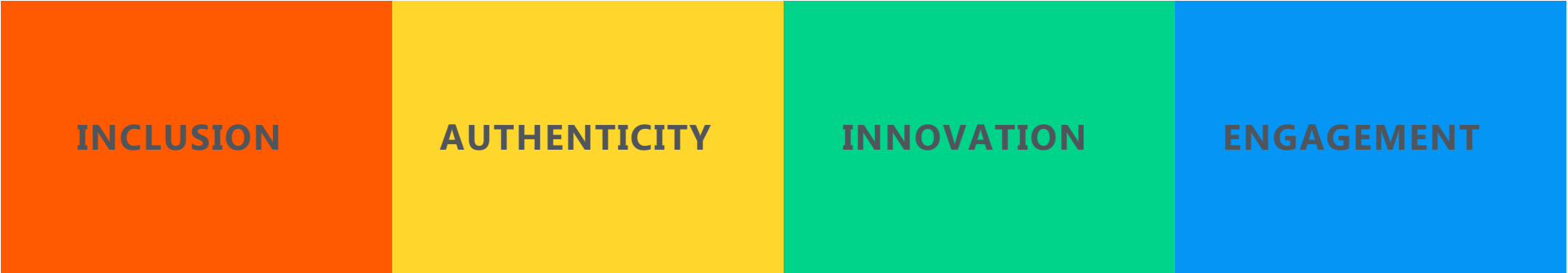
BRAND REVEAL



The Story

BRAND REVEAL

CORE VALUES



THE FULL LOGO



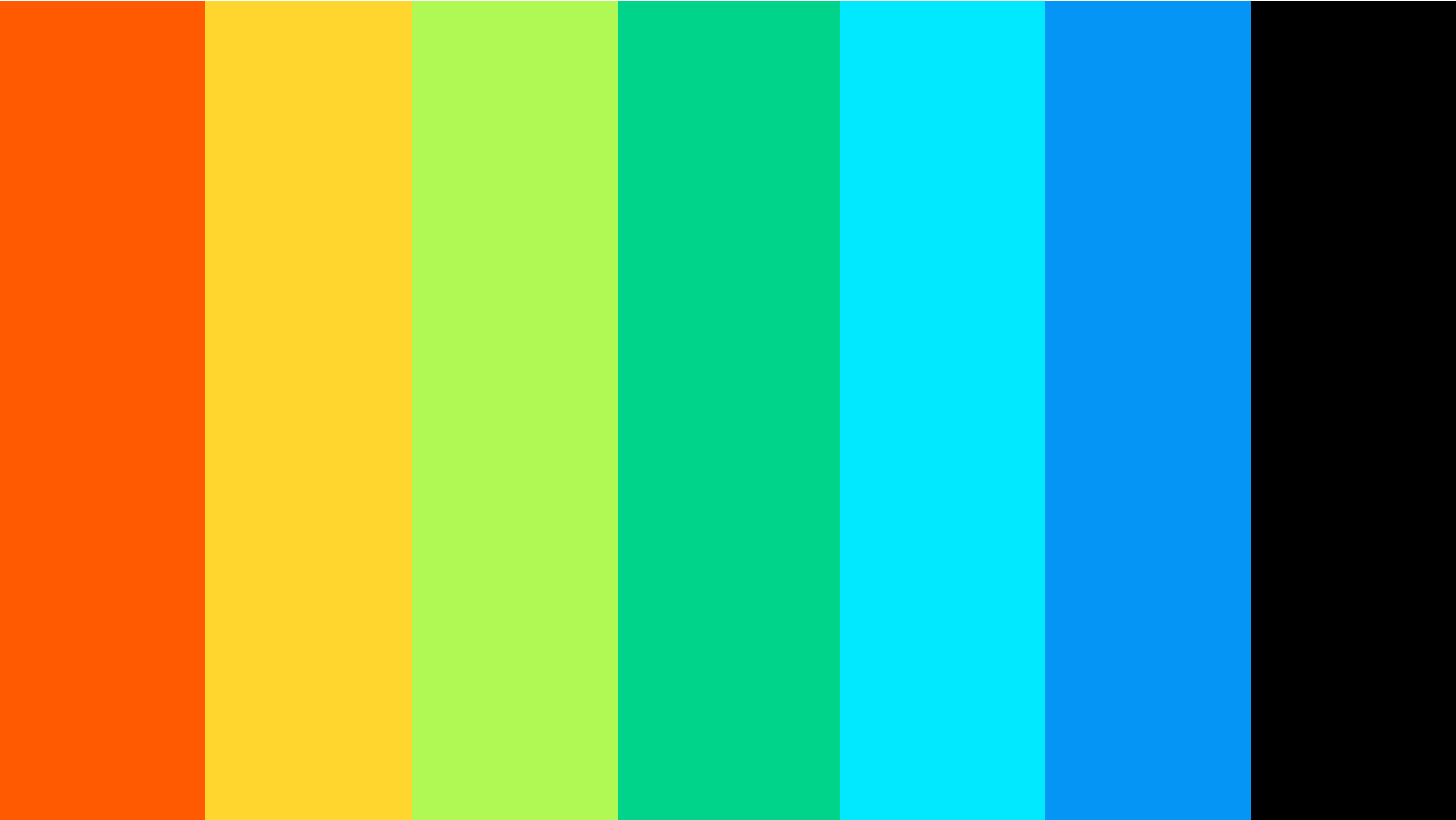
THE NAME

Definition of “Spur”: to incite to action, accelerated growth or development. Driven by the goal to stimulate, encourage, and motivate visitors and learners of every age and background.



THE LOGO MARK





LOGO EXPLORATIONS







SPUR

BRAND REVEAL

LOGO LOCKUPS



Thank You.

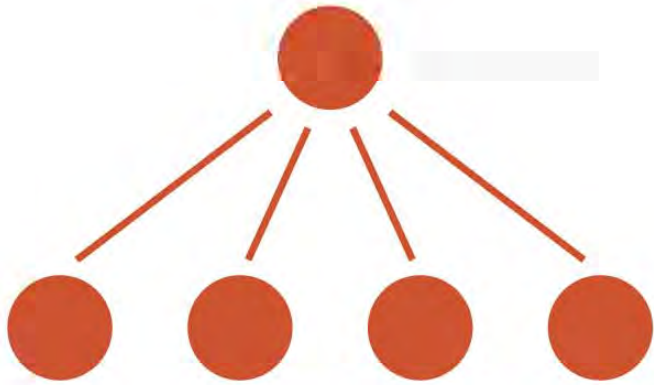


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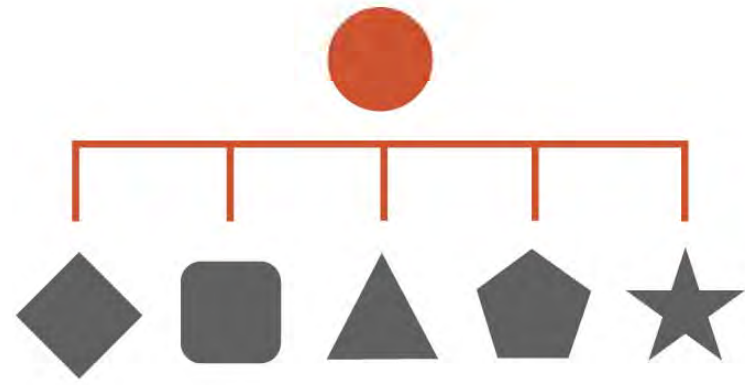
S Y S T E M

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BRANDED HOUSE



HOUSE OF BRANDS





**COLORADO STATE
UNIVERSITY**



CSU PUEBLO



CSU GLOBAL



WE **ARE** COLORADO

Colorado State University

Colorado State University

August 1, 2015 · 🌐

Happy Birthday, Colorado.
139 looks good on you.



Colorado State University ✓
@coloradostateuniversity

- Home
- About
- Photos
- Videos
- Posts
- Events
- Instagram
- Twitter
- YouTube
- Pinterest
- Community
- Notes
- Reviews

Create a Page

5.5K 37 Comments 1.4K Shares

Like Comment Share

Most Relevant

Write a comment...

Shannon Brennan Representing in Omaha, NE. Happy birthday, Colorado! 😊



Like · Reply · 4y 10

Susan McCosky Happy birthday from Illinois!



Like · Reply · 4y 7

Paul W. Maxwell Happy birthday to the best state in the USA!!

Like · Reply · 4y 5

Chandler Franks Olaf lets go back sooner or later

Like · Reply · 4y 2

Víctor Manuel Navarro Torrealba Happy birthday Colorado, from Venezuela.

Like · Reply · 4y 3

Debbi Murphy We're good here. Nice to travel but good to come home too!

Like · Reply · 4y 1

Vickie Sandoval Happy Birthday Colorado.

Like · Reply · 4y 1

Camey Demmitt Sharon Birkbeck and Daniel Bird Birkbeck

Like · Reply · 4y 1





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WE **ARE** COLORADO.



SERVING THE STATE.
CHANGING THE WORLD.

A flagship Land Grant university in Fort Collins. A federally designated Hispanic-serving campus in Pueblo. The nation's only fully accredited online institution. The CSU System meets the needs of every student. Our impact is global, but our roots run deep in Colorado.

CSUSYSTEM.EDU



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Section 13

Consent Agenda

A. Colorado State University System

Minutes of the September 27, 2019 Audit and Finance Committee Meeting

Minutes of the November 25, 2019 Audit and Finance Committee Meeting

Minutes of the October 3, 2019 Meeting and Committee Meetings

Minutes of the October 4, 2019 Meeting and Committee Meetings

B. Colorado State University

Master of Sport Management

Faculty Manual – Section C.2.3.1.a

Faculty Manual – Section D.5.3.1

Faculty Manual – Section D.7.18

Faculty Manual – Section E.2.1

Faculty Manual – Section F.3.13

Faculty Manual – Section K

Faculty Manual – Section K.3.1

Faculty Manual – Section K.3.2

Faculty Manual – Section K.12.4

Academic Calendar – Fall 2024 – Summer 2026

C. Colorado State University-Pueblo

Bachelor of Applied Science in Health Science

Bachelor of Science in Cannabis Biology and Chemistry

Bachelor of Science in Middle School Mathematics Education

New Online Emphasis Program: MS Nurse Manager & Leader Program

Retitled Business Degree Program: BSBA in Marketing

Retitled Engineering Degree Program: MS in Mechatronics Engineering

Academic Calendar 2020-2022

D. CSU-Global Campus

BSN Completion Program

Master of Science in Nursing

Post Baccalaureate Alternative Licensure Program

**THE BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
SPECIAL MEETING OF THE
AUDIT AND FINANCE COMMITTEE
By Telephone Conference and in the Conference Room at
475 17th Street, Suite 1550, Denver, Colorado
September 27, 2019**

CALL TO ORDER

Committee Chair Jordan called the meeting to order at 10:05 a.m.

ROLL

Governors present: Jane Robbe Rhodes, Vice Chair; Kim Jordan, Treasurer and Chair of the Audit and Finance Committee; and Stephanie Clemmons, Faculty Representative, CSU

Administrators and Staff present: Susy Serrano, Director of Internal Audit, CSU System; Jason Johnson, General Counsel, CSU System; Melanie Geary, Executive Assistant, CSU System; Adam Fedrid, IT Technician, CSU System; Margaret Henry, CSU System Treasurer; and Bridget Mullen, Director of Budget and Finance, CSU System.

MEETING

Committee Chair Jordan convened the special meeting and asked Internal Audit Director Serrano to talk about recent audit matters, including the Athletics audit, the CSU President's Office transition audit, and the CSU-Pueblo audit of accounts receivable and recommendations. Ms. Serrano also talked about the current IT audits and managing those audits in light of the other business at the campuses.

Given the recent implementation of Banner, a learning management and enrollment system, it seems wise to review that system after full implementation. Governors Jordan and Robbe Rhodes were comfortable delaying those IT audits for the time being, while that system is being implemented. Ms. Serrano will confer with President Mottet about rescheduling these projects, as needed and in light of staffing demands. The Audit and Finance Committee will review and approve any modifications to the current audit plan after Ms. Serrano confers with President Mottet and Chancellor Frank.

Internal Audit conducted an audit of CSU Admissions and the results were positive. Ms. Serrano also talked about the work of Internal Audit with the Office of the General Counsel as they look into Title IX compliance. The coordinated work between the OGC and Internal Audit is ongoing.

Ms. Mullen talked about the finance matters that will come up at the upcoming Board of Governors meeting. Ms. Mullen talked about the state budget update and noted that the System is modeling a two percent (2%) tuition increase at this time. Also, Ms. Henry talked about debt capacity and the Meridian Village and Lory Student Center projects and the related proposed bond issuance. Ms. Henry highlighted the significant due diligence that has gone into those projects and planning for the future.

With no further items for discussion or business, Committee Chair Jordan adjourned the special meeting of the Audit and Finance Committee at 10:34 a.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM BOARD MEETING
Colorado State University, Fort Collins, Colorado
October 3, 2019**

CALL TO ORDER

Chair Tuor called the meeting to order at 9:05 a.m.

ROLL

Governors present: Nancy Tuor, Chair; Jane Robbe Rhodes, Vice Chair; Kim Jordan, Treasurer; Dean Singleton, Secretary; Russell DeSalvo; Steven Gabel; William Mosher; D. Rico Munn; Armando Valdez; Kacie Adair, Student Representative, CSU-Pueblo; Ben Amundson, Student Representative, CSU; Harriet Austin, Faculty Representative, CSU-Global Campus; Stephanie Clemmons, CSU Faculty Representative; Matthew Cranswick, Faculty Representative, CSU-Pueblo; Nicole Hulet, CSU-Global Student Representative

Administrators present: Tony Frank, Chancellor, CSU System; Amy Parsons, Executive Vice Chancellor, CSU System; Joyce McConnell, President, CSU; Timothy Mottet, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Jason Johnson, General Counsel, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Henry Sobanet, Chief Financial Officer, CSU System

CSU System Staff present: Melanie Geary, Executive Assistant; Wayne Hall, IT Manager; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel (via phone)

Staff and Guests present: Mohamed Abdelrahman, Provost, CSU-Pueblo; Brett Anderson, Special Assistant to the President, CSU; Tim Aston, Arapahoe County Director, Extension, CSU; Rick Callan, Sr. Real Estate Analyst, CSURF; Phil Chavez, Student, CSU; Stephanie Chichester, President, North Slope Capital Advisors; Ann Claycomb, Communications Director, President's Office, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Katie Dunker, Master Gardener Coordinator, Extension, CSU; Karen Ferguson, Provost and Vice President of Strategic Innovations, CSU-Global; Jackie Gedney, Student, CSU; Stacy Grant, Director of Chancellor Engagement, CSU System; Todd Hagenbuch, Routt County Director, Extension, CSU; Margaret Henry, Treasurer, CSU System; Donna Souder Hodge, Executive Director of Organizational Development, CSU-Pueblo; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Greg Hoye, Executive Director for Marketing and Community Relations, CSU-Pueblo; Blanche Hughes, Vice President of Student Affairs, CSU; Nancy Hurt, Managing Director, REO, CSURF; Pam Jackson, Interim Vice President for External Relations, CSU; Josh Johnson, Student, CSU; Dennis Kann, Golden Plains Area Director, Extension, CSU; Heather Kent, Student, CSU; Ryan Kropp, Student, CSU; Yvonne Harris-Lott, Senior Director of Finance and Institutional Integrity, CSU-Global; Stephen Lunt, Student, CSU; Jose Martinez, Student, CSU; Austin McGill, Student, CSU; Lauren McMaster, Associate Legal Counsel, CSU System; Eric McPhail, Gunnison County Director, Extension, CSU; Ajay Menon, President/CEO, CSURF; Jannine Mohr, Deputy General Counsel, CSU; Cara Neth, Director of Executive Communications, CSU System; Cheri O'Neill, President/CEO, CSU Foundation; Blake Osborn, Water Resources Specialist, Peaks and Plains Region, Extension, CSU; Jackie Paone, Jefferson County Director, Extension, CSU; JoAnn Powell, Front Range Regional Director, Extension, CSU; Kathay Rennels, Special Assistant to the Chancellor for Rural-Urban Initiatives, CSU System; Alan Rudolph, Vice

President for Research, CSU; Abi Saeed, Garfield County Agent, Extension, CSU; Christine Schinzel, Lincoln County Agent, Extension, CSU; Sue Schneider, Larimer County, Extension Agent, CSU; Taran Snyder, Student, CSU; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Ashley Stokes, Assistant Vice President for Engagement and Deputy Director for Extension, CSU; Lesley Taylor, Vice President for Enrollment and Access, CSU; Niki Toussaint, Chief of Staff, CSU-Pueblo; Vanessa Tranel, Pueblo Agent, Extension, CSU; Reagan Waskom, Interim Vice President for Engagement and Director of Extension, CSU; Robin Young, Archuleta County Director, Extension, CSU

PUBLIC COMMENT

Chair Tuor convened the meeting and confirmed no one had signed up to address the Board. She then reviewed the meeting agenda.

AUDIT AND FINANCE COMMITTEE

Committee Chair Jordan reported a committee meeting was held the previous week to prepare for this meeting and then asked Ms. Serrano to begin her report.

Status of FY 19-20 Audit Plan: Ms. Serrano reported the CSU President's Office transition audit was completed with the results to be presented at the December meeting. The purpose of transition audits is to provide management an assessment of key controls and risks to understand how the units are managing risks. The exit conference for the CSU-Pueblo human resources and payroll audit has been conducted and the management response is expected the following week. Follow-up testing for a special athletics audit at CSU-Pueblo has been completed with management briefed on the preliminary observations. Work continues on the CSU Title IX controls audit in collaboration with the General Counsel's office; the project has been divided into two phases with the report for phase one to be completed prior to the December meeting.

New projects underway are the CSU international programs audit; CSU Health and Human Services transition audit; and the internal controls audit for the CSU card management system for which the scope was expanded beyond the Ram Card office. The remaining projects on the audit plan will be initiated at appropriate times through coordination with the institutional units and in consideration of changing risks, controls, systems, and operations. Any changes to the audit plan will be communicated to the committee and senior management.

Executive summaries were provided for two reports issued since the last meeting. There were no significant concerns with the CSU enrollment and access transition audit that had ten recommendations related to strategic planning and risk management, and no recommendations related to admission controls. For the CSU athletics compliance report, the areas of ticket office controls, certain player safety protocols, and procurement card purchasing controls were examined. Controls in all three areas were deemed to be strong and three recommendations were made to further improve the controls. Ms. Serrano explained how in the past NCAA compliance audits were completed at least once every four years through agreed-upon procedures for 15 different compliance areas through external and internal audits. The NCAA continues to recommend compliance audits by both external firms and by Colorado State University System (CSUS) Internal Auditing that also examines policies and procedures, controls, and risks.

Overdue Recommendations: There are no concerns with any of the recommendations listed in the report. The recommendations for the CSU Veterinary Teaching Hospital and financial commitments audit have been implemented. The three recommendations for the CSU-Pueblo IT/AIS audit were recently

implemented. CSU-Pueblo has hired an information technology security officer and all employees have received training on information technology security.

State Budget Update: Mr. Sobanet reported work continues with the Colorado Dept. of Higher Education (CDHE) to revise the allocation formula and there was a request from the governor's office to include efficiency metrics. Based upon the new economic forecasts that reflect a slight decrease from the prior report due to constitutional revenue limits, a 2% increase in state funding for higher education is under consideration with no clarity on allowable tuition increases.

FY 20-21 Campus Budget Updates: Mr. Sobanet indicated that, similar to the August meeting, three scenarios based upon the potential state funding would be presented for CSU and CSU-Pueblo.

Colorado State University: Ms. McConnell commented on how the assumptions requested by the Board have been built into the draft E&G budget based upon the available information on the 2% increase in state funding. Ms. Johnson noted the three scenarios are the same as previously presented with adjustments to be made for the December meeting based upon the enrollment growth from the fall census. The scenarios include three different tuition rates and the Veterinary Teaching Hospital tuition rate has been adjusted since the previous meeting. Adjustments were also made in mandatory costs and costs related to faculty promotions and changes implemented for non-tenure-track faculty.

Ms. McConnell reported an announcement was made at the Fall Address on adopting a methodology called "CSU's Excellence Method" that will use operational and utilization efficiency analyses similar to those completed by corporations, such as Toyota, with adjustments made for higher education. Discussion followed on utilization profiling; the difficulty of benchmarking utilization strategies for higher education and the service industry; the diversity of the campuses' revenue streams; and the impact on retention and degree completion with reductions in support services.

CSU-Pueblo: Mr. Spiecker reported adjustments on mandatory costs were made to the draft budget scenarios since the August meeting. While the fall 2019 enrollment was below projections, revenue for CSU-Pueblo's Extended Studies was up by 70% with more students enrolling in online classes.

Dr. Mottet indicated the campus is working carefully on cost avoidance and recently signed a solar power contract to lock in energy rates. Discussions are also being held with CSU for potential back-of-house efficiencies, such as technology upgrades, for more cost avoidance and streamlined operations. In addition to the Vision 2028 initiatives, three enrollment strategies for fall 2020 to enhance enrollment and maximize housing occupancy rates have been identified and modeled for break-even points. The first strategy is to consolidate and lower non-resident rates by 34% to attract more students and add capacity for the housing occupancy. The second strategy is to utilize 100 beds as non-resident scholarships and to target the California and Texas pipelines where there is more demand. The third strategy is to adjust the live-in requirement radius to 50 miles.

Dr. Frank clarified that the state has historically allowed higher education governing boards to determine non-resident tuition rates. He commented on the national enrollment challenges for regional comprehensive universities and expressed support for the proposed enrollment strategies.

In response to questions, Dr. Mottet and Ms. Holliday indicated that approximately 18% of the student population are non-residents and the number of non-resident and international students living on campus has increased. While the majority of the non-resident population is student-athletes, largely from southwestern states, there are specific programs, such as the automotive industry management program, that could be attractive to particular feeder states with the reduction in the non-resident tuition rate. The proposed non-resident tuition rate change coupled with leveraging the housing would also increase the

potential to recruit more student-athletes. Following discussion, there was a general consensus by the Board for CSU-Pueblo to move forward with implementation of the new enrollment strategies.

CSU-Global: Dr. Takeda-Tinker introduced Ms. Yvonne Harris-Lot, Senior Director of Finance and Institutional Integrity. Ms. Harris-Lot reviewed the budget assumptions that include maintaining a 33% profit margin; 4% enrollment growth with a 71% undergraduate and 29% graduate ratio; and no increase in tuition rates. There will be a slight increase in expenses to support the growth of the student population; no additional operational or maintenance expenses; and a slight increase in depreciation due to new assets acquired in FY 20. The implementation of the 2.0 initiatives has been completed and discussions continue on strategic initiatives focused on additional cost savings.

CSUS Treasury Update: Mr. Sobanet indicated the update would begin with the annual debt capacity presentation by North Slope Capital that would be followed by a presentation for a proposed policy revision and a bond issuance proposal.

Annual Debt Capacity Presentation: Ms. Chichester explained that the annual review of debt capacity provides a financial health report and stated the CSUS ratings from a review conducted in September are Aa3 by Moody's and A+ by Standard & Poor's. The State Treasurer conducts an annual calculation to determine capacity under the state intercept and the CSUS currently has approximately \$1 billion of intercept capacity. The CSUS debt policy requires any new debt be layered into the debt capacity and the new debt not trigger a credit rating downgrade.

In terms of leverage and financial flexibility, rating agencies do not rely on one single ratio; growth in cash and investments, and continuing strong cash flow margins are viewed positively. An increase in non-resident enrollment is also viewed as a positive driver of margin. The CSUS debt service as a percentage of budget is below 5% which is lower than academic peers. An overview was provided on the CSUS annual debt service payments on all series combined; debt per FTE across all of the Colorado higher education institutions; debt compared to operating budget; and balance sheet strength. Based upon all the ratios in the model, the CSUS with a continuation of a strong cash flow margin could layer in approximately \$250 million in additional debt in the next 18 to 24 months without jeopardizing the rating.

Ms. Chichester commented on the success of the recently completed bond sale for refunding and new money with orders for \$160 million which was \$60 million more than available. Based upon the principal payments schedule, there is capacity for the planned upcoming projects in 2020 and 2021. Taxable bonds are used for projects where there is private use, such as the stadium, and tax-exempt re-financings were eliminated in the most recent federal tax cut. Suggestions for future annual debt capacity reports were to include comparisons with out-of-state peer institutions and other land-grant universities, and outliers at the low and high ends of the spectrum. Conversation followed on leverage and the benefits of borrowing with the current low interest rates; balancing growth in a diversified economy to meet workforce needs; and challenges with state funding, resources, and financial aid while maintaining accessibility.

CSUS Board Debt Management Policy 202: Mr. Sobanet explained that, in preparing the Meridian Village pro forma for debt service, an error for the ratio calculation of debt was discovered. The policy currently states that the ratio calculation is based "...upon expenses and debt payments..." and should be corrected to be based solely upon expenses and not include debt service payments. General Counsel Johnson confirmed that a verbal motion could be made at this meeting to correct the policy.

Motion/Action: Governor Gabel moved to approve the amendment; Vice Chair Robbe Rhodes seconded; and the motion passed unanimously.

CSU Meridian Village and Lory Student Center (LSC) and Adult Learner & Veteran Services (ALVS) Plan of Finance: Ms. Johnson recalled that the two projects have been discussed at prior meetings and a

formal analysis for the plan of finance would be presented. She explained how the projects fit within the CCHE Master Plan; the positive impacts of living on campus for GPA, persistence, and four-year graduation rates, and the importance of the sophomore year experience. An overview was provided on the Meridian Village project, location, pro forma assumptions, and conceptual pod floor diagrams; current residential housing inventory and the maintenance backlog; the impact of making no changes with limited housing space and enrollment growth; residence hall price points; Colorado peer housing rate comparisons, including CU; and strategic objectives for the Meridian Village project.

Ms. Johnson reviewed the revenue, expenses, debt service, and debt coverage ratio for phase 1 of the Meridian Village project. Highlights were provided on the recent Moody's bond rating review and the contingency strategies if enrollment projections are not met. The meeting then recessed for a break at 11:06 a.m. and reconvened at 11:17 a.m.

Ms. Johnson commented on the success and accolades received for the ALVS programs. Highlights for the LSC and ALVS project were provided on the costs, pro forma, and plan of finance that includes a new \$12.25 per semester student fee approved by the students to fund the ALVS expansion. Tax-exempt bonds are anticipated to be issued in July 2020 and the commercial paper program will be utilized to fund project expenses until the bond issuance.

During the presentation, discussion was held on the impact of the fall enrollment melt; current and anticipated housing demand; the safety and accessibility with the pod design; the student experience with on-campus housing; and learning communities to be located in the new residence hall. Other issues addressed were project conformity to building standards and LEED goals; affordability and housing rate comparisons to the marketplace; dining pricing and options; and risks to CSUS portfolio and potential impact on debt capacity and rating.

Approval of the Eighteenth Supplemental Resolution for Series 2020 Revenue Bonds: With no further discussion on the Meridian Village and LSC and ALVS projects, Committee Chair Jordan asked for a motion to approve the bond resolution. **Motion/Action:** Governor Valdez made the motion; Governor Amundson seconded; and the motion carried unanimously.

CSU-PUEBLO REPORTS

Student Report: Governor Adair commented on the success of the Wolf Pack Welcome Week and the annual Packfest music festival. Other updates include the Handshake career management platform is now available for students to assist with job placements; eight students and four faculty will be attending the HACU conference; numerous activities are planned for the October Homecoming Week; preparations are underway for the annual Winter Wonderland event; and the Associated Students' Government is a sponsor for the flu drive with flu shots available to students for \$5.

Faculty Report: Governor Cranswick highlighted from the written report the submittal of an NSF 19-540 grant proposal, and several faculty presentations and publications. An update was provided on the Faculty Senate retreat, Executive Committee meeting, and September Faculty Senate meeting. Ongoing concerns include faculty workload, budget issues, unfilled tenure-track positions, information technology, and student retention.

President's Report: Dr. Mottet announced Juan Morales, Dept. Chair for English and World Languages, received the national award for best poetry book by the Latino Literacy Association; Roberto Mejias and the Cyberwolves ranked 10th of 300 universities in the national cyber league competition; and Sam Ebersall was selected as a 2019 Broadcast Education Association award winner for his Arkansas River documentary. Other campus updates include the solar contract was signed for the public private

partnership that will provide some cost avoidance on energy costs; the university received a \$2.5 million Title V grant from the Pathways for Post-baccalaureate Opportunities for Hispanic Americans; and tabletop activities have recently taken place for emergency management in the event of a measles outbreak on campus.

Vision 2028 Update: Dr. Mottet reported the metrics for the three goals of increasing enrollment, student success, and employee satisfaction for FY 20 visioning activities will be shared later in the meeting with the Evaluation Committee. Eight of the 36 different budgeted FY 20 activities have been completed. Updates were provided for each of the three funding groups of infrastructure and revenue generation; student experience and retention; and enrollment drivers.

Based upon faculty workload concerns and the investment that has been made by the Board in the visioning process, Dr. Mottet and Mr. Cranswick responded to a question on campus communications and faculty buy-in for the Vision 2028 activities. The campus has and continues to undergo tremendous change and challenges, such as the IT infrastructure; there have been numerous campus communication and engagement opportunities, albeit there have been challenges with attendance at meetings due to teaching commitments; faculty want to be involved in the decision-making process for the success of the campus; and faculty are supportive of Dr. Mottet and the administration.

The meeting then recessed at 11:56 a.m. for lunch and conversation with CSU Extension staff and then reconvened at 1:08 p.m.

CSU ENGAGEMENT/EXTENSION REPORT

Ms. McConnell introduced Mr. Reagan Waskom, the Interim Vice President for Engagement, who reported the search for the new vice president has been completed and an announcement should be forthcoming. He described the role of the Office of Engagement to connect communities with CSU through partnerships for the purpose of enhancing lives and livelihoods all across the state. An overview was provided on the six core units; the Provost Council for Engagement; the regional engagement centers; the upcoming Engagement Scholarship Consortium international conference; the locations and number of employees at the various service offices; and the Extension organizational structure. Four years of metrics in the four key areas of the CSU Extension county commissioner satisfaction survey were shared. Dr. Frank provided historical context on how the Extension programming service model was revised to be driven by the local and regional programming needs identified by the county commissioners.

Mr. Waskom highlighted the work of Extension staff in developing the Wood Plant app; the CSU 4-H “It’s Rocket Science” program; and the summer internships for CSU students. The Family Leadership Training Institute is a collaborative program with the Colorado Attorney General’s office that empowers families and individuals to respond to community issues through civic engagement. Highlights were also provided on the Colorado Master Gardeners and 4-H programs; and the collaborative services and partnerships available through the new Western Campus in Orchard Mesa and the CSU Arkansas Valley campus. Mr. Waskom reviewed the Extension budget; the growth and programming of CSU Online; and the work of the Office of Community and Economic Development.

CSU-GLOBAL REPORTS

Student Report: Governor Hulet commented on the increased accessibility of online textbooks for students through RedShelf, the campus’ online textbook platform, and the availability through the software of additional resources and tools. Dr. Takeda-Tinker also noted that 100% of the general education courses will have open educational resources (OER) or zero-cost textbooks by spring 2020; and

currently the goal is to have OER or zero-cost textbooks for the other courses which is being addressed by the faculty.

Faculty Report: Governor Austin described how CSU-Global's Disability Services website and resources have been expanded to better serve students and faculty. The services and resources of the Writing Center have also been expanded. Dr. Takeda-Tinker pointed out students also have support available through CSU-Global's live 24/7 tutoring.

President's Report: Dr. Takeda-Tinker announced CSU-Global has started its own Esports club teams and introduced Mr. Andy Dixon, Director of Marketing, to provide an overview of the university's Esports program. Mr. Dixon commented on how Esports is a \$1.1 billion industry with 254,000 people currently participating in different ways. He reviewed the CSU-Global Esports program goals, objectives, and platform that are generally focused on building community and engagement; the activities and participation requirements for the two CSU-Global formalized club teams; the alignment of the emerging industry to the university's mission to meet workforce needs and to provide future career opportunities; the separate CSU-Global Esports brand with merchandising; and the types of engagement and interaction that occur which provide additional opportunities to learn. Dr. Takeda-Tinker commented on the community-building attributes of Esports for the university through integration with the industry and the power of the sector.

ANNUAL CAMPUS SAFETY REPORTS

General Counsel Johnson remarked on how campus safety is a priority for the Board, the CSUS, and the campuses. Annual safety reports are published by October 1st to coincide with the submittal of the required federal Clery Act reports. He provided an historical overview of the Clery Act and outlined the three primary requirements.

Colorado State University: Deputy General Counsel Mohr provided an overview of the functions and subcommittees of the university's Public Safety Team. The CSU Police Dept., which is a full service law enforcement agency, is central to the campus safety efforts and coordinates safety efforts with other law enforcement agencies. The report recently published is for 2018 during which there were 25 reports of sex offenses and 39 reports of dating violence, domestic violence, and stalking which is comparable to peer institutions, the University of Colorado, and prior years, and is a relatively low number of crimes.

CSU-Pueblo: Deputy General Counsel Doyle reported law enforcement for the campus is provided through a 24/7 policing contract with the Pueblo County's Sheriff's Office (PCSO) and includes all emergency functions. In conjunction with the PCSO, the university's emergency operation plan was rewritten and numerous active shooter drills have been conducted in past years. Ms. Doyle described the composition of the Campus Safety Team that considers all aspects of safety, not just physical violence, as demonstrated by the table top exercises conducted in coordination with the Pueblo County Health Dept. The 2018 report statistics that are overall relatively low include three incidents of fondling under the forcible sex offenses, one burglary, one dating violence offense, and three stalking instances. A Pack Cares team meets with students who are having difficulties to assist with working through the processes. Governor Adair expressed appreciation for how safety is taken seriously and commented she has never felt unsafe on the campus.

General Counsel Johnson explained the Clery Act focuses on geography and physical campuses and, accordingly, there were no crime statistics for CSU-Global.

REAL ESTATE/FACILITIES COMMITTEE

Governor Gabel convened the committee meeting and asked Dr. Mottet to review the CSU-Pueblo right-of-way action item.

Approval to Grant Right-of-Way to City of Pueblo for Extension of Walking Stick Boulevard: At the request of Dr. Mottet, Mr. Spiecker explained the matter pertains to the solar power project and was discussed at the prior meeting. The granting of the right-of-way to the City of Pueblo ensures access for any future development and roadway construction at the expense of the developers on the north side of the planned solar power project. **Motion/Action:** Governor Mosher moved to approve; Governor Adair seconded; and the motion carried unanimously.

EXECUTIVE SESSION

At the request of Chair Tuor, Dr. Frank confirmed who would be in attendance during the executive session of the Real Estate/Facilities Committee, the regular executive session, and the executive session of the Evaluation Committee. **Motion/Action:** Vice Chair Robbe Rhodes moved to convene in executive session; Governor Valdez seconded; and the motion passed unanimously. General Counsel Johnson read the meeting into executive session for the purposes as set forth in the meeting notice. The meeting recessed for a break at 2:23 p.m., convened in executive session at 2:40 p.m., and adjourned for the day upon completion of the Evaluation Committee session.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM BOARD MEETING
Colorado State University, Fort Collins, Colorado
October 4, 2019**

CALL TO ORDER

Chair Tuor called the meeting to order at 9:05 a.m.

ROLL

Governors present: Nancy Tuor, Chair; Jane Robbe Rhodes, Vice Chair; Kim Jordan, Treasurer; Dean Singleton, Secretary (via phone); Russell DeSalvo; Steven Gabel; William Mosher; D. Rico Munn; Kacie Adair, Student Representative, CSU-Pueblo; Ben Amundson, Student Representative, CSU; Harriet Austin, Faculty Representative, CSU-Global Campus; Stephanie Clemmons, CSU Faculty Representative; Matthew Cranswick, Faculty Representative, CSU-Pueblo; Nicole Hulet, CSU-Global Student Representative

Administrators present: Tony Frank, Chancellor, CSU System; Amy Parsons, Executive Vice Chancellor, CSU System; Joyce McConnell, President, CSU; Timothy Mottet, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Jason Johnson, General Counsel, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System, and Vice President of Operations, CSU; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Susy Serrano, Director of Internal Auditing, CSU System; Henry Sobanet, Chief Financial Officer, CSU System

CSU System Staff present: Melanie Geary, Executive Assistant; Wayne Hall, IT Manager; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the General Counsel (via phone)

Staff and Guests present: Mohamed Abdelrahman, Provost, CSU-Pueblo; Brett Anderson, Special Assistant to the President, CSU; Hamlin Barnes, Student, CSU; Chelsey Beardsley, Student, CSU; Suzanne Brandenburg, Associate Dean of Education, CU Medical School at CSU; Hannah Brech, Student, CSU; Ann Claycomb, Communications Director, President's Office, CSU; Orlando Cruz, Student, CSU; Mikaela Dalton, Student, CSU; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Karen Ferguson, Provost and Vice President of Strategic Innovations, CSU-Global; Stacy Grant, Director of Chancellor Engagement, CSU System; Margaret Henry, Treasurer, CSU System; Steven Herlihy, Student, CSU; Donna Souder Hodge, Executive Director of Organizational Development, CSU-Pueblo; Christin Holliday, Vice President, Enrollment Management and Student Affairs, CSU-Pueblo; Mike Hooker, Director, Public Relations, CSU; Greg Hoye, Executive Director for Marketing and Community Relations, CSU-Pueblo; Blanche Hughes, Vice President of Student Affairs, CSU; Pam Jackson, Interim Vice President for External Relations, CSU; Christa Johnson, Associate Vice President for Research, OVPR, CSU; Chris LaBelle, Interim Senior Director, CSU Online; Olivia Martinez, Student, CSU; Jannine Mohr, Deputy General Counsel, CSU; Camila Silva Monroe, Student, CSU; Cara Neth, Director of Executive Communications, CSU System; Cheri O'Neill, President/CEO, CSU Foundation; Matt Peters, Student, CSU; Kathay Rennels, Special Assistant to the Chancellor for Rural-Urban Initiatives, CSU System; Karl Spiecker, Vice President for Finance and Administration, CSU-Pueblo; Lesley Taylor, Vice President for Enrollment and Access, CSU; Mark Stetter, Dean, College of Veterinary Medicine and Biological Sciences, CSU; Kim Tobin, Vice President, University Advancement, CSU; Niki Toussaint, Chief of Staff, CSU-Pueblo; Reagan Waskom, Interim Vice President for Engagement and Director of Extension, CSU

Chair Tuor reconvened the meeting and confirmed Governor Singleton had joined the meeting by phone.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Singleton convened the meeting and asked Dr. Miranda to begin with the new degree programs.

New Degree Programs: Dr. Miranda reported there were two new degree programs to be approved on the consent agenda.

CSU Master of Public Policy and Administration: The new Plan C master's degree is a non-thesis, non-research degree program that will provide a professional education in public policy, administration, and service with elements of the program specifically designed to take advantage of the relationship with the City of Fort Collins. The curriculum has been approved through the regular campus processes.

CSU-Global Master of Science in Computer Science: The 32-credit degree program is focused on applied skills in various areas of computer science, i.e., software development, programming, networking, security, etc.

CSU Faculty Manual Changes: The revisions to Section E.12 that were originally scheduled to be approved at the August meeting are relatively extensive and generally relate to performance expectations for tenure, promotion, and merit salary increases. In addition to clarifications, language has been added related to mentoring and outreach and engagement to properly evaluate the activities. Section E.12.1 relates to teaching, advising, and mentoring activities. Section E.12.2 pertains to research and other creative work activities. Section E.12.3 clarifies service with special attention related to clinical services and external partners and a new section for Extension Service has been added. Section E.12.4 is a new section specifically dedicated to outreach and engagement activities. Approval of the revisions is on the consent agenda.

Approval of CSU-Pueblo Renaming the College of Humanities and Social Sciences (CHASS): The change is the insertion of "Arts" to rename the college to the College of Humanities, Arts and Social Sciences with the addition creating a reference to the performing and visual arts. **Motion/Action:** Committee Chair Singleton moved to approve; the motion was seconded and carried unanimously.

CSU Minority Faculty Counts Update: As follow-up to the faculty demographic statistics presented in August, Dr. Miranda reported there was a coding error in the software related to naturalized U.S. citizens who are minorities, but were formally classified as international. The coding error has been corrected and the actual number of minority faculty increased from 176 to 197.

CSU Online Presentation: Dr. Miranda introduced Mr. Chris LaBelle, the Interim Director for CSU Online. Mr. LaBelle highlighted from the FY 19 annual report the increase in gross revenues; the launching of the B.S.B.A. in Accounting at the Sturm Collaboration Campus in Castle Rock; and the growth of the Osher Lifelong Learning Institute that is an important part of the service provided to the community. Strategic planning for FY 20-21 is focused on growth with expansion of the portfolio, partnerships, leadership, and business analytics with a 10% projected increase in gross revenues.

Mr. LaBelle reviewed the current offerings from all eight of the colleges; the wide range of programs launched in FY 19; the credit programs broken out by college; the new and redesigned professional development and corporate trainings to be offered in FY 20-21; and new partnership opportunities. An overview was provided on the online student demographics and locations, and the historical growth of the gross revenues by total amounts and colleges. He commented on how strategies are focused on business

analytics with data-driven decisions being developed to improve and expand operations and to deliver better accessibility and service to constituents. Dr. Frank indicated a report will be prepared for the December meeting to provide a better understanding of all CSUS' current online activities with comparisons and overlap between CSU Online, CSU-Global, and CSU-Pueblo in areas such as financials, infrastructure, student demographics, and the scope of programs.

COLORADO STATE UNIVERSITY REPORTS

Student Report: Governor Amundson highlighted from the written report the Cap and Gown initiative and discussions with the Colorado Dept. of Higher Education to provide student input on Open Education Resources (OER). After a blackface incident, over 700 students showed up at a recent student senate session to share opinions and several diversity and inclusion initiatives have been initiated. ASCSU has been providing input to the City of Fort Collins on e-scooters.

Faculty Report: Governor Clemons reported faculty are engaged in several campus-wide initiatives, i.e., efforts to reduce the complexity of undergraduate curriculum and increase efficiency to assist students with degree completion; a non-tenure-track faculty promotion review process; development of an interactive teaching effectiveness design guide; overarching institutional learning objectives; student success initiatives; and guidelines to assist faculty with difficult conversations. The College of Agriculture and the Walter Scott, Jr. College of Engineering were highlighted in the written report.

President's Report: Ms. McConnell provided an overview of the Race, Bias and Equity initiative launched at the fall 2019 address that was based upon an analysis of efforts over the past ten years and preceded by the student senate session as reported by Governor Amundson. She commented on the critical role of the university to address climate change, i.e., the work of the School of Global Environmental Sustainability; the recent launch of the Salazar Center with a focus on conservation; an upcoming international gathering of environmental journalists to be hosted on the campus October 9-13; the Green College Honor Roll recognition by the *Princeton Review*; and work with students to address concerns on fossil fuel research. Ms. McConnell then highlighted four top scholarly awards received by female faculty in STEM disciplines.

Ms. McConnell reported the university has achieved approximately \$400 million in research expenditures with a 36% increase in proposal dollars. Research activity highlights include a 29% increase in sponsored award dollars; 26% increase in sponsored expenditures in the last five years; and 23% increase in industry award dollars. The alliances built with industry partners are important in terms of research and for the opportunities for students.

Responding to a question on federal research funding, Ms. McConnell explained how the university's research portfolio has been expanded through industry partnerships. Dr. Frank commented on the challenge of understanding what represents overhead as opposed to indirect costs recoveries. Ms. Christa Johnson, Associate Vice President for Research, noted the university has done well with indirect cost recoveries for industry partnerships and noted overall the under-recovery is in other types of partnerships, grants, and contracts. The university has also been successful with federal awards and expenditures through diversification of the research portfolio and the focus on team science. A more extensive research report will be presented at the December meeting.

Governor Munn acknowledged the challenges that Ms. McConnell has faced as the new campus president with the blackface incident and other concerns, and expressed appreciation for the leadership she has exhibited. Chair Tuor noted the importance to lead with principle as demonstrated through Ms. McConnell's leadership and to not allow ignorance and hate to compromise those principles.

CU-CSU Medical School Update: Ms. McConnell asked Dr. Mark Stetter, Dean of the College of Veterinary Medicine and Biomedical Sciences, to begin the presentation. Dr. Stetter introduced Dr. Suzanne Brandenburg who is spending 50% of her time at CSU on this initiative and acknowledged the work of Mr. Brett Anderson. He commented on CSU's work in human, animal, and public health with faculty already involved in research at CU Anschutz. Dr. Stetter reviewed the timeline and infrastructure with the first cohort of 12 students in the four-year program to be admitted for spring 2021. The intent is to expand to 24 students with the facilities built to support 48 students in each cohort.

Dr. Brandenburg provided an overview of the vision and the new curriculum with a focus on innovative education, local community immersion, and service learning; the One Health concept; longitudinal integrated clerkships; utilization of simulation and virtual reality; and the "trek curriculum." She reviewed the current leadership team and upcoming hires for an assistant dean and additional faculty, and described the innovative teaching space on the fourth floor of the CSU Health and Medical Science building.

Conversation followed on the branding of the degree; the difference in the medical education offered at CSU vs. the CU Anschutz campus; the pipeline for CSU graduates; opportunities for specialty internships and research; the connection to the rural outreach and engagement mission; and partnering with the other CSUS campuses, such as the CSU-Pueblo nursing and health sciences programs. Governor Mosher acknowledged the contributions of Mr. Don Elliman, the Chancellor of the CU Anschutz campus who had served on the CSUS Board, and Dr. Frank to develop this collaboration that is a unique model which will benefit the state.

CHANCELLOR'S REPORT

Governmental Affairs Update: Dr. Frank remarked there were no substantive issues on the federal level germane to the CSUS at this time. On the state level, Mr. Sobanet noted the Board had voted to endorse Proposition CC, but no resources have been devoted to the campaign. Dr. Frank added that the public campaign was launched recently and an op-ed piece he co-authored with CU President Kennedy will be published in *The Denver Post*.

Strategic Mapping Update: Ms. Parsons reviewed the revised strategic map that provides a calendar of reports and events for the coming year. Mr. Sobanet recalled efforts to develop the handout with standardized metrics for each of the three CSUS institutions and commented on the process to create the document utilizing IPEDS data. The project will be advanced to develop a CSUS accountability report. Dr. Frank noted that CU reports research and fundraising data differently than CSU and historically a report had been created to provide comparisons.

Ms. Parsons provided a construction update for the three CSUS buildings at the National Western Center (NWC) and reviewed the development timeline. Final renderings will be presented at the December meeting. She reviewed programming activities and events that have or will occur, i.e., the BioBlitz research project; the Youth Action Coalition; the annual health clinic for the Globeville, Elyria and Swansea neighborhoods; the Salazar Center symposium on conservation; and the CSUS Water in the West symposium. Dr. Frank and Ms. Parsons serve on the NWC Authority Board and are working with the partners on the overall construction and programming. CSUS signage and branding efforts are also underway with the intent to showcase all three campuses.

Ms. Parsons reported a few Board members will be visiting the CSU Todos Santos Center (TSC) and the recent *State* magazine contains an article on CSU-Pueblo students' experiences at the TSC in the ecotourism program. There are now two full-semester programs at the TSC; the 6th annual Kids Do It All summer camp was held during the summer; a third week-long Spanish immersion program will be held; and development of a five-year strategic plan is in process.

Ms. Parsons stated that all three CSUS campuses are running programs at the Sturm Collaboration Campus. Dr. Miranda described the 2+2 accounting program developed through collaboration with the Arapahoe Community College and reported the deans of all of the CSU colleges were invited to visit the campus in early November. Dr. Mottet reported he will be visiting the campus to sign the articulation agreement for CSU-Pueblo's cybersecurity program.

Ms. Parsons reported the Together We Grow annual meeting was held in Denver with CSUS participation on a panel discussion. CSU will house this national consortium's Center for Excellence for Diversity and Inclusion and a director for the center was recently hired.

Enrollment Reports: Dr. Frank commented that enrollment reports are generally presented in December due to the timing of the fall census. An initial enrollment report with a broad overview will be given by each of the campuses with a more formal report provided in December.

Colorado State University: Ms. McConnell reported that, while there is a slight decline in enrollment of first year students, overall enrollment increased with an improvement in diversity. Dr. Miranda explained the first table provided was for new and transfer students that reflects a slight decline in most subcategories. The second table was for total enrollment with an overall increase. First generation and veterans were consistent with the previous year. There was an increase in diversity and female students; a decline of 200 first year students; and an increase in retention of continuing students. Comparisons to CU were provided.

CSU-Pueblo: Dr. Mottet reported overall enrollment declined by 2.3% which is slightly more than the 2% that was budgeted due to graduating larger-than-expected classes. There has been a shift with more students utilizing online options that impacts how revenues are distributed. Additional online general education courses were added for summer that resulted in increased enrollment and, with more online graduate programming, there was growth in the graduate online enrollment. Other highlights include 55% of the student population are women; there was an increase in the percentage of Hispanic students; and the retention rate of Hispanic students is the same as non-Hispanic students.

CSU-Global: Dr. Takeda-Tinker reported the university currently has approximately 19,000 students and is on-track to meet the projection of 12,600 new students for the current fiscal year. The 2.0 initiatives appear to have been impactful with an increase in retention. The underserved minority population is at 28%; first generation has slightly declined to 38%; the military population is 14% and expected to grow through significant intentionality; and work continues to improve African-American and Hispanic graduation rates.

CSUS: Ms. Neth reported a news release will be published with the campus and overall CSUS statistics. There is a commitment across the CSUS to improve first generation enrollment and retention which is reflected in the data. Based upon comparisons, CSU has outpaced CU Boulder in terms of the number of women, diverse, first generation, and resident students.

CONSENT AGENDA

Chair Tuor reviewed the items on the consent agenda and asked for a motion to approve. **Motion/Action:** Vice Chair Robbe Rhodes moved; Governor Gabel seconded; and the motion carried unanimously.

With no further business to come before the Board, the meeting was adjourned at 11:20 a.m.

**THE BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
SPECIAL MEETING OF THE
AUDIT AND FINANCE COMMITTEE
By Telephone Conference and in the Conference Room at
475 17th Street, Suite 1550, Denver, Colorado
November 25, 2019**

CALL TO ORDER

Committee Chair Jordan called the meeting to order at 11:04 a.m.

ROLL

Governors present: Stephanie Clemmons, CSU Faculty Representative; Nicole Hulet, CSU-Global Student Representative; Kim Jordan, Treasurer and Chair of the Audit and Finance Committee; and D. Rico Munn

Administrators and Staff present: Susy Serrano, Director of Internal Audit, CSU System; Henry Sobanet, Chief Financial Officer, CSU System; Lynn Johnson, Deputy Chief Financial Officer, CSU System and Vice President for University Operations, CSU; Margaret Henry, CSU System Treasurer; Jason Johnson, General Counsel, CSU System; Melanie Geary, Executive Assistant, CSU System; Bridget Mullen, Director of Budget and Finance, CSU System

MEETING

Committee Chair Jordan convened the special meeting and asked Internal Audit Director Serrano to talk about audit matters that are included in the materials for the upcoming meeting of the Board of Governors. Ms. Serrano talked about the changes to the audit plan given the impact of ongoing IT projects at CSU-Pueblo. Two projects are being removed from the current plan and are being replaced with two smaller yet important projects concerning CSU-Pueblo information security and a consultative audit regarding the use of the CSU-Pueblo campus card. Committee Chair Jordan complemented Ms. Serrano on her team's adjustments as they work with campus partners. Ms. Serrano mentioned Internal Audit's progress on the audit plan, and noted that the Spring will be busy.

Committee Chair Jordan turned to Henry Sobanet to discuss the finance matters that will be presented to the Board of Governors. Mr. Sobanet focused on the Board reserves and the upcoming requests for funding, including the funding for CSU-Pueblo Vision 2028, strategic personnel moves, the Sturm Collaboration Campus in Castle Rock, as well as moving expenses for the new System office space. Mr. Sobanet also described certain System initiatives, such as the medical school and IT upgrades. The medical school collaboration with CU will launch its first full student cohort in 2021, which coincides with the increase in operating costs for that program. Mr. Sobanet also described one-time funding for programs concerning cybersecurity, mental health support programs, and the National Western Center. Lynn Johnson also talked about one-time renovation projects for certain athletics facilities at CSU-Pueblo and CSU. Mr. Sobanet also mentioned funding for Todos Santos and its importance as a System asset. Mr. Sobanet talked about the Board reserve balance in 2019 and the estimated reserve balance in 2020. Committee Chair Jordan commented on the reserve balance under the new model for strategic priority funding and available resources given the recommended balance for the Board reserves.

Mr. Sobanet then commented on the State higher education funding model. Broadly speaking, the new State model moves resources to smaller and rural schools. With the anticipated 2.5% increase for the overall model, the CSU System would only receive approximately \$750,000 for E&G funding to be allocated between CSU and CSU-Pueblo, along with specialty education funding for CSU. The specific authority to set any tuition increases is yet to be determined. The institutions also have increasing costs and new expenses, which will make this year a challenging budget to manage. Ms. Johnson also talked about costs for certain IT initiatives and salaries that could impact CSU. Rico Munn and Committee Chair Jordan talked about the upcoming budget issues that are impacted by State-level decisions and keeping the Board informed about the potential impact.

Margaret Henry previewed the treasury update for the Board. Ms. Henry described the total treasury assets and the recent results. Ms. Henry also talked about the commercial paper program and seeking a manager for fixed income allocations in Tier 3 investments. This was recommended and would add value, as it would bring additional professional advice to manage our portfolio and should earn above what the index would otherwise generate.

Bridget Mullen also described the two action items to be approved by the Board at the December meeting, such as renewing the CSURF lease-purchase program and updating the Fifteenth Supplemental Resolution, which are routine action items.

The meeting concluded with a discussion of the higher education funding model, as well as the Governor's policy and approach towards higher education, as described in the recent announcement.

With no further items for discussion or business, Committee Chair Jordan adjourned the special meeting of the Audit and Finance Committee at 12:03 p.m.

MATTERS FOR ACTION

New Degree: Master of Sport Management

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the request from the College of Liberal Arts, to establish a New Degree Program: Master of Sport Management.

If approved, this degree will be effective Fall Semester 2020.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Master of Sport Management (MSPMT) program provides a mixture of academic and applied education in areas such as sport governance, policy, marketing, and leadership. All curriculum of the program is geared toward providing students with the necessary skills and knowledge to become successful sport industry leaders.

Graduates of the MSPMT program become mid-to-high level sport industry leaders in domestic and global as well as private, public, and non-governmental sport organizations. Students are prepared to pursue leadership roles within sport equipped with critical understandings and tools for effective responsiveness to the shifts in industries of sport. Graduates of the sport management master's program will gain practical and theoretical knowledge to pursue a range of mid-high level positions in sport. This specialization has a focus on preparing managers across the sport industry. All curriculum of the program is geared towards providing students with the necessary skills and knowledge to become successful sport industry leaders.

The proposed MSPMT program aligns with CSU's land-grant mission and the University's strategic plan. This program leverages the world-class reputations of Colorado State University System, CSU-Fort Collins campus, the premier franchise of the Denver Broncos professional football organization. The MSPMT is also supported by other sport industry leaders locally within the state of Colorado and stakeholders outside the state regarding support for student experiential learning opportunities and classroom engagement. This program provides a path by which graduates can contribute to problem solving in the public and private sectors of the sport industry. This program will increase graduate student enrollment at CSU by attracting students interested in serving in the multifaceted industry of sport both domestically and internationally.



Colorado State University
PROGRAM MANAGEMENT

NEW PROGRAM PROPOSAL

MASTER OF SPORT MANAGEMENT, PLAN C

Program Title: Master of Sport Management, Plan C

Academic Level: Graduate

Program Type: Degree

Recommended CIP Code:

College: Liberal Arts

Department/Unit: 1701 – College of Liberal Arts

Program available to students: Fall 2020

Program Description:

The Master of Sport Management (MSPMT) program provides a mixture of academic and applied education in areas such as sport governance, policy, marketing, and leadership. All curriculum of the program is geared toward providing students with the necessary skills and knowledge to become successful sport industry leaders.

Program Catalog Copy:

Graduates of the MSPMT program become mid-to-high-level sport industry leaders in domestic and global as well as private, public, and non-governmental sport organizations. Students are prepared to pursue leadership roles within sport equipped with critical understandings and tools for effective responsiveness to the shifts in industries of sport. Graduates of the sport management master's program will gain practical and theoretical knowledge to pursue a range of mid-high level positions in sport. This specialization has a focus on preparing managers across the sport industry. All curriculum of the program is geared toward providing students with the necessary skills and knowledge to become successful sport industry leaders.

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Offered as: Main Campus Face-to-Face and Online

Fit with Campus Mission:

The role and mission of Colorado State University by state statute is: *Colorado State University shall be a comprehensive graduate research university with selective admission standards offering a comprehensive array of baccalaureate, Masters, and doctoral degree programs. Consistent with the tradition of land grant universities, Colorado State University has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine. The Colorado commission on higher education, in consultation with the board of governors of the Colorado State University system, shall designate those graduate level programs that are the primary responsibility of Colorado State University. Colorado State University has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. CRS 23.31.101.*

- The mission requires that the University “offer a comprehensive array of baccalaureate, masters and doctoral degree programs.” The establishment of a sports management master’s degree program would satisfy this mission. This Master of Sport Management (MSPMT) program will provide CSU students with an opportunity to receive graduate level training and research opportunities in both domestic and global sport contexts equipping them to manage sports while confronting the modern challenges facing industries of sport. The MSPMT program aims to provide a multi-disciplinary curriculum and co-curricular experience for students that underscores the role and mission of Colorado State University to serve as a comprehensive graduate research university.

Evidence of Need:

According to recent market analysis by Hanover, sport management jobs reveal a trending nationwide 3.3% increase through 2024 with an average annual position availability of over 17,000 jobs each year. This market data, while positive, does not fully capture the complexity of how the sport industry is constructed as well as exponentially growing through mergers with other industries such as communications and digital graphic design, computer science, data analytics and information technologies, cybersecurity, the formulation of relevant policy, digital consumer marketing, and even the emergence of increasingly global marketplaces. The employment opportunities collected and imbedded with the industries of sport will require the talent, innovation, and skills of students from colleges of business, health and exercise science, liberal arts (economics, philosophy, international and ethnic studies, communications, political science, etc.), engineering, construction management, design, and much more. It is all of these areas together that have become and will continue to merge in ways that define the future of sport industries through the twenty-first century. Students with a background in various

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disciplines will have the opportunity to align their academic interests with the exciting and attractive field of sport management that will advance the discipline and its growing complexity.

Plunkett, a market research and forecasting firm, estimates that the sports industry in the United States generated \$498.4 billion in 2015, while the global sports industry generated \$1.5 trillion. This growth is due in large part to the advancement of students with the management skills to forecast market needs and potential and then match them with engaging technologies and make informed decisions from the collection of big data.

Student Population in Five Years and Profile:

According to a market analysis based on IPEDs data from the National Center for Education Statistics (NCES) exploring the labor market for relevant long-term sport management employment projections between 2014 and 2024, sport management degree completions have shown an upper trend and student demand continues to increase. State and regional sport management employment projections data were drawn from Projections Central, a repository maintained by the Projections Managing Partnership that offers state-level occupational projections data for a standard 10-year period (2014 through 2024). Master's completions in programs with an online option have steadily grown between 2011 and 2015 at a rate of 8.5%. Completions in this field growing at this annualized rate is above the aggregate rate of growth for all master's degrees in the United States during the same time period (0.9 percent). **This finding of the market analysis suggests that students are increasingly pursuing Masters of Sports Management degrees with at least some distance education component.**

CSU is part of the Rocky Mountain region, which includes CO, ID, MT, UT, and WY. The University of Northern Colorado has experienced enrollments of between 45 and 63 students in the Sport Administration emphasis program. A comparable masters in sport administration program at Ohio University has seen enrollments of between 211 and 258 students in their program which includes 36 online credits. The Ohio University MSA program is 21 months with six residencies long compared to our proposed 18 months. Each of their course offerings are seven weeks compared to our eight weeks. The University of Massachusetts-Amherst (UMass) offers an in-residence MS in Sports Management. Their enrollments have ranged from 17 to 23 students per year in spite of a highly competitive selection process. The enrollment data and structural arrangements of these popular and competitive programs demonstrate a very similar structure with the opportunity to capitalize on strong enrollment numbers. Due to the popularity and commonness of distance education programs nationwide, we anticipate a conservative 125 graduates over the first five years. We compare this conservative estimate to the productivity of other distant education programs surveyed in the Hanover report. Table 1 summarizes the expected enrollment and anticipated graduation numbers for the first five years.

Table 1. Expected Enrollment and Graduation Numbers (Year 1-5)

| | 2020 | 2021 | 2022 | 2023 | 2024 | Total Enrolled |
|---------------------------|------|------|------|------|------|----------------|
| Online/Distance* | 12 | 30 | 46 | 56 | 68 | 212 |
| # of Resident** | 0 | 20 | 35 | 35 | 35 | 125 |
| # of Non-Resident | 0 | 4 | 6 | 8 | 10 | 28 |
| MPSMT Graduates*** | 0 | 10 | 40 | 65 | 85 | 200 |

*Online/distance students represent a yearly head count of newly enrolled students

** Enrollment of student in residence will begin in Year 2. Residential enrollments will be capped at a 35-student cohort each year. The enrollment numbers shown are a yearly head count of newly enrolled residential students.

*** The graduate numbers represent an anticipated cumulative number each year.

- The current DBSMI minor program (established in 2014) repeatedly has graduating seniors that have expressed their desire for a master's degree program, their satisfaction with minor courses, and its importance to their personal and professional growth.
- An annual survey of the DBSMI graduating seniors has been administered each year since 2015. We have surveyed over 130 students between 2015-2019. The survey results reveal the following:
 - On average, 18 senior student respondents plan to attend graduate school within one year of graduating from CSU.
 - On average, 11-12 (11.3) senior student respondents have been accepted into a sport management/admiration graduate program and will attend this program within one year of graduating from CSU.

Admission Requirements:

All admission standards will be established in consultation with the graduate school, the College of Liberal Arts, and the Commission on Sport Management Accreditation (COSMA). We will follow the recommendations of the graduate to admitted quality students into this graduate program.

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Curriculum:

| First Year (Fall, Spring, and Summer) | Course Title | Credits |
|---------------------------------------|---------------------------------------|---------|
| SPMT 523 (new course) | Communications and Media in Sport | 2 |
| SPMT 533 (new course) | Economics and Data Analytics in Sport | 2 |
| SPMT 560 (new course) | Sport Law | 2 |
| SPMT 536 (new course) | Sport and Communities | 2 |
| SPMT 562 (new course) | Sport and Ethics | 2 |
| SPMT 545 (new course) | Sport Governance and Policy | 2 |

| Second Year (Fall) | Course Title | Credits |
|--------------------------------------|---|---------|
| SPMT 572 (proposed new course) | Organizational Communication in Sport | 2 |
| SPMT 641 (proposed new course) | Sport Management Capstone | 2 |
| SPMT 687 (proposed new course) | Sport Management Internship | 2-4 |
| <i>TOTAL CORE CREDITS</i> | | 18-20 |
| Concentration Tracks | | |
| <i>Option 1: General MSPMT track</i> | <i>TOTAL CREDITS IN CONCENTRATION</i> | 12 |
| SPMT 554 | Sport and Environments | 2 |
| SPMT 561 | Sport Facility & Event Management | 2 |
| SPMT 568 | Sport Marketing | 2 |
| SPMT 575 | Risk Management in Sport | 2 |
| SPMT 592 | Sport Management Seminar | 2 |
| SPMT 547 | Contemporary Sport, Society and Globalization | 2 |
| <i>TOTAL CREDITS</i> | | 30-32 |

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| | | |
|---|---|--------------------------------|
| Option 2: Media and Communications | TOTAL CREDITS IN CONCENTRATION | 12 |
| JTC 511 | Corporate Media Ethics and Issues | 3 |
| JTC 550 | Public Relations | 3 |
| JTC 560 | Managing Communications Systems | 3 |
| JTC 573 | Strategic Digital Communication | 3 |
| TOTAL CREDITS | | 33-35 |
| Option 3: Higher Education | TOTAL CREDITS IN CONCENTRATION | 12 + 4 elective credits |
| EDHE 661 | Inclusive University | 3 |
| EDHE 662 | Trends, Issues and Assessment in Higher Education | 2 |
| EDHE 670 | Foundations and Trends in Student Affairs | 3 |
| EDHE 672 | Ethical and Practical Issues-Student Affairs | 2 |
| SPMT Elective | Choose any SPMT Elective | 2 |
| SPMT Elective | Choose any SPMT Elective | 2 |
| TOTAL CREDITS | | 32-36 |
| Option 4: Business Foundations | TOTAL CREDITS IN CONCENTRATION | 12 + 4 elective credits |
| BUS 500 | Business Systems and Process | 2 |
| BUS 601 | Quantitative Business Analysis | 2 |
| BUS 614 | Accounting Concepts | 2 |
| BUS 640 | Marketing Management | 2 |
| BUS 655 | Financial Principles and Practice | 2 |
| SPMT 572 | Organizational Communication in Sport | 2 |
| SPMT Elective | Choose any SPMT Elective | 2 |

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| | | |
|---------------------------------------|--|-------------------------------|
| SPMT Elective | Choose any SPMT Elective | 2 |
| TOTAL CREDITS | | 32-34 |
| Option 5: Marketing Management | TOTAL CREDITS IN CONCENTRATION | 9 + 4 elective credits |
| MKT 568 | Sport Marketing | 2 |
| BUS 656 | Marketing Strategy and Planning | 2 |
| Selective five (5) courses from below | | |
| MKT 610 | Qualitative Marketing Research Methods | 1 |
| MKT 611 | Quantitative Marketing Research Methods | 1 |
| MKT 621 | Search Engine Marketing and Optimization | 1 |
| MKT 661 | Consumer Behavior | 1 |
| MKT 662 | Strategic Selling for Business Customers | 1 |
| MKT 667 | Service Marketing Management | 1 |
| SPMT Elective | Choose any SPMT Elective | 2 |
| SPMT Elective | Choose any SPMT Elective | 2 |
| TOTAL CREDITS | | 31-33 |

| | | |
|-------------------------|---|---|
| Elective options | | |
| SPMT 547 (new course) | Contemporary Sport, Society and Globalization | 2 |
| SPMT 554 (new course) | Sport and the Environment | 2 |
| SPMT 561 (new course) | Sport Facility & Event Management | 2 |
| SPMT 568 (new course) | Sport Marketing | 2 |
| SPMT 575 (new course) | Risk Management in Sport | 2 |
| SPMT 592 (new course) | Sport Management Seminar | 2 |

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Sample Plan of study – General Track

1st yr. Fall: 8 cr total

- SPMT 523: Sport Media (2 cr)
- SPMT 533: Economics and Data Analytics in Sport (2 cr)
- SPMT 560: Sport Law (2 cr)
- SPMT Elective (2 cr)

1st yr. Spring: 8 cr total

- SPMT 536: Sport and Communities (2 cr)
- SPMT 562: Sport and Ethics (2 cr)
- SPMT Elective (2 cr)
- SPMT Elective (2 cr)

1st yr. Summer: 6 cr total

- SPMT 545: Sport Governance and Policy (2 cr)
- SPMT Elective (2 cr)
- SPMT Elective (2 cr)

2nd yr. Fall: 8-10 cr total

- SPMT 572: Organizational Communication in Sport (2 cr)
- SPMT 641: Sport Management Capstone (2 cr)
- SPMT 687: Sport Management Internship (2-4 cr)
- SPMT Elective (2 cr)

Faculty Resources, Current and Required:

The SPMT will require three new FTE tenured and/or tenure-track faculty lines to be able to execute the program as designed to fulfill all teaching and service commitments. We anticipate receiving Provost and College of Liberal Arts support for these faculty lines. In order to be ready for the first set of students we anticipate hiring one FTE faculty member in 2020, another in 2021 and another in 2023. Additional funding will be required to support Non-Tenure Track Faculty with base funds beginning in 2020.

The proposed MSPMT program does request funding support for three FTE graduate assistantship positions. In order to be ready for the first set of students, meet teaching needs for faculty and accreditation purposes the proposed program anticipates hiring the one GTA in 2021, 2022, and in 2023 (totaling three).

Library Resources, Facilities, Equipment, etc. – Current and Required

The MSPMT program is building onto a minor program curriculum already operating at CSU. However, according the Review of Library Resources report, CSU Libraries is deficient in

several databases that cover the areas of marketing and advertising.

The MSPMT program will utilize standard classroom scheduling and event space as needed for workshops, classes, and presentations. The program will coordinate with CLA to identify office and facility space for new faculty and the administrative assistant hired as part of this new program development. All new faculty will require typical technology packages such as a work computer/laptop. No new lab space, special equipment or unusual materials are necessary to implement this program at this time.

Overall Budget Summary

- **Faculty lines:** In order to deliver the proposed curriculum and meet accreditation requirements the program will need a total of (5) FTE tenure track faculty affiliated with the program. Three new TT lines will approximate \$310,000. The proposed program will also host non-tenure track faculty with qualified experience and expertise relevant for instruction various courses and/or special topics areas. All non-tenure track faculty are expected, in addition to teaching in their areas of expertise, to provide significant visibility for the program and for CSU. All non-tenure track faculty will be hired on an as-needed basis and will be retained and compensated according to the unit and faculty manual codes. Such non-tenure track faculty may include individuals from organizations such as the Denver Broncos and Colorado State Athletics. The estimated starting per course pay rate of non-tenure track faculty instructors is \$5,000-\$7,000.
- **GTA lines:** In order to deliver quality instruction and provide an effective line of communication between students and faculty the program requests the addition of (1) GTA each year from 2021-2023 to meet student and faculty needs for course instruction (minimum base funding of \$15,500 beginning in 2021).
- **Equipment needs:** Other than common technology packages for faculty and staff, no specialized or unique equipment is needed for this program at this time.
- **Facility and Technology:** The Clark building has limited available space. The MSPMT program will coordinate with the College of Liberal Arts to identify appropriate office space, a conference room, and suitable workroom space for all unit instructors and administrative support staff. Facility and technology needs will include instructional technology, room scheduling, conference room rental, and faculty research lab equipment and necessary software. Faculty and staff will all require regularly updated computer and other suitable electronic devices necessary for their teaching, research and service commitments (\$15,000 one-time and \$10,000 base funding).

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- Administrative support staff will be necessary to provide quality service to students and faculty in the program. The MSPMT program will coordinate with CLA to identify appropriate administrative support staff resources to support the unit that houses the sport management programs.
- Operations: The operating budget will include base funding of \$20,000 in years 2020 and 2022 and then \$35,000 in 2022. One-time funds of \$15,000 in 2020 and then \$30,000 in 2021 will be directed to the program. Anticipated operating costs to be expected are as follows:
 - Accreditation visits, Marketing material creation and distribution, communications, promotion, guest hospitality and advancement, student and faculty recruitment and hiring, program events (e.g. conferences, symposiums, rookie camp), internship coordination and support, department apparel costs, work study employment, and advising.
- Summary of new budget resources being requested from CSU Central Administration: In order to implement this program, we are requesting support for the new faculty lines and instructor opportunities, all initial accreditation expenses, student success advising, library resources, facility and technology, and relevant operating expenses.
- Per an agreement with the Provost's office, this program will receive revenue sharing. The Provost's office will support the costs of the program for the first five years during which a gradual shift will be made in this support model whereby the program becomes self-sufficient.
- Tuition cost for proposed MSPMT program to charged at \$700 per credit hour in 2020 and 2021, then \$750 per credit hour in 2022 and 2023, and then will increase to \$800 per credit hour 2024 along with all necessary fees. Most courses will be (2) two credits. The average full-time online load of courses is (8) credit hours for an 18-month program.

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| REVENUE | 2020 | 2021 | 2022 | 2023 | 2024 |
|----------------------|---------------|----------------|----------------|----------------|------------------|
| Tuition per credit | 700 | 700 | 750 | 750 | 800 |
| # of Resident | - | 20 | 35 | 35 | 35 |
| # of Non-Resident | - | 4 | 6 | 8 | 10 |
| # of Online) | 12 | 30 | 46 | 56 | 68 |
| Resident Tuition | - | 192,610 | 347,180 | 357,595 | 368,323 |
| Non-resident Tuition | - | 94,447 | 145,920 | 200,397 | 258,012 |
| Online Tuition | 80,200 | 206,100 | 335,300 | 401,200 | 522,600 |
| Total Tuition | 80,200 | 493,157 | 828,400 | 959,192 | 1,148,934 |

| EXPENSES | 2020 | 2021 | 2022 | 2023 | 2024 |
|----------------------------|------------------|----------------|----------------|----------------|------------------|
| Faculty | 102,800 | 102,800 | | 102,800 | |
| Other Salary (i.e. NTTF) | 15,500 | | | | |
| GTA_FTE | | 15,200 | 15,200 | 15,200 | |
| Operating (base) | 20,000 | 20,000 | 35,000 | | |
| Operating (1-time) | 15,000 | 30,000 | | | |
| Library (1-time) | 10,000 | 10,000 | 10,000 | | - |
| Facilities & Tech (base) | 10,000 | 10,000 | | - | - |
| Facilities & Tech (1-time) | 15,000 | | | | |
| Total Expenses | 188,300 | 336,310 | 356,520 | 464,530 | 464,530 |
| Total Revenue | 80,200 | 493,157 | 828,400 | 959,192 | 1,148,934 |
| Net to Program | (142,426) | 39,930 | 229,752 | 155,551 | 210,198 |

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| | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|------------------|---------------|----------------|----------------|----------------|
| Proposed Department Tuition Sharing % | 0% | 90% | 80% | 70% | 60% |
| Department Revenue from Tuition Sharing | - | 258,351 | 394,480 | 390,595 | 375,801 |
| Online Tuition -12% OH & 35% Share | 45,874 | 117,889 | 191,792 | 229,486 | 298,927 |
| Total Revenue to Program | 45,874 | 336,930 | 586,272 | 620,081 | 674,728 |
| - Total Expenses | 188,300 | 336,310 | 356,520 | 464,530 | 464,530 |
| Net to Program | (142,426) | 39,930 | 229,752 | 155,551 | 210,198 |

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.3.1.a Colleges and Academic Departments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section C.2.3.1.a Colleges and Academic
Departments – College of Agricultural Sciences

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The current Department of Bioagricultural Sciences and Pest Management is proposing changing its name to the Department of Agricultural Biology. This new name is more descriptive of what they do, is easier to understand, and will facilitate attracting students, staff, and faculty. The department faculty are all biologists, and most of them work within agriculture; hence, the name Agricultural Biology is both succinct and descriptive. The name is also easy to remember, will resonate better with the citizens of Colorado and the world.

A department with similar expertise, at New Mexico State University, uses this name for their undergraduate major, and theirs is one of fastest growing majors across their campus. Therefore, clearly the name has some appeal to undergraduates. The department is working to initiate an undergraduate program in Agricultural Biology, and while a match between the name of the major and the department is not absolutely necessary, it will facilitate students finding this program and identifying the department with it. Therefore, the department is especially optimistic about the impact on the recruitment of undergraduates to the soon-to-be major.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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C.2.3.1 Colleges and Academic Departments

The colleges, each organized under their respective academic dean, have general charge over their respective undergraduate and/or professional degree programs. These are:

- a. College of Agricultural Sciences (*last revised December 6, 2019*)
 Comprising the Departments of Agricultural and Resource Economics; Animal Sciences; ~~Bioagricultural Sciences and Pest Management~~ Agricultural Biology; Horticulture and Landscape Architecture; and Soil and Crop Sciences.
- b. College of Health and Human Sciences (*last revised February 6, 2013*)
 Comprising the Departments of Construction Management; Design and Merchandising; Health and Exercise Science; Food Science and Human Nutrition; Human Development and Family Studies; Occupational Therapy; the School of Education; and the School of Social Work.
- c. College of Business
 Comprising the Departments of Accounting; Computer Information Systems; Finance and Real Estate; Management; and Marketing.
- d. College of Engineering (*last revised January 27, 2006*)
 Comprising the Departments of Atmospheric Science; Chemical and Biological Engineering; Civil and Environmental Engineering; Electrical and Computer Engineering; and Mechanical Engineering.
- e. College of Liberal Arts (*last revised March 31, 2019*)
 Comprising the Departments of Anthropology and Geography.; Art and Art History; Communication Studies; Economics; English; Ethnic Studies; History; Journalism and Media Communication; Languages, Literatures and Cultures; Philosophy; Political Science; Sociology; and School of Music, Theatre, and Dance.
- f. College of Natural Resources (*last revised June 21, 2011*)
 Comprising the Departments of Ecosystem Science and Sustainability; Fish, Wildlife, and Conservation Biology; Forest and Rangeland Stewardship; Geosciences; and Human Dimensions of Natural Resources

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g. College of Natural Sciences

Comprising the Departments of Biochemistry and Molecular Biology; Biology; Chemistry; Computer Science; Mathematics; Physics; Psychology; and Statistics.

h. College of Veterinary Medicine and Biomedical Sciences

Comprising the Departments of Biomedical Sciences; Clinical Sciences; Environmental and Radiological Health Sciences; and Microbiology, Immunology and Pathology.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section D.5.3.1 Types of Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section D.5.3.1 Types of Appointments.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Faculty and Administrative Professional Benefits and Privileges Handbook no longer exists. It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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D.5.3.1 Types of Appointments (*last revised August 8, 2014* **December 6, 2019**)

Administrative professional appointments are at-will, regardless of whether an end date is indicated on an appointment form, and may be made as follows:

- a. Regular: 9-month or 12-month appointments may be either full-time or part-time of at least half-time or greater without a fixed termination date. Part time appointments of half-time or greater earn benefits equal to those of full-time appointees of the same type.
- b. Special: Appointments with a specified end date, for positions supported by sponsored programs or when funds are available only for a specified duration. A special appointment may be either full-time or part-time of at least one half-time or greater and the same benefits accrue as for regular appointments of the same type.
- c. Temporary: Full-time and part-time appointments of less than 9 or 12 months and all ~~part~~part-time appointments of less than half time.

For benefits information for all appointment types, see the Human Resources Manual, section 2 and the ~~Administrative Professional Benefits and Privileges Handbook~~ Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD).

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section D.7.18 Retirement

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section D.7.18 Retirement.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Faculty and Administrative Professional Benefits and Privileges Handbook no longer exists. It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

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D.7.18 Retirement (*Last revised December 6, 2019*)

Faculty members with tenured academic appointments are entitled to employment unless terminated for cause under Section E.15 or retired. See ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ the *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)* for retirement eligibility.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section E.2.1 Basic Types of Faculty Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section E.2.1 Basic Types of Faculty Appointments.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Faculty and Administrative Professional Benefits and Privileges Handbook no longer exists. It has been replaced by the *Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD)*.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

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E.2.1 Basic Types of Faculty Appointments (~~Last revised May 3, 2018~~ **December 6, 2019**)

Six (6) basic types of appointments exist for members of the faculty. They are tenured faculty, tenure-track faculty, contract faculty, continuing faculty, adjunct faculty, and faculty on transitional appointments. Only faculty members holding tenure-track appointments at the time of consideration are eligible to acquire tenure. See Section E.3 for details of other types of faculty appointments.

Full-time is defined as the academic year or a minimum of nine (9) months. Part-time is defined as any fraction of time less than one hundred (100) percent, but not less than fifty (50) percent of full-time.

The major characteristics of the various types of appointments are as follows:

E.2.1.1 Tenured Appointments (~~Last revised May 3, 2018~~ **December 6, 2019**)

A tenured faculty appointment may be either full-time or part-time. If a tenured faculty member is tenured only for part-time service, additional employment may be arranged each year between the faculty member and the department. Responsibilities and salaries are scaled appropriately to the portion of time worked.

If a tenured faculty member changes to a contract, continuing, or adjunct appointment, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status must apply prior to the time he or she relinquishes tenure and retires.

The following conditions apply to a tenured faculty appointment:

- a. It is limited to the ranks of assistant professor, associate professor, and professor.
- b. There is no specified ending date.

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c. The faculty member shall have full voting rights at departmental and college faculty meetings and is eligible to serve on departmental and college committees.

d. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), and for sabbatical leave (see Section F.3.4).

E.2.1.2 Tenure-Track Appointments (~~*Last revised May 3, 2018*~~ **December 6, 2019**)

A tenure-track faculty member may be either full-time or part-time. The six (6) year time limit for acquisition of tenure applies for both full-time and part-time appointments (see Section E.10.4.c). Criteria, procedures, and regulations for promotion, tenure, and salary for part-time appointments are subject to the rules governing full-time appointments. If a contract, continuous or adjunct faculty member is given a tenure-track faculty appointment, an appropriate amount of credit may be given for this prior service.

The following conditions apply to a tenure-track faculty appointment:

- a. It is limited to the ranks of assistant professor, associate professor, and professor.
- b. The faculty member shall have full voting rights at departmental and college faculty meetings and is eligible to serve on departmental and college committees.
- c. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4). However, time spent on a tenure-track appointment does count towards the accumulation of service for sabbatical leave.

E.2.1.3 Contract Faculty Appointments (~~*Last revised May 3, 2018*~~ **December 6, 2019**)

Contract faculty appointments may be either full-time or part-time.

Contract faculty appointments for research may be offered only for research performed for the University. In this case, the unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.

CSU-Fort Collins – Academic Faculty and Administrative Professional Manual Revision
 Section E.2.1 Basic Types of Faculty Appointments

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The following conditions apply to a contract faculty appointment:

- a. All contracts shall have a specified ending date and a term of at least two (2) years. At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract or informed that the contract may be allowed to expire. If the contract is allowed to expire, the employment as a contract faculty appointment shall be converted to employment as a continuing faculty appointment, without loss of rank, unless a new contract is agreed to in writing by both parties.
- b. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- c. Department and college codes shall specify the voting rights of contract faculty and their eligibility to participate on departmental and college committees. The standard expectation is that contract faculty have voting rights in the governance of their department and college with the exception of decisions relating to tenure and will be eligible to serve on departmental and college committees.
- d. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G ~~in~~ and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4).
- e. A contract faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

E.2.1.4 Continuing Faculty Appointments (~~Last revised May 3, 2018~~ December 6, 2019)

Continuing faculty appointments may be either full-time or part-time. The following conditions apply to a continuing faculty appointment:

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- a. There is no specified ending date.
- b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.
- c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
- d. Department and college codes shall specify the voting rights of continuing faculty and their eligibility to participate on departmental and college committees. The standard expectation is that continuing faculty have voting rights in the governance of their department and college with the exception of decisions relating to tenure, and will be eligible to serve on departmental and college committees.
- e. Enrollment in a retirement program is mandatory. The faculty member is eligible for other fringe benefits and privileges (see Sections F and G and the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*), but not for sabbatical leave (see Section F.3.4).
- f. A continuing faculty member who has at least twelve (12) semesters of employment, or a combined twelve (12) semesters between contract or continuing appointments (or sooner at the discretion of the department) becomes eligible for funding for release time in order to pursue scholarly development. Once such funding has been granted, the faculty member becomes eligible for such funding again after another twelve (12) semesters of such employment. A request for such funding shall be submitted in writing by the faculty member to the department head. This request shall include details regarding the type of scholarly development and the amount of funding requested. The department head shall respond in writing with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.
- g. A continuing faculty member who has been employed with this appointment type for at least ten (10) semesters shall be given serious consideration for conversion to a contract faculty appointment. In this circumstance, the faculty member may submit a formal request in writing to the department head for such a conversion. Such a formal request shall be responded to in writing by the department head with an approval or denial of the request. In the case of a denial of the request, the reasons for the denial shall be stated in writing in the response.

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E.2.1.5 Adjunct Faculty Appointments (~~Last revised May 3, 2018~~ **December 6, 2019**)

Adjunct faculty appointments may be full-time, part-time, or less than half-time.

Adjunct faculty appointments are intended for situations where the previous types of appointment are not appropriate. These include the following situations:

- i. Employment at less than half-time.
- ii. Employment on an occasional basis, rather than being for every (Fall and Spring) semester. An approved leave without full-time or part-time service (such as Family Medical Leave) shall not constitute employment on an occasional basis.
- iii. Employment for only one (1) or two (2) semesters (Fall and Spring). This appointment type may not be used for a faculty member employed full-time or part-time every semester (Fall and Spring) for more than two (2) semesters.
 - a. There may or may not be a specified ending date.
 - b. The appointment is “at will” and is subject to termination by either party at any time. Section D.5.6 regarding the termination of “at will” appointments shall apply to “at will” faculty appointments.
 - c. The faculty member shall participate in annual reviews and the annual salary exercise in the same manner as tenured faculty.
 - d. Department and college codes shall specify the voting rights of adjunct faculty and their eligibility to participate on departmental and college committees.
 - e. Enrollment in a retirement program is mandatory. If the faculty member is full-time or part-time, then he or she is eligible for other fringe benefits and privileges (see Sections F and G and the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)*) but not for sabbatical leave (see Section F.3).

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section F.3.13 Leave Without Pay

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section F.3.13 Leave Without Pay.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The Faculty and Administrative Professional Benefits and Privileges Handbook no longer exists. It has been replaced by the Faculty and Administrative Professional Privileges and Benefits and Summary Plan (SPD).

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Additions - underlined Deletions - ~~overseored~~

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F.3.13 Leave Without Pay (~~Last revised August 8, 2014~~ **December 6, 2019**)

A faculty member on a regular, special appointment or senior teaching appointment or administrative professional on a regular or special appointment may be granted leave without pay with approval by the Board. A request for such leave must be sent through channels to the President. See the ~~*Academic Faculty and Administrative Professional Benefits and Privileges Handbook*~~ *Faculty and Administrative Professional Privileges and Benefits Summary Plan (SPD)* regarding continuation of benefit coverage while on leave without pay.

An administrative professional on a temporary appointment may be granted leave without pay only as required under the Family Medical Leave Policy.

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section K Resolution of Disputes

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section K Resolution of Disputes.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

Discrimination is dealt with by the Office of Equal Opportunity, not
Section K.

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 Additions - underlined Deletions - ~~overseored~~

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K. Resolution of Disputes (*Last revised August 10, 2018* **December 6, 2019**)

K.1 General Information (*Last revised August 10, 2018* **December 6, 2019**)

Colorado State University is committed to the timely and fair resolution of disputes. Section K describes procedures for a CSU employee who is a faculty member or administrative professional to challenge a decision, recommendation or action by a supervisor that has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and that is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. If a decision, recommendation or action by a supervisor is retaliatory, it may serve as the basis for a grievance if it has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. Section K provides three avenues for resolution of such claims: a) informal conciliation, b) mediation, and c) a formal grievance hearing process.

Several offices on campus are available to assist with the resolution of other disputes. See the website for the Office of the Ombuds and Employee Assistance Program for details and contact information. An overview of the procedures described in Section K can be found on the website of the University Grievance Officer.

K.1.1 Participants in the Section K Process and Definition of Terms

(*Last revised August 10, 2018* **December 6, 2019**)

Employee Classification – The type of position, either faculty member or administrative professional, held by the employee.

Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and who are eligible to serve on Hearing Committees.

Grievant – A CSU employee who is a faculty member or administrative professional and who asserts that one or more decisions, recommendations or actions by a supervisor (1) has an adverse academic and/or professional

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effect on the faculty member or administrative professional, and (2) is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~.

[material with no changes has been omitted]

K.3 Definition of an Action, Grievable Action, and Grievance
 (~~Last revised August 10, 2018~~ **December 6, 2019**)

An Action is a decision, recommendation or other act by a Supervisor.

A Grievable Action is an Action by a Supervisor that has or will have an adverse academic and/or professional effect on the Grievant and is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. If an Action by a Supervisor is retaliatory, it may serve as the basis for a Grievance if it has or will have an adverse academic and/or professional impact on the Grievant and is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~.

A Grievance is a written complaint by a Grievant asserting that a Grievable Action has occurred.

[material with no changes has been omitted]

K.6 Mediation (~~Last revised August 10, 2018~~ **December 6, 2019**)

K.6.1 Initiation of the Mediation Process (~~Last revised August 10, 2018~~ **December 6, 2019**)

If the Grievant is notified by the UGO that informal conciliation was not successful in resolving the dispute, then the Grievant may choose to initiate the mediation process. This must be done within five (5) working days of receiving such notification, and this is done by submitting to the UGO a formal written Complaint. This Complaint must specify the Supervisor and the Grievable Action(s); how this Action has or will have an adverse academic and/or professional impact on the Grievant; and how the Supervisor was unfair, unreasonable, arbitrary, and/or capricious, ~~and/or discriminatory~~. In some cases, it may be necessary for the UGO to return the Complaint to the Grievant for editing before it has an acceptable format

[material with no changes has been omitted]

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K.10.5 Recommendation of the Hearing Committee (~~Last revised August 10, 2018~~ **December 6, 2019**)

a. Following the completion of the Hearing, the Hearing Committee shall retire for the purpose of discussion, conference, and decision. These deliberations shall remain confidential to the full extent permitted by law. The Hearing Committee shall review the pertinent information and the Grievable Action solely to determine whether this Action is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~, but not to substitute its judgment regarding the substantive merits of the Grievable Action.

[material with no changes has been omitted]

K.10.6.2 Review by the Provost (~~Last revised August 10, 2018~~ **December 6, 2019**)

If the Hearing Record is sent to the Provost, he or she shall review the Hearing Record, together with any appeal from the Grievant (hereinafter referred to collectively as the “Appeal Record”), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Appeal Record. No new substantive issues may be introduced.

Upon completion of this review, the Provost shall submit a written recommendation to the President, along with a copy of any appeal from the Grievant. The recommendation from the Provost shall include a summary of the relevant information and the reasoning that supports the recommendation. The recommendation from the Provost may differ from the Recommendation from the Hearing Committee only if the Provost finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~.

The Provost shall also send a copy of his or her recommendation to the UGO, and the UGO shall send copies of this recommendation to the Grievant and the Supervisor. The Provost shall send his or her recommendation to the President and the UGO within ten (10) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal.

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K.10.6.3 Appeal of the Recommendation From the Provost
(Last revised August 10, 2018 December 6, 2019)

The Grievant has the right to appeal the new recommendation from the Provost. This appeal must be made within five (5) working days of receipt of the written recommendation from the Provost, it must provide reasons for the appeal, and it must not exceed five (5) pages with normal font size.

If the Grievant submits an appeal to the President, he or she shall send a copy of this appeal to the UGO at the same time. The UGO shall then send a copy of this appeal to the Supervisor and the Provost.

K.10.6.4 Review by the President *(Last revised August 10, 2018 December 6, 2019)*

If the Hearing Record is sent to the President, he or she shall review the Hearing Record, together with any recommendation from the Provost, and any appeals from the Grievant (hereinafter referred to collectively as the “Final Appeal Record”), unless the Recommendation from the Hearing Committee is that no action be taken as a result of the Grievance and no appeal was submitted by the Grievant within the five (5) working day limit. This review shall be based only on the Final Appeal Record. No new substantive issues may be introduced.

Upon completion of this review, the President shall make a final decision regarding the Grievance. This decision shall be in writing, and it shall include a summary of the relevant information and the reasoning that supports the decision. Regardless of the recommendation from the Provost, the decision of the President may differ from the Recommendation from the Hearing Committee only if the President finds that the Recommendation from the Hearing Committee is unfair, unreasonable, arbitrary, and/or capricious, ~~or discriminatory~~. The President shall send his or her written decision to the UGO within twenty (20) working days of receiving an appeal from the Grievant or the expiration of the five (5) working day limit for submitting an appeal. The UGO shall send copies of this decision to the Grievant, the Supervisor, and the Provost. The decision of the President is final.

If the decision of the President includes taking action as a result of the Grievance, the President shall notify the appropriate individuals of the action to be taken.

[material with no changes has been omitted]

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MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section K.3.1 A Grievable Action does not include:

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section K.3.1 A Grievable Action does not include:

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

It is sometimes necessary to place an employee on paid administrative leave while an investigation is conducted. During this time, the employee receives full pay and benefits, so this action is not Grievable. This addition makes this clear.

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 Additions - underlined Deletions - ~~overseored~~

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K.3.1 A Grievable Action does not include: (~~Last revised August 10, 2018~~
December 6, 2019)

- a. An issue that does not individually affect a faculty member or administrative professional, such as dissatisfaction with a university policy of general application.
- b. Actions specified in the *Academic Faculty and Administrative Professional Manual* as “final” and thus not subject to redress through the grievance process. Any action deemed “final” constitutes exhaustion of internal grievance procedures.
- c. An act by any person who is not the Grievant’s Supervisor.
- d. Terms agreed to by the Grievant under a Section K mediation agreement.
- e. Acts in response to violations of law or endangerment of public safety.
- f. Placement on paid administrative leave.
- fg. A subsequent complaint for the same action by the same supervisor once a Grievance regarding the original complaint has concluded.
- gh. Termination of “at-will” employees. For information about the university’s policy regarding at-will employees and the recommended steps and considerations for termination of at-will employees, employees should refer to the university policy for Administrative Professionals and Non-Tenured Academic Faculty (“At Will” Employment) found in the CSU Policy Library (see also Section D.5.6 and E.2.1 of the *Academic Faculty and Administrative Professional Manual*). Employees may contact the University Grievance Officer with questions about disciplinary action or termination of at-will employees.

Board of Governors of the Colorado State University System
Meeting Date: December 5-6, 2019
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section K.3.2 Types of Grievable Actions and Burden of Proof

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to
the Colorado State University Academic Faculty and Administrative
Professional Manual, Section K.3.2 Types of Grievable Actions and
Burden of Proof.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

Item K.3.2.1.a predates NTTF contracts, and was never intended to apply to them. Instead, there is an appeals process for termination of NTTF contracts. This appeals process is designated as “final,” which means that the matter is not grievable. The only other contracts are for things people such as the football coach. The grievance process should not deal with the termination of such persons.

For at-will appointments, neither termination nor denial of reappointment is grievable. This leaves only denial of reappointment for tenure-track faculty during their probationary period. However, this is handled by an appeals process that is designated as “final,” which means that it is not grievable either. When NTTF contracts are not renewed, the faculty member is reappointed as a continuing faculty member.

Board of Governors of the Colorado State University System
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 Consent Item

NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2019-2020

K.3.2 Types of Grievable Actions and Burden of Proof (*Last revised August 10, 2018* **December 6, 2019**)

K.3.2.1 (“Class A”)

In a Grievance that involves a complaint about the following specific actions, the burden of proof falls upon the Supervisor:

- ~~a. termination of contractual rights;~~
- ba. reduction of salary and/or demotion;
- ~~eb.~~ violation of academic and/or intellectual freedom; or
- ~~dc.~~ assignment of unreasonable workload.

K.3.2.2 (“Class B”)

In a Grievance that involves complaints about a term or condition of employment other than those specific cases that are identified above in Section K.3.2.1, the burden of proof falls upon the Grievant. Examples of such Grievances include:

- a. decision on the amount of salary;
- ~~b. denial of reappointment;~~
- eb. denial of tenure and/or promotion;
- ~~dc.~~ receipt of a lower evaluation than deserved on a performance review; ~~ef~~
- ed. denial of sabbatical leave.

Board of Governors of the Colorado State University System
Meeting Date: December 5-6, 2019
Consent Item

MATTERS FOR ACTION:

2019-2020 Academic Faculty and Administrative Professional Manual Revisions:
Section K.12.4 Duties of the University Grievance Officer

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K.12.4 Duties of the University Grievance Officer.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President.

The UGO manages and oversees the new appeals processes created in Sections E.11, E.16, and E.17.

The evaluation process for the UGO has been changed, and it no longer involves the UGO contacting participants in the Section K process.

Board of Governors of the Colorado State University System
 Meeting Date: December 6, 2019
 Consent Item

NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
 REVISIONS AND ADDITIONS – 2019-2020

K.12.4 Duties of the University Grievance Officer (*Last revised August 10, 2018*
December 6, 2019)

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Sections E.11, E.15, E.16, and E.17.
- b. Coordinating and facilitating the activities of the Grievance Panel by maintaining the records of the Panels, scheduling all meetings of the Panels for informational and organizational purposes, scheduling meetings of its Hearing Committees, calling individuals to appear before Hearing Committees, and establishing the rotation order for service by the members of the Panels on Hearing Committees.
- c. Overseeing the processes of Section K and Sections E.11, E.15, E.16, and E.17 and preparing reports to the Grievance Panels, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Sections E.11, E.15, E.16, and E.17.
- e. Consulting with at-will employees and the Office of General Counsel about disciplinary action or termination of at-will employees, as discussed in Section K.3.1.g.
- f. Making recommendations to Hearing Committees and Appeal Committees regarding guidelines for the operation of these committees pursuant to Section K and Sections E.11, E.15, E.16, and E.17.
- g. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section K.10.

Board of Governors of the Colorado State University System

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Consent Item

- h. Facilitating the conduct of Hearings and Appeals pursuant to Section K and Sections E.11, E.15, E.16, and E.17.
- i. Preparing an annual report each December for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.
- j. Maintaining and updating the list of University Mediators (UMs).
- k. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.
- l. Coordinating orientation and training of University Mediators and Grievance Panel members.
- m. Assisting the Faculty Council and the Administrative Professional Council in their annual evaluations of the UGO ~~by notifying all participants in the Section K process of the opportunity to participate in anonymous surveys regarding the performance of the UGO.~~

Board of Governors of the Colorado State University System
Meeting Date: December 5-6, 2019
Consent Item

MATTERS FOR ACTION:

Colorado State University – Academic Calendar – Fall Semester 2024 through Summer Semester 2026

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University Academic Calendar for Fall Semester 2024 through Summer Semester 2026.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Colorado State University Academic Calendar, approved by the Colorado State University Faculty Council at its November 5, 2019 meeting, for Fall Semester 2024 through Summer Semester 2026 is as follows:

Board of Governors of the Colorado State University System

Meeting Date: December 6, 2019

Consent Item

**ACADEMIC CALENDAR
FALL SEMESTER 2024 THROUGH SUMMER 2026**

Fall Semester 2024

| | | |
|---|-----------------|--|
| Aug. 15, 16 | Thursday-Friday | Orientation |
| Aug. 19 | Monday | Classes Begin |
| Aug. 23 | Friday | End Restricted Drop |
| Aug. 25 | Sunday | End Regular Add |
| Sept. 2 | Monday | Holiday - University Offices Closed - No Classes |
| Sept. 4 | Wednesday | Census and Registration Closes – last day For dropping courses without record entry, changes in grade option, and tuition and fee adjustment |
| Oct. 14 | Monday | End Course Withdrawal (“W”) Period |
| Nov. 23 | Saturday | Fall Recess Begins, No Classes Next Week |
| Nov. 28-29 | Thursday-Friday | Holiday – University Offices Closed – No Classes |
| Dec 2 | Monday | Classes Resume |
| Dec. 6 | Friday | Last Day of Classes; University Withdrawal Deadline |
| Dec. 9-13 | Monday-Friday | Final Examinations |
| Dec. 13-15 | Friday-Sunday | Commencement |
| Dec. 17 | Tuesday | Grades Due |
| Dec. 25 | Wednesday | Holiday – University Offices Closed |
| Dec. 26-27 (79 Days, Including Final Examinations) | Thursday-Friday | Holiday – University Offices Closed |

Spring Semester 2025

| | | |
|------------|-----------------|---|
| Jan. 1 | Wednesday | Holiday – University Offices Closed |
| Jan. 16-17 | Thursday-Friday | Orientation, Advising and Registration for New Students |
| Jan. 20 | Monday | Holiday – University Offices Closed |
| Jan. 21 | Tuesday | Classes Begin |
| Jan. 24 | Friday | End Restricted Drop |
| Jan. 26 | Sunday | End Regular Add |
| Feb. 5 | Wednesday | Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment |
| Feb. 11 | Tuesday | Founder’s Day |

Board of Governors of the Colorado State University System

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Consent Item

| | | |
|---|---------------|---|
| Mar. 8 | Saturday | Spring Break Begins – No Classes Next Week |
| Mar. 17 | Monday | End Course Withdrawal (“W”) Period |
| Mar. 17 | Monday | Classes Resume |
| May 9 | Friday | Last Day of Classes; University Withdrawal Deadline |
| May 12-16 | Monday-Friday | Final Examinations |
| May 16-18 | Friday-Sunday | Commencement |
| May 20 | Tuesday | Grades Due |
| (79 Days, Including Final Examinations) | | |

Summer Session 2025

| | | |
|---------|-----------|--|
| May 19 | Monday | 1st 4 Week and 12 Week Term Begins |
| May 26 | Monday | Holiday University Offices Closed - No Classes |
| Jun. 13 | Friday | 1st 4 Week Term Ends |
| Jun. 16 | Monday | 2nd 4 Week Term and 8 Week Terms Begin |
| Jun. 25 | Wednesday | Census |
| July 4 | Friday | Holiday – University Offices Closed – No Classes |
| July 11 | Friday | 2nd 4 Week Term Ends |
| Jul. 14 | Monday | 3rd 4 Week Term Begins |
| Aug. 8 | Friday | 8, 12 and 3rd 4 Week Terms End |
| Aug. 12 | Tuesday | Grades Due |

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is ten days into the session for a four-week course, 20 days into the session for an eight week course, and 30 days into the session for a 12 week course. If there are any questions, please consult the Registrar’s office.

Fall Semester 2025

| | | |
|------------|-----------------|---|
| Aug. 21-22 | Thursday-Friday | Orientation |
| Aug. 25 | Monday | Classes Begin |
| Aug. 29 | Friday | End Restricted Drop |
| Aug 31 | Sunday | End Regular Add |
| Sept. 1 | Monday | Holiday - University Offices Closed - No Classes |
| Sept. 10 | Wednesday | Census and Registration Closes –last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment |

Board of Governors of the Colorado State University System

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Consent Item

| | | |
|---|------------------|---|
| Oct. 20 | Monday | End Course Withdrawal (“W”) Period |
| Nov. 22 | Saturday | Fall Recess Begins, No Classes Next Week |
| Nov. 27-28 | Thursday-Friday | Holiday – University Offices Closed |
| Dec. 1 | Monday | Classes Resume |
| Dec. 12 | Friday | Last Day of Classes; University Withdrawal Deadline |
| Dec. 15-19 | Monday-Friday | Final Examinations |
| Dec. 19-21 | Friday-Sunday | Commencement |
| Dec. 23 | Tuesday | Grades Due |
| Dec. 24-26 | Wednesday-Friday | Holiday – University Offices Closed |
| (79 Days, Including Final Examinations) | | |

Spring Semester 2026

| | | |
|---|-----------------|--|
| Jan. 1 | Thursday | Holiday – University Offices Closed |
| Jan. 15-16 | Thursday-Friday | Orientation, Advising & Registration for New Students |
| Jan. 19 | Monday | Holiday – University Offices Closed |
| Jan. 20 | Tuesday | Classes Begin |
| Jan. 23 | Friday | End Restricted Drop |
| Jan. 25 | Sunday | End Regular Add |
| Feb. 4 | Wednesday | Census and Registration Closes – last day for dropping courses without record entry, changes in grade option, and tuition and fee adjustment |
| Feb. 11 | Wednesday | Founder’s Day – CSU’s 156 th birthday |
| Mar. 7 | Saturday | Spring Break Begins – No Classes Next Week |
| Mar. 16 | Monday | End Course Withdrawal (“W”) Period |
| Mar. 16 | Monday | Classes Resume |
| May 8 | Friday | Last Day of Classes; University Withdrawal Deadline |
| May 11-15 | Monday-Friday | Final Examinations |
| May 15-17 | Friday-Sunday | Commencement |
| May 19 | Tuesday | Grades Due |
| (79 Days, Including Final Examinations) | | |

Summer Session 2026

| | | |
|---------|--------|--|
| May 18 | Monday | 1st 4 Week and 12 Week Term Begins |
| May 25 | Monday | Holiday - University Offices Closed - No Classes |
| Jun. 12 | Friday | 1st 4 Week Term Ends |
| Jun. 15 | Monday | 2nd 4Week Term and 8 Week Terms Begin |

Board of Governors of the Colorado State University System

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Consent Item

| | | |
|---------|-----------|--|
| Jun. 24 | Wednesday | Census |
| Jul. 3 | Friday | Holiday – University Offices Closed - No Classes |
| Jul. 10 | Friday | 2nd 4 Week Term Ends |
| Jul. 13 | Monday | 3rd 4 Week Term Begins |
| Aug. 7 | Friday | 8, 12 and 3rd 4 Week Terms End |
| Aug. 11 | Tuesday | Grades Due |

SUMMER WITHDRAWAL PERIOD: Because Summer classes have different time periods, the last day a student can withdraw from a course with “W” entered on the record is 10 days into the session for a four week course, 20 days into the session for an eight-week course, 30 days into the session for a 12-week course. If there are any questions, please consult the Registrar’s office.

MATTERS FOR CONSENT:

New Degree Program: Bachelor of Applied Science Degree in Health Science

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the Division of Extended studies in collaboration with the College of Education, Engineering and Professional Studies School of Nursing and Health Sciences to establish a new BAS degree in Health Science. If approved, this degree will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

1. Brief Overview of Proposed Program

- Name of Major/Program: **Health Science**
- Degree type: **BAS**
- Recommended CIP code: **51.9999 Health Professions and Related Programs**
- Department/School: **School of Nursing and Health Science**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: **70**

The online applied bachelor's degree in health sciences is a completion degree program that is open to aspiring students who currently hold an AS or AAS degree in a healthcare, allied health, or public health fields. This degree will be made available through online courses provided through the Division of Extended Studies. The program will bridge allied healthcare professionals who hold at two year degree and current healthcare licensure or certification to a four year BAS degree. Students will learn complementary, communication, technical and administrative skills necessary to enhance their preparation for working in these industries. Choosing a health science BAS degree prepares students for a robust and versatile advanced career in a large interdisciplinary healthcare arena. Graduates who major in the BAS in health science have many career options in a variety of settings such as schools, hospitals, government agencies, private or community agencies, or in non-profit groups. Graduates will be able to return to higher level and/or administrative positions in their original allied healthcare fields such as radiology, nuclear imaging, physical therapy assistant, medical assisting, emergency medication technicians, etc. Other career options include position such as: home health care coordinator, health maintenance organization care coordinator, insurance company health coach, long-term care health coordinator, women, infants, children nutrition coordinator, health navigator, and any number of other related careers.

Similar to the RN to BSN program, the program will accept up to 60 credit hours from the 2 year school the student attended for AS or AAS degree. Allied Health professionals with a current state approved license or certification may transfer up to 60 credits from the 2 year school from which they earned the AAS / AS degree and receive up to 30 escrow credits including up to 10 upper division credits for no more than 90 total credits accepted to CSU-Pueblo. The escrow credits are a block of credits held and awarded at the end of the program that represents the professional preparation and accomplishment of the license or certificate. Students will be required to complete at least 30 credits at CSU-Pueblo including 40 total upper division credits (30 upper division plus the maximum of 10 received for escrow on their allied health license/certification). The escrow credits will be transcribed in the final semester of attendance. The number of escrow credits will be determined based on the number of credits required in the specific allied health field to receive the AAS / AS degree and sit for the licensure / certification exam.

Putting the curriculum online through the Division of Extended Studies promotes accessibility and flexibility, particularly for potential adult learners who are already working in their field and who can utilize this degree as an economic ladder. These students with prior AS/AAS credentials are not available for traditional residential coursework due to predominately daytime work schedules, and their need for consistent income to afford additional education. The design of this BAS allows online instruction as the modality to create access, flexibility and opportunity for degree completion.

Year 0 (2019-2020) – Submit to CSU-Pueblo’s Curriculum and Academic Programs Board for a new degree. Health Science faculty will develop and implement online versions of existing Health Science courses through Division of Extended Studies. Develop and implement a recruitment and marketing plan. Begin constructing online versions of existing courses. Limited resources needed.

Year 1 (2020-2021) – Begin offering BAS in Health Science (BAS in HS). Online Health Science courses will be taught by adjunct health science instructors. Continue to develop and implement identified online versions of existing courses. Students will be able to take on-line and independent study courses. Goal is to have at least 15 new students in the degree this year.

Year 2 (2021-2022) – Continue implementing BAS in HS and teaching HS courses online. Convert more independent study courses to online courses. Goal is to have at least 30 current students. If 40 additional students are gained there is a request for a new faculty line to begin fall 2022 to meet the needs of program coordination and for oversight/instruction of the online HS classes.

Year 3 (2022-2023) – Continue implantation of BAS in HS with more courses developed and implemented in online format. Goal is to have at least 40 current students with a goal of 60 students by year five.

Mission Appropriateness

Healthcare has been identified as a primary career for economic growth and expansion in Southern Colorado and the Southwestern United States. The need for highly qualified professionals in healthcare is in high demand, therefore providing this degree opportunity would be serving an important need in our regional community.

Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

Vision Statement

To establish Colorado State University-Pueblo as the people's university of the Southwest United States by 2028.

Our Values

CSU-Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world.

- **Hispanic Serving Institution**: Past Hispanic enrollment in the undergraduate program in Nursing was 27%. In the undergraduate Athletic Training program for freshman to senior (i.e. all undergraduates) for 2010 thru 2014 was 27%, 30%, 34%, 31%, and 30% respectively. For the junior-senior level of the program it was 8%, 17%, 14%, 40% and 43% in 2013-2014. It is expected that the BAS in Health Science will have similar enrollment which will outweighs the national average, training more diverse students for the healthcare fields and meeting the goals of our institutional mission.
- **Quality Initiative**: The University's Quality Initiative is Experiential Education (which informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application). The curriculum consists of experiential education opportunities throughout the program in experiential classes and clinical experiences.
- **CEEPS** – The programs in the college provide hands-on opportunities for students to be actively involved in their field before completing their degree. Experience and expertise are necessary for students to be recognized by future employers and graduate programs.
- The mission of the College is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals.
- **Health Science** – The mission of the Bachelor of Applied Science in Health Science is to prepare students for jobs that require a bachelor level degree in the allied health careers fields.

- CSU-Pueblo adopted a Strategic Plan in 2015-2020 that is designed to build upon our strengths, seize opportunities, and address internal and external challenges over 5 years. The plan is driven by our mission as a regional, comprehensive university with a student-centered focus and an enduring commitment to diversity. The plan consists of 4 major goals, including 1) excellent academics, 2) affordable education, 3) transformative opportunities, and 4) supportive student life. Our proposed new degree ensures a commitment to excellence, our faculty members are research active, and the program will directly meet and address the following points in the 2015-2020 University Strategic Plan:

Goal 1: Excellent Academics

1.3. Objective Three – Provide sustainable, high quality, relevant academic programs that prepare students for professional and academic success: The new BAS in Health Science degree curriculum assures a high quality and relevant academic program. The degree will prepare students for positions in the allied health care fields that require a bachelor level degree. This degree will allow students to earn credentials to move seamlessly into careers with clinics, academic institutions, government and community agencies.

Goal 3: Transformative Opportunities

3.2. Objective Two - Enhance ethnic, racial, and cultural diversity across the campus: The BAS in Health Science at a Hispanic-Serving Institution such as CSU-Pueblo would help to address the nationwide demand for diversity in employment within Health Science career track.

3.3. Objective Three - Integrate experiential education throughout students' curricular and co-curricular activities: Experiential Education informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. The BAS in Health Science and Administration program consists of experiential education opportunities throughout the program in experientially applied classes and clinical experiences.

Goal 4: Supportive Student Life

4.2. Objective Two - Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus: Students in the BAS in Health Science and Administration program will have numerous opportunities for networking, leadership and mentoring in the required clinical and experiential courses. Students will be in a service learning environment in several clinical and community sites around the surrounding community which will provide a rich opportunity for networking, leadership and mentoring.

Rationale for the Bachelor of Applied Science in Health Science

This new multidisciplinary degree will provide better visibility for the existing programs and a platform for a new, highly needed and desired, completion degree in health sciences to meet the demands of our region and to fill the numerous health care/allied health employment positions that are available now and in the future. The Bureau of Labor Statistics estimates that the healthcare practitioners and technical occupations group is projected to add 1.3 million jobs between 2014 and 2024, the most new jobs of any group. Employment is projected to grow 16.4

percent, much faster than the average of 6.5 percent growth for all occupations. On-line bachelor degree completion programs for current allied health professionals is very needed to meet the needs of working professionals. Conservatively 40 to 60 new students could be gained through this program in the first five year without a significant financial investment. It is estimated that by year five of the program the university could net close to \$200,000 per year.

CSU System & State Positioning

The proposed enrollment in the BAS in Health Science is shown in the table below. The category of “majors” include allied health professionals who currently hold a two year degree and an allied health career license/certification and who are declared BAS Health Science majors. The goal will be to graduate at least 20-30 students per year.

Proposed BAS in Health Science completion degree enrollment

| Academic Year | Majors | Jr Cohort | Sr. Cohort | Graduates |
|---------------|--------|-----------|------------|-----------|
| 2020-2021 | 15 | 15 | 0 | 0 |
| 2021-2022 | 30 | 20 | 10 | 10 |
| 2022-2023 | 40 | 25 | 15 | 15 |
| 2023-2024 | 50 | 30 | 20 | 20 |
| 2024-2025 | 60 | 35 | 25 | 25 |

Special Undergraduate Admissions standards

Must have a 2 year allied health or related field AS or AAS degree with a current state level recognized allied health license/certification.

Curriculum and Program Outcomes

The BAS in Health Science Student Learning Outcomes are as follows.

| Student Learning Outcome |
|---|
| Summarize and synthesize information relevant to assessing and improving healthcare and population health; |
| Exhibit the ability to read and interpret scientific research with application of the scientific methods, statistics, study design, and reporting in the health sciences; |
| Evaluate and integrate critical concepts and skills acquired in the health sciences curriculum to common professional problems in the fields of interest; |
| Exhibit effective oral and written communication as well as mass communication regarding subjects related to the health sciences in an individual and group setting; |
| Apply and demonstrate knowledge, skills and critical problem solving in a field-based and/or clinical setting; |

Curriculum

HS 320: Evaluation of Public Health Issues (3 credit hours) Existing course.

This course provides a critical examination of the social determinants of health, current issues in the US health system, Historical issues, legal and ethical considerations in public health, and their impact on individuals and communities.

HS 330: Epidemiology and Disease Prevention (3 credit hours) Existing course.

Overview of principles of epidemiology and lifestyle-disease pathophysiology. Examines the use and broad application of epidemiologic concepts in public health to identify risk factors and resolve health issues in society.

HS 335: Public Health and the Environment (3 credit hours) Existing course.

This course introduces major issues of environmental health science, examines what those issues are, what determines them, how they impact population health, and ways in which they can be altered to improve health.

HS 336: Community and Global Health (3 credit hours) Existing course.

An examination of the political, religious, social and economic influences on the continuum of local/global health and the role citizenship plays in advocating for the equitable distribution of health resources.

HS 492: Research (1 to 6 credit hours) Existing course.

EXHP 492 is a Research Course consisting of a research project completed by a student under the direct supervision of a faculty member. The coursework involves activities including but not limited to: directed readings, literature review, implementation, data collection, data analysis, writing and/or any other related research work by the student in an area agreed upon by the supervising faculty member.

HS 494 Field Experience (1 to 6 credit hours) Existing course.

Supervised experiential learning activities to be conducted in the actual professional environment. Project and work experiences must represent the Health Science fields. The student must be supervised in the field by a site-supervisor who is a professional in the field with at least 5 years of experience. The site supervisor cannot be related to the student. (S/U grading) Up to 12 credit hours of fieldwork can be applied toward graduation.

General Education: Students in the BAS in Health Science and Administration will be required to transfer in or enroll in at least 1 course in the following areas: Written Communication, Mathematics, Humanities, Social Science, Natural and Physical Science. The follow core courses also meet the CCHE State Board Policy and Procedure SP 9-30 for Bachelor of Applied Science degrees to meet the philosophy of general education developed by the state in an applied fashion.

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- HS 320 Evaluation of Public Health Issues: Written Communication, Humanities, History, Social Science.
- HS 330 Epidemiology and Disease Prevention: Written Communication, History, Social Science, Mathematics, Natural and Physical Science.
- HS 335 Public Health and the Environment: Written Communication, History, Humanities, Social Science, Natural and Physical Science.
- HS 336 Community and Global Health: Written Communication, History, Social Science, Humanities, Mathematics.

Faculty resources

No additional full-time faculty will be required in the first two years of the BAS in HS. On-line courses will be taught by Health Science faculty and/or adjunct faculty. If 40 new students are recruited in the first two years the addition of 1 faculty member would increase the HS faculty from 3.0 to 4.0 FTE. This would allow the program to have full-time faculty oversight of the online curriculum and additional marketing. If an additional 60 students recruited a professional advisor/support person would improve additional retention and recruitment.

Proposed FTE (addition of 1.0 FTE TT faculty member and/or admin professional will only occur with significant enrollment of 60 students)

Library resources

No additional library resources beyond those currently available are necessary due to the resources available for the current nursing, public health and athletic training academic program. A listing of current resources is available upon request.

Facilities, equipment, and technology

On-campus facilities are adequate for course instruction and we have adequate lab/training facilities on campus. Facility, equipment and technology needs will increased with additional enrollment but the future costs are included in the budget. We will need off-campus placements, but have many such arrangements already in place.

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Budget

| BAS Health Science Budget | 2019/20 | 2020/21 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|--|---------------------|--------------------|---------------------|---------------------|---------------------|---------------------|
| Existing expenditures reallocated | | | | | | |
| Existing adjunct faculty reassigned | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Existing staff reassigned Director Reassigned | \$0.00 | \$6,000.00 | \$6,000.00 | \$0.00 | \$0.00 | \$0.00 |
| Existing operating costs | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Total existing expenses | \$0.00 | \$6,000.00 | \$6,000.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | | | | |
| New expenses | | | | | | |
| New FT faculty (rate + 27.71% fringe) | \$0.00 | \$0.00 | \$0.00 | \$51,084.00 | \$52,616.00 | \$53,668.32 |
| New staff (rate + fringe) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$25,540.00 | \$26,050.80 |
| New adjunct faculty | \$ - | \$ 20,000.00 | \$ 40,000.00 | \$ 12,000.00 | \$ 12,000.00 | \$ 15,000.00 |
| Faculty development | \$0.00 | \$2,000.00 | \$1,000.00 | \$2,000.00 | \$1,000.00 | \$2,000.00 |
| Instructional Materials/Instruments | \$0.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 | \$1,000.00 |
| Recruitment | \$3000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 |
| Online Course Development | \$6,000.00 | \$21,000.00 | \$12,000.00 | \$12,000.00 | \$0.00 | \$0.00 |
| Director Reassignment for oversight | \$0.00 | \$6,000.00 | \$6,000.00 | \$0.00 | \$0.00 | \$0.00 |
| Other operating expenses (itemize) | | | | | | |
| TOTAL new expenses | \$9,000.00 | \$53,000.00 | \$63,000.00 | \$81,084.00 | \$95,156.00 | \$99,719.12 |
| | | | | | | |
| Projected Student Enrollment | | | | | | |
| New student enrollment BAS in HS | | 15 | 20 | 25 | 30 | 35 |
| New second year BAS in HS | | | 12 | 17 | 22 | 25 |
| Net new CSU-Pueblo student enrollment | 0 | 15 | 32 | 42 | 52 | 60 |
| | | | | | | |
| Projected Enrollment Revenue | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| Projected new/increased SCH (students*18CH) | \$ - | 270.00 | 576.00 | 756.00 | 936.00 | 1,080.00 |
| Tuition rate per cr hr | \$350.00 | \$350.00 | \$350.00 | \$350.00 | \$350.00 | \$350.00 |
| Tuition Revenue | \$ - | \$94,500.00 | \$201,600.00 | \$264,600.00 | \$327,600.00 | \$378,000.00 |
| 25% financial aid reduction | \$ - | \$23,625.00 | \$50,400.00 | \$66,150.00 | \$81,900.00 | \$ 94,500.00 |
| TOTAL REVENUE (tuition-25%) | \$(9,000.00) | \$70,875.00 | \$151,200.00 | \$198,450.00 | \$245,700.00 | \$283,500.00 |
| NET REVENUE | | \$17,875.00 | \$88,200.00 | \$117,366.00 | \$150,544.00 | \$184,780.88 |
| NET PROGRAM E&G REVENUE | | \$8,937.50 | \$ 44,100.00 | \$ 58,683.00 | \$ 75,272.00 | \$ 92,390.44 |
| NET EXTENDED STUDIES REVENUE | | \$5,362.50 | \$26,460.00 | \$35,209.80 | \$45,163.20 | \$55,434.26 |

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| NET HEALTH SCIENCE REVENUE | | \$3,575.00 | \$17,640.00 | \$23,473.20 | \$30,108.80 | \$36,956.18 |
|-------------------------------|--|------------|-------------|-------------|-------------|-------------|

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MATTERS FOR CONSENT:

New Degree Program: Bachelor of Science Degree in Cannabis Biology and Chemistry

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Science and Mathematics to establish a new BS degree in Cannabis Biology and Chemistry. If approved, this degree will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Cannabis Biology and Chemistry**
- Degree type: **BS**
- Recommended CIP code: **30.1801** Natural Sciences
- Department/School: **Chemistry**
- College: **College of Science and Mathematics**
- Expected number of students enrolled in program five years post-implementation: **60**

We propose to create a new major housed in the Department of Chemistry at CSU-Pueblo entitled Cannabis Biology and Chemistry. The course work envisioned in this proposal is primarily physical and natural science courses in chemistry and biology with supporting coursework in math, physics, and appropriate general education offerings.

We believe that the demand for this new major is strong, based on:

- A market analysis by EAB and numbers from the Bureau of Labor Statistics (BLS)
- Demand from current hemp growers, product producers and distributors
- Discussions with current students
- Analysis of a similar program at Northern Michigan University
- Interviews with regional medical and governmental entities

Although housed in the Department of Chemistry, the program is truly interdisciplinary in nature, requiring substantial coursework in Biology and Chemistry, and CSU-Pueblo is uniquely positioned to be offering this new degree:

- Our location in southern Colorado with a strong agricultural expertise in producing cannabis and cannabis products including industrial hemp provides a wealth of expertise that can be drawn on to ensure the program is relevant and needed for the industry.
- A Cannabis Biology and Chemistry program at a Hispanic-Serving Institution like CSU-Pueblo would help to address the nationwide demand for diversity in employment within the industrial hemp and cannabis industries.
- The Institute of Cannabis Research (ICR) established at CSU-Pueblo by the state of Colorado in 2016 has enhanced the capability and capacity of CSU-Pueblo faculty expertise in cannabis significantly. The international ICR Conference hosted on campus every year has established CSU-Pueblo as a major contributor to cannabis science on a world-wide platform, including the launch of a Springer hosted Journal of Cannabis Research. The focus strictly on research has established CSU-Pueblo as an unbiased institution from which a science-based major should be well-received.
- The Departments of Chemistry and Biology already offer most of the courses needed for this major, and only requires the creation of four new upper division courses to offer a degree program with two options, a natural products track (biology) or an analytical track (chemistry).
- Students will benefit from the rigorous degree by earning a chemistry minor in either track, and a biology minor in the natural products track.
- The College of Science and Mathematics has a track record of establishing a viable new program using the same methodology as what is proposed here when the Wildlife and Natural Resources major was officially started in fall of 2018 and already has over 60 majors.

We are prepared to begin offering this major during the 2020-2021 academic year, given that the lower-level coursework exists and is being offered already for new freshman. During the 2019-20 AY we would gain the necessary approvals and hopefully hire a visiting assistant professor or teaching postdoc who would develop the new upper-division coursework and be responsible for establishing the program. Below is a tentative 5 year timeline:

Year 1 (19-20) – Submit the proposal for the new major to the Curriculum and Academic Programs Board (CAPB) and to the CDHE for approval. If approvals occur quickly enough, a search for a Visiting Assistant Professor (VAP) or teaching postdoc with the appropriate expertise to develop the needed coursework will commence.

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Year 2 (20-21) – Hire VAP or postdoc for program development. Official start of the cannabis Biology and Chemistry major occurs with the Fall 2020 catalog. Development and first offering of CBC 413/L – Cannabis Physiology and Growth and Lab. Create documents for recruitment and begin recruiting.

Year 3 (21-22) – First offerings of CBC 401 – Medicinal Plants, and CBC 422 – Cannabis Extraction and Analysis and Lab.

Year 4 (22-23) – First internal review of program enrollment. First offering of CBC 463 – Medicinal Chemistry and Pharmacology. Graduation of first majors (transfers and existing CSU-Pueblo students)

Year 5 (23-24) – Graduation of first freshman majors. Second internal evaluation and full program review of the new major. If sustainable, search and hire Tenure Track faculty member to the established program.

Mission Appropriateness

Colorado State University-Pueblo is a regional, comprehensive university serving southeast Colorado and the southwest United States. The university is undergoing a comprehensive visioning process called Vision 2028 which sets our Values, Mission and Guiding principles as follows:

Our Values: CSU-Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world.

Our Mission: CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

Guiding Principles:

- **Develop People:** CSU-Pueblo develops people who have meaningful lives and make significant contributions to their families, communities, and world.
- **Transform Learning:** CSU-Pueblo creates new opportunities by reimagining academic experiences.
- **Live Sustainably:** CSU-Pueblo dedicates resources and focus toward programs and policies that support sustainable living.
- **Cultivate Entrepreneurship:** CSU-Pueblo creates educational, economic, cultural, and global innovators.
- **Engage Place:** CSU-Pueblo embraces our regional histories, diverse cultures, socioeconomic realities, and physical location.
- **Build Knowledge:** CSU-Pueblo advances research and scholarship that serves the public good.

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- Empower Students: CSU-Pueblo empowers whole-student success in and out of the classroom.
- Impact Society: CSU-Pueblo elevates the region through our commitment to the health and well-being of our people and our communities.

Specific initiatives related to the Vision 2028 are in process of review and system funding, and the new Cannabis Biology and Chemistry program fits well within the Guiding Principles of Vision 2028. CSU-Pueblo is committed to providing access to students of southern Colorado which reflects southern Colorado's culturally and ethnically diverse student body, including first generation students.

Rationale for the Cannabis Biology and Chemistry Major

Given the input we have received from the people, reports, and agencies below, we believe that conservatively we could have ***15 new freshman students enrolled in this major every year***, starting in Fall 2020. We believe that ***60 new students will be enrolled in this major after 4 years***, and we believe that the demand for this new major is strong.

The new major is a pro-active response to a rapidly changing national scene regarding the cannabis plant. The genus *Cannabis* includes marijuana (often *Cannabis indica*), which contains a psychoactive ingredient tetrahydrocannabinol (THC) at concentrations above 0.3% by weight, and hemp (often *Cannabis sativa*), which contains less than 0.3% THC and is not psychoactive. Marijuana is classified as a Schedule I substance at the national level by the Drug Enforcement Administration indicating no accepted medical use and a high potential for abuse. Agricultural Hemp was reclassified as a farm crop with the signing of the 2018 Farm Act on December 22, 2018. This allows it to be legally grown as an agricultural crop used for food, fuel, and other products. Prior to this signing, however, hemp was also mostly classified as a Schedule I substance, meaning little legal research has been done on the plant.

Laws and regulations related to cannabis are very fluid and have dramatically changed in a relatively short period of time. In 1996, California became the first state to legalize medical cannabis and since then 32 more states have followed suit with 14 others that have legalized cannabis for medical use with limited THC content. In 2012 Colorado and Washington became the first two states to legalize cannabis for recreational use and now 9 states and the District of Columbia allow it, including California. About 1 in 5 Americans currently live in states where cannabis is recreationally legal.

In addition, according to the Colorado Department of Revenue, sales of marijuana in Colorado have been increasing each year with \$680 million in 2014 to \$5.9 billion in 2018. CNN reported that there were around \$9 billion in sales in the cannabis industry in 2017, about \$11 billion in 2018, and sales are projected to increase to \$21 billion by 2021. Much of this is likely grown, processed, sold and consumed by people with little in the way of science understanding, an important consideration for public health.

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The need for higher education to respond to the rapidly changing landscape surrounding cannabis is reflected in this proposal. Educating students who are capable of understanding cannabis science is required for the industry in all its aspects to be effective and safe for the consumer. Although much of the degree is based on currently offered courses, this background is necessary to delve into the more advanced topics explored in the proposed new courses. Much like forensic science, cannabis science is basic science applied to a set of specific topics and students with this degree will be employable in any number of science positions and could pursue further education in chemistry, biology or any number of professional fields and would not be limited to just the cannabis industry.

A market demand analysis for a bachelor's-level medicinal plant chemistry program was completed in 2018 by EAB. Medicinal Plant Chemistry is the closest match to what is currently a completely unique major proposal. The report estimated demand for job postings that included plant sciences, botany/plant biology, with skills in chemistry or agronomy and farming. Regional demand was reported to have increased 64% since 2013 and the BLS projects employment to increase seven percent from 2016 to 2026, nine percent for soil and plant scientists. According to the report, these predictions align with or surpass the projected employment growth of 7.5 percent across all occupations over the same time period. This report was completed prior to the reclassification of industrial hemp by the Farm Act in 2018. This reclassification should enhance the demand for the major over what was reported in the EAB analysis.

An informal survey of Biology 100 students (Principles of Biology, a non-major general education course) during the spring 2019 semester indicated a strong interest in a Cannabis Biology and Chemistry major.

This degree is highly interdisciplinary and gives students a solid foundation in both chemistry and biology. As a result, students will be able to be competitive in a wide variety of businesses outside of the cannabis industry.

The Bureau of Labor Statistics Occupational Outlook for students completing the degree include the following

(<https://www.bls.gov/ooh/life-physical-and-social-science/home.htm>):

| Occupation | Job Summary | 2018 Median Pay | Projected Growth 2016-2026 |
|----------------------------------|---|-----------------|----------------------------|
| Agricultural and Food Scientists | Agricultural and food scientists research ways to improve the efficiency and safety of agricultural establishments and products. | \$64,020 | 7% (as fast as average) |
| Biological Technicians | Biological technicians help biological and medical scientists conduct laboratory tests and experiments. | \$44,500 | 10% (faster than average) |
| Biochemists and Biophysicists | Biochemists and biophysicists study the chemical and physical principles of living things and of biological processes, such as cell development, growth, heredity, and disease. | \$93,280 | 11% (faster than average) |

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| Chemical Technicians | Chemical technicians use special instruments and techniques to help chemists and chemical engineers research, develop, produce, and test chemical products and processes. | \$48,160 | 4% (slower than average) |
| Chemists and Materials Scientists | Chemists and materials scientists study substances at the atomic and molecular levels and analyze the ways in which the substances interact with one another. They use their knowledge to develop new and improved products and to test the quality of manufactured goods. | \$78,330 | 7% (as fast as average) |
| Environmental Scientists and Specialists | Environmental scientists and specialists use their knowledge of the natural sciences to protect the environment and human health. They may clean up polluted areas, advise policymakers, or work with industry to reduce waste. | \$71,130 | 11% (faster than average) |

CSU System and State and National Positioning

Within Colorado, there are no other higher education institutions that offer a major in Cannabis Biology and Chemistry or something similar. Other than select faculty whose research may involve hemp or cannabis, the following are other course or program offerings that may be related to the proposed program in Colorado.

1. Colorado State University – Pueblo

Cannabis Studies minor—a 22 credit program of study designed for students seeking to complement their major program of study in Social Work, Sociology, History, Political Science or other programs. The proposed major is science-based and is supplementary to the existing minor program.

2. Adams State

Industrial Hemp Initiative—Aim is to create a viable hemp seed program and to develop a large-scale, hemp-based economy in the San Luis Valley. Adams is partnering with the CO Dept of Agriculture and Denver-based International Hemp Solutions and Bija Hemp but no coursework or programmatic offerings are mentioned.

3. University of Denver

Offers a couple of courses dealing with cannabis including Cannabis Journalism and Representing the Marijuana Client offered through their Sturm College of Law.

4. Northern Michigan University—Bachelor's in Medicinal Plant Chemistry

There are very few program offerings like the curriculum proposed anywhere in the country. The largest, most established program is from Northern Michigan University which offers a Bachelor's degree in Medicinal Plant Chemistry that is primarily tailored to those wanting to enter the cannabis field. As of spring of 2018, it is the only four-year undergraduate degree program like it in the world and the program at CSU-Pueblo would be second. The program came on line in Fall of 2017 and the growth has been nothing short

of spectacular. Figure 1 shows the amazing growth in chemistry students after the addition of the program that is also based on courses heavy in natural and physical science.

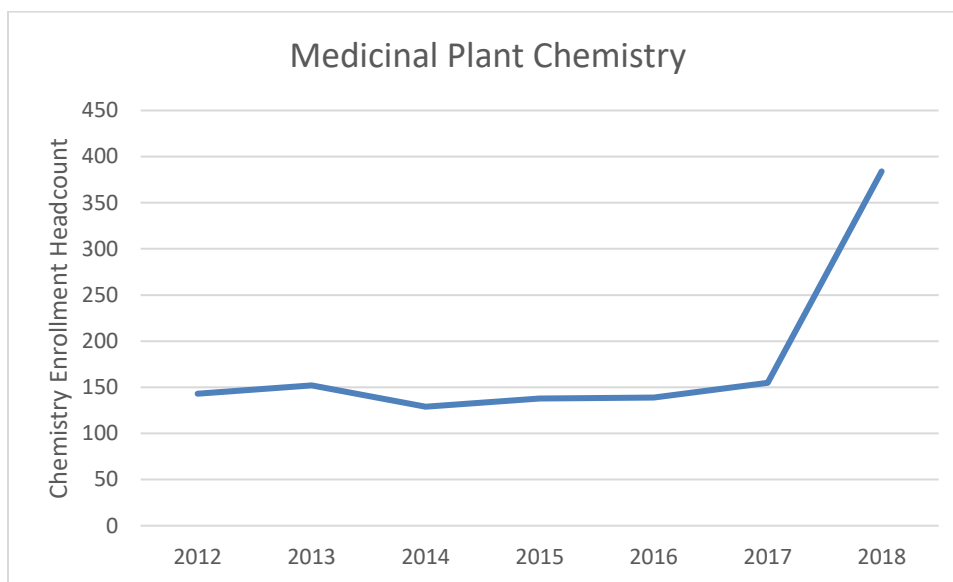


Figure 1: Data obtained from the Northern Michigan University website of institutional research showing chemistry enrollment headcount by department. <https://www.nmu.edu/institutionalresearch/enrollment-factbook> accessed 5/8/19.

5. Southern Illinois University Carbondale—developing a program expected to lead to a certificate in medicinal cannabis production. In fall of 2018 the university began preparations of 5 acres of land that will be used to research industrial hemp with actual planting expected to occur during the spring of 2019. Current steps have gained approval for growing industrial hemp for research with plans calling for programs to be developed through the department of plant biology and the College of Agricultural Sciences around the dual areas of industrial hemp science and medicinal cannabis science.

Proposed Enrollments

We expect at least 60 students enrolled in the program five years after implementation. The program at Northern Michigan University was heavily advertised and promoted as serving the newly-forming cannabis field. As such, the new enrollment in the second year of the program was almost 230. It's expected that the initial novelty of new programs like this will wear off and because it is a program based in a difficult curriculum, retention may be low for those who are academically at risk. Additionally, given the success of the Northern Michigan program it is anticipated that additional programs will be opening up and competition will likely occur in the near-term. An estimated 60 majors or approximately 25% of the success of the Northern Michigan program is a conservative estimate. If the program were to grow as fast as the example above, significant additional resources would be required. There are currently about 75 chemistry majors and the department, which would include the proposed Cannabis Biology and Chemistry, has the capacity to grow to

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about 130 majors with the addition of the Cannabis Biology and Chemistry faculty member.

Special Undergraduate Admissions standards

None

Curriculum and Program Outcomes

The Departments of Chemistry and Biology in the College of Science and Mathematics (CSM) requests approval of a new baccalaureate degree program titled Bachelor of Science in Cannabis Biology and Chemistry effective fall 2020. The Cannabis Biology and Chemistry program at CSU-Pueblo will allow students to pursue one of two tracks, the natural products track which is more biology based, or the analytical track which is more chemistry based. Both tracks provide a solid foundation in chemistry and biology, in fact, students in both tracks will earn a chemistry minor while students in the natural products track will also earn a biology minor with a biology minor also easily attainable in the analytical track.

Proposed Cannabis Biology and Chemistry Program Goals

- To supply students with the necessary coursework to serve as leaders in an emerging cannabis field, providing a non-biased, science-based approach to problem solving and data collection and analysis.
- To prepare students upon graduation to enter field positions in government or private industry.
- To provide students with the necessary background to successfully pursue graduate study towards a professional career in natural products, plant chemistry or plant biology.

Proposed Cannabis Biology and Chemistry Expected Student Outcomes

- Students will understand basic chemical and biological principles applied in these fields and how those principles can be applied to the emerging field of cannabis science.
- Students will understand cannabis physiology and growth, the pharmacological implications, and the practical applications for the industry.
- Students will use contemporary instruments and techniques for studying plant biological and chemical processes.
- Students will develop communication and interpersonal skills to enhance their working relations with co-workers, other professionals, the public and non-governmental organizations.
- Students will develop skills in reading and interpreting the scientific literature and in presenting a synthesis of it accurately in oral and written form.
- Students will demonstrate critical thinking and problem solving skills using experimental design and the scientific process.

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Curriculum, B.S. Cannabis Biology and Chemistry Major

Natural Products Track

*Designates new courses

Core Courses (48 credits)

BIOL 181/181L – College Biology I/Lab (4 credits)
 BIOL 182/182L – College Biology II/Lab (4 credits)
 BIOL 201/201L – Botany/Lab (4 credits)
CBC 463*—Medicinal Chemistry and Pharmacology (3 credits)
 BIOL 465 – Environmental Toxicology (3 credits)
CBC 413/L* – Cannabis Physiology and Growth (4 credits)
 BIOL 422 – Neuroscience (3 credits)
 CHEM 121/L – General Chemistry I/Lab (5 credits)
 CHEM 122/L – General Chemistry II/Lab (5 credits)
 CHEM 301/L – Organic Chemistry I/Lab (5 credits)
 CHEM 302/L – Organic Chemistry II/Lab (5 credits)
 CHEM 311—Intro to Biochemistry (3 credits)

Other Required Courses (18-20 credits)

BIOL 350 – Mendelian and Pop Genetics (2 credits)
 BIOL 351 – Molecular Biology and Genetics (2 credits)
 BIOL 171 – First Year Seminar (1 credit)
CBC 401* – Medicinal Plants (3 credits)
CBC 493* – Seminar (1 credit)
Advisor Approved Electives (9-11 credits) At least 6 upper division credits

Support Courses (11-13 credits)

MATH 126 – Calculus and Analytical Geometry I (5 credits)
 PHYS 201 – Principles of Physics I (3 credits) or PHYS 221 – General Physics I (4 credits)
 PHYS 202 – Principles of Physics II (3 credits) or PHYS 222 – General Physics II (4 credits)

General Education Courses (24 credits)

ENG 101 – English Composition I (3 credits)
 ENG 102 – English Composition II (3 credits)
 History – 1 course (3 credits)
 Humanities – 3 courses (9 credits)
 Social Sciences – 2 courses (6 credits)

General Electives (15-19 credits) Students are encouraged to take other courses relevant to the subject such as PS223 Criminal Law or SOC 203 Criminal Justice System

Total Credit Hours - 120 credits

Analytical Track

*Designates new courses

Core Courses (48 credits)

BIOL 181/181L – College Biology I/Lab (4 credits)
 BIOL 182/182L – College Biology II/Lab (4 credits)
 BIOL 201/201L – Botany/Lab (4 credits)
CBC 463*—Medicinal Chemistry and Pharmacology (3 credits)
 BIOL 465 – Environmental Toxicology (3 credits)
CBC 413/L* – Cannabis Physiology and Growth (4 credits)
 BIOL 422 – Neuroscience (3 credits)
 CHEM 121/L – General Chemistry I/Lab (5 credits)
 CHEM 122/L – General Chemistry II/Lab (5 credits)
 CHEM 301/L – Organic Chemistry I/Lab (5 credits)
 CHEM 302/L – Organic Chemistry II/Lab (5 credits)
 CHEM 311—Intro to Biochemistry (3 credits)

Other Required Courses (24-26 credits)

CHEM 170/370 – Academic Orientation/Enrichment (1 credit)
 CHEM 317/L – Quantitative Analysis/Lab (5 credits)
 CHEM 322 – Physical Chemistry II (3 credits)
 CHEM 419/L – Instrumental Analysis/Lab (5 credits)
CBC 422/L* – Natural Products Extraction and Analysis/Lab (4 credits)
CBC 493* – Seminar (1 credit)
Advisor Approved Electives (5-7 credits)

Support Courses (16-18 credits)

MATH 126 – Calculus and Analytical Geometry I (5 credits)
 MATH 224 – Calculus and Analytical Geometry II (5 credits)
 PHYS 201 – Principles of Physics I (3 credits) or PHYS 221 – General Physics I (4 credits)
 PHYS 202 – Principles of Physics II (3 credits) or PHYS 222 – General Physics II (4 credits)

General Education Courses (24 credits)

ENG 101 – English Composition I (3 credits)
 ENG 102 – English Composition II (3 credits)
 History – 1 course (3 credits)
 Humanities – 3 courses (9 credits)
 Social Sciences – 2 courses (6 credits)

General Electives (4-8 credits) Students are encouraged to take other courses relevant to the subject such as PS223 Criminal Law or SOC 203 Criminal Justice System

Total Credit Hours - 120 Credits

Proposed New Courses:

CBC 401 – Medicinal Plants - 3(3-0) – For millennia humankind has relied heavily on plants for food and also for the alleviation of diseases. Natural products have always contributed extensively towards the development of modern medicine, and still continue to play a significant role in drug discovery. Most therapeutically active molecules are plant secondary metabolites, capable of interacting with a diverse range of macromolecules such as proteins, DNA, and the like, and thus exhibiting important biological functions that can be utilized to yield biomolecules of therapeutic importance. This course will focus on the plants and their biochemical pathways that produce bioactive molecules.

CBC 413/L – Cannabis Physiology and Growth - 4(3-1) – Cannabis sativa L. is one of the oldest medicinal plants used by humans. For thousands of years, the plant has also been used for fiber, oil production, and simply as additive for food products. This course will provide an overview of the botanical aspects of the genus Cannabis, such as, macroscopical and microscopical features, taxonomic classification, the varieties, and genomics. Also to be examined is the geographical distribution, agricultural status, the current state of knowledge of different cultivation forms, including outdoor, indoor, and propagation.

CBC 422/L – Natural Products Extraction and Analysis - 4(3-1) – Bench top and instrumental techniques for the extraction and chemical analysis of natural products from various sources. The lab will employ laboratory techniques to extract, cleanup, and qualitatively/quantitatively analyze natural products

CBC 463—Medicinal Chemistry and Pharmacology (3-0) The chemical and biological features a bioactive molecule's absorption, distribution, interaction with receptors and biological components, metabolism, excretion, and toxicology are key processes in understanding drug action. By understanding these processes, both chemically and biologically allows for a logical approach for synthetically modifying these properties to produce a safe and effective drug. These courses will provide a basic overview of these processes and the art and logic of organic medicinal chemistry properties.

Additional House Courses:

CBC 491—Special Topics (1-5 VAR)

CBC 492—Research– (1-6 VAR) – Faculty directed research project for undergraduate student. May be repeated for a maximum of 3 credits, total. Prerequisite: Permission of instructor.

CBC 493—Seminar – 1(1-0) – Research, create and present a formal presentation on cannabis biology and chemistry research or a current topic in the chemical or biological literature using software-based delivery methods. This course to be cross-listed with Biol 493 or Chem 493.

CBC 495—Independent Study (1-6 VAR)

CBC 498—Internship (1-6 VAR)

Potential CSU System Collaborations:

Potential system collaborations revolve around the expected growth and introduction of cannabis-related curriculum and research which is ever-expanding in the system. These would include collaborations with

- Colorado State University Extension through which Agriculture and Business Management has already produced risk assessments and notes on industrial hemp. Potential collaborations with the Extension Research Station at Rocky Ford, CO have already been initiated.
- The CSU School of Veterinary Medicine through which research collaborations with the Institute of Cannabis Research (ICR) on the CSU-Pueblo campus have already commenced.
- The CSU College of Agricultural Sciences who is involved in many aspects of hemp cultivation including pest management and pesticides in addition to various hemp strains and growing conditions.
- ICR-coordinated activities that will result from recent changes to the governing board that will enhance cannabis research and curriculum development across the state.

Potential non-CSU System Collaborations:

Our location in southern Colorado, the “silicon valley of Cannabis”, affords the potential of many collaborators in the legal industrial hemp industry. Should regulations change regarding the legal status of marijuana, CSU-Pueblo is ideally positioned to leverage additional collaborations in an industry that is extremely eager to become legitimate and reputable. In the meantime, care will be taken to ensure any potential collaborations protect both the students in the CBC major, CSU-Pueblo, and the CSU-system.

Curricular collaborations with any number of institutions of higher education offering cannabis-related coursework will be possible as each proposed track affords a number of elective credits that could be drawn upon from for expertise outside CSU-Pueblo or the CSU-System.

Faculty resources

The new major (with two emphases, Natural Products and Analytical) will require the creation of 6 new courses, two with labs, and the addition of one new full-time faculty member. Although we believe this new major will be popular, we are aware that the new major may not become sustainable. Given this reality, we propose to hire Visiting Assistant Professors or teaching postdocs for four years during the development, followed by a tenure-track assistant professor if the major does indeed meet minimum requirements for being sustainable. The new major would build on many of the Department of Biology and

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Chemistry's existing curricula, and use many of the same support courses majors in Biology and Chemistry already are required to take, including courses in Physics and Math.

One new full-time Faculty

Visiting Assistant Professor or Teaching Postdoctoral student (Year 1 – Year 4)

The VAP or postdoc will be a Ph.D.-level instructor hired after a national search to complement expertise that exists in the departments to promote the development of the needed coursework. This person may have expertise in Chemistry, Biology or Biochemistry, ideally with agriculture experience.

New TT faculty in Cannabis Biology and Chemistry (Starting Year 5)

One additional Graduate TA position

With additional students, there will be upward pressure on enrollment in entry-level Chemistry and Biology courses. An additional GTA position will be required to teach anticipated new sections of these labs.

Library resources

No new resources needed.

Facilities, equipment, and technology

This new major will build on existing curriculum

The new major (with two emphases, Natural Products and Analytical) only requires the creation of *four* new courses, *two* with associated labs, and the addition of one new full-time faculty member. The new major would build on many of the Department of Chemistry and Biology's existing curriculum and existing faculty, and use many of the same support courses majors in Biology and Chemistry already are required to take, including courses in Physics and Math.

This new major will build on the existing infrastructure currently in place as well as upgrades to the greenhouse funded through the Institute of Cannabis Research (ICR)

Facilities in Chemistry and Biology are good and have enough capacity to absorb the additional students from the new major as well as the additional full-time faculty member and their associated research. The greenhouse infrastructure is being upgraded and expanded with funding from the ICR to enhance the capacity for additional research and teaching involving industrial hemp (cannabis).

Supplies

In order to support this new major, we have requested funding for supplies for the labs and greenhouse which are not covered in current departmental operating budgets.

Recruitment

We have also requested limited funding to support targeted recruiting (mailings, school visits, etc.) of new freshman students during the first three years of this new program.

Course Redevelopment

In order to bring cannabis-specific elements into existing courses, funding is requested to help redevelop existing courses to incorporate content toward this more targeted degree program. Portions of Biol 413/L (Plant Physiology), Biol 465 (Environmental Toxicology), Chem 317/L (Quantitative Analysis), and 419/L (Instrumental Analysis) along with other changes that may be proposed by faculty for other courses may have opportunities for focused redevelopment.

Potential Collaborations

Because the implementation and growth of industrial hemp and the cannabis industry in the region, significant potential for collaborations are available. Within the CSU-System, the Institute of Cannabis Research (ICR) which is funded by the state of Colorado and administered through CSU-Pueblo, provides a wealth of contacts and interest for the new program at the state level.

More regional collaboration will occur through the seminar series and curriculum development. Collaborators from the CSU-Extension Office at the Arkansas Valley Research Center, Centennial Seeds, and the Industrial Hemp Research Foundation (IHRF) have already collaborated with members of the chemistry and biology departments on a USDA grant submission around industrial hemp.

Additionally, because many of the students in this new major will likely be working in industry, collaborations with other programs for minors or elective courses are expected. The College of Science and Mathematics at CSU-Pueblo and the Hasan School of Business have new 2+2 agreements with CSU Ft. Collins in Horticultural Science and Soil and Crop Science, and Agricultural Business, respectively. Development of these agreements also encourages the growth of online agriculture and business courses that are expected to be available for students in this new major as well.

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Budget

**Cannabis Biology and
Chemistry Major**

| | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Totals |
|-----------------------------------|------------------------|----------------|----------|----------|----------|----------|----------|-----------|
| | | | 2020 | 2021 | 2022 | 2023 | 2024 | |
| Personnel | | | | | | | | |
| Name (last, first) | role | | | | | | | |
| TBA | Visiting Assistant | salary | \$45,000 | \$46,350 | \$47,741 | \$49,173 | | \$188,264 |
| | | FB | \$14,535 | \$14,971 | \$15,420 | \$15,883 | | \$60,809 |
| TBA | TT Assistant Professor | salary | | | | | \$55,000 | \$55,000 |
| | | FB | | | | | \$17,765 | \$17,765 |
| Graduate Student | GTA | tuition rebate | \$2,224 | \$2,224 | \$2,224 | \$2,224 | \$2,224 | \$11,120 |
| | | stipend | \$9,700 | \$9,700 | \$9,700 | \$9,700 | \$9,700 | \$48,500 |
| | | FB | \$146 | \$146 | \$146 | \$146 | \$146 | \$728 |
| | | subtotals | \$71,605 | \$73,391 | \$75,231 | \$77,125 | \$84,835 | \$382,186 |
| Supplies/Equipment/Remodel | | | | | | | | |
| Operating/Supplies | | | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$30,000 |
| Course Redevelopment | | | \$3,000 | \$3,000 | \$3,000 | | | \$9,000 |
| | | subtotals | \$9,000 | \$9,000 | \$9,000 | \$6,000 | \$6,000 | \$39,000 |
| Other | | | | | | | | |
| recruitment costs | | | \$2,000 | \$2,000 | \$2,000 | | | \$6,000 |
| | | subtotals | \$2,000 | \$2,000 | \$2,000 | | | \$6,000 |

| | | | | | | | |
|----------------------------------|--|------------|------------|-----------|-----------|-----------|-----------|
| New Expenses | | \$82,605 | \$84,391 | \$86,231 | \$83,125 | \$90,835 | \$427,186 |
| Projected New Student Enrollment | | 5 | 10 | 30 | 45 | 60 | |
| Tuition and fees/cr hr | | \$348.16 | \$358.60 | \$369.36 | \$380.44 | \$391.86 | |
| Projected Enrollment Revenue | | \$26,112 | \$53,791 | \$166,213 | \$256,800 | \$352,671 | \$855,587 |
| Net Program New Revenue | | (\$56,493) | (\$30,600) | \$79,982 | \$173,674 | \$261,837 | \$428,401 |

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MATTERS FOR CONSENT:

New Degree Program: BS Middle School Mathematics Education Program

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the College of Education, Engineering and Professional Studies to establish a new BS in Middle School Mathematics Education. If approved, this emphasis will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **Middle School Math Education**
- Degree type: **BS**
- Recommended CIP code: **13.1311-Mathematics Teacher Education**
- Department/School: **Teacher Education**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: 10

The Teacher Education Program (TEP) at CSU-Pueblo proposes the addition of a bachelor's degree (B.S.) in Middle School Mathematics Education (MS Math). In response to the continuing shortage of secondary math teachers in the state and the newly-available teaching endorsement in middle school mathematics, we are excited to take advantage of the opportunity to modify our current Secondary Mathematics program and develop MS Math, giving potential candidates another pathway to help address this need.

The program will allow candidates interested in teaching secondary mathematics, but who may have difficulty with or a lack of interest in some of the upper-division content, to pursue a degree that will allow them to teach math for grades 6-8 in the State of Colorado at a level which is more aligned with their mathematics interest/prowess.

The MS Math program at CSU-Pueblo is being proposed in a way that allows two primary pathways to this endorsement. First, it will be available as a B.S. degree that conforms to our current articulation agreement with the Colorado Community College System (CCCS). Up to 60 credit hours could be completed within the CCCS before coming to CSU-Pueblo to finish the bachelor's degree in MS Math Education. Alternatively, the entire program can be completed at CSU-Pueblo. Additionally, we will offer a post-baccalaureate licensure option that could contribute to a M.Ed. from CSU-Pueblo.

All of the coursework already exists and is already being offered for other approved programs at CSU-Pueblo.

Mission Appropriateness

Increased training of educators for K-12 is an important part of the CSU-Pueblo mission to educate a diverse student population with resilience, agility, and problem solving abilities to navigate work in a rapidly changing world.

Rationale for the Middle School Mathematics Education Program

A significant teacher shortage in Colorado has been projected for approximately 15 years, with recent shortages exceeding what has been expected (see "Teacher Shortages across the Nation and Colorado" by the Colorado Department of Higher Education). Colorado saw significant declines in the numbers of students pursuing teaching for about eight straight years. Many reasons have been cited for the shortages, including low salaries, rising costs of college education, increased student loan debt, increased teacher accountability, educator preparation requirements, the cost of student teaching, etc.

CSU System & State Positioning

Of the biggest teacher shortages, mathematics is second only to special education. This is particularly true of rural education. One of the problems in producing more secondary math teachers is the difficulty of the content for many candidates. As a result, the State of Colorado convened stakeholders, brainstormed ideas, and came up with offering a middle school mathematics endorsement as one way to help address this problem. The central idea was to offer a mathematics education degree that was more accessible to a larger population of candidates, but limit it to the middle school grades (6-8). During the 2018-2019 academic year, the Colorado Department of Education finalized the requirements for this teaching endorsement and started promoting it across the state. One initiative of this promotion included a special window for IHEs with secondary mathematics programs to apply for this new Middle School Math approval, by showing the changes that would be made to the existing programs. If the changes were not too significant, expedited approval would be given so that candidates could start these programs as soon as possible. The Teacher Education Program at CSU-Pueblo met with the Department of Mathematics and negotiated a revised curriculum for the middle school math program and

submitted it to the State Departments of Education and Higher Education during the special window of opportunity (late 2018 into early 2019). Thankfully, our proposal was approved by both entities (letters of approval available on request). This allowed us to start non-degree seeking teacher candidates on a middle school math endorsement pathway immediately, knowing that the degree pathway would come after our next curriculum proposal cycle; thus, this proposal.

Special Admissions Standards

Admission requirements are established to assure that students entering teacher education are prepared for success in education courses and field experiences. In addition, requirements are based on the CSU-PUEBLO Standards for Pre-service Teachers, and students are required to document success in mastering those standards throughout their career. At three points in the program, a formal evaluation of progress occurs: at admission to education, admission to student teaching, and at the completion of student teaching (program completion). At each point the student submits a portfolio of materials demonstrating proficiency on standards.

Students complete the admission to education process as they complete ED 301/560: Frameworks of Teaching. The entire process for gathering information and submitting it to faculty is completed during this course. Many (but not all) of the requirements of the course are directly linked to requirements for admission. Below are the steps to completing the process. A table describing each benchmark required for admission and the specific portfolio requirements and manner of evaluation is included in the appendices to the Teacher Education Handbook.

Six types of materials will be submitted with the portfolio: 1) transcripts and official documents demonstrating student performance in university classes, 2) materials developed in university classes which demonstrate proficiency on specific education standards, 3) Four recommendations: three on-campus, one must be from content/major area, one must be from education area, and one from another on-campus professor; one off-campus must be from field experience teacher and is computed at the end of the semester, 4) materials used in field experiences and videos of teaching, 5) personal reflections and summaries about progress, and 6) results of formal tests.

The following are requirements that must be met to be admitted to teacher education. No exceptions can occur to these requirements:

- Cumulative grade point of 2.600 or greater. Maintaining 2.600 while enrolled in program.
- Completion of ENG 101 and 102 with grades of C or better.
- For students pursuing secondary or K-12 licensure, completion of math course required by major field with a grade of C or better. For students pursuing elementary or early childhood education, admission can happen by either: completion of MATH 109 with

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a B- or better or completion of two of the following courses with a C or better: MATH 109, 156, 360, 361. The Associate Dean will evaluate transfer courses for admission purposes.

- Completion of COMR 103 with a grade of B- or better, or, with a grade of C, satisfactory completion of an oral proficiency test.
- Completion of ED 301/560 with a grade of C or better.
- Submission of a CBI Background Check (<http://www.cbirecordscheck.com>).
- Completion of the Measure of Academic Proficiency and Progress (MAPP) test/ETS Proficiency Profile.

All portfolios will be submitted electronically. The chart below lists the materials that should be submitted electronically and those materials that should be submitted in paper in a binder.

Curriculum and Program Outcomes

Program Requirements

| Course | Title | Credits |
|--------------------------------|---|---------|
| General Education Requirements | | |
| ENG 101 | Rhetoric and Writing I | 3 |
| ENG 102 | Rhetoric and Writing II | 3 |
| MATH 156 | INTRODUCTION TO STATISTICS | 3 |
| COMR 103 | SPEAKING AND LISTENING | 3 |
| Humanities Electives | | 6 |
| History Elective | | 3 |
| PSYCH 151 | HUMAN DEVELOPMENT ¹ | 3 |
| Social Sciences Elective | | 3 |
| Laboratory Science Sequence | | 10 |
| Major Requirements | | |
| MATH 126 | CALCULUS AND ANALYTIC GEOMETRY I | 5 |
| MATH 207 | MATRIX AND VECTOR ALGEBRA WITH APPLICATIONS | 3 |
| MATH 224 | CALCULUS AND ANALYTIC GEOMETRY II | 5 |
| MATH 319 | NUMBER THEORY | 3 |
| MATH 330 | INTRODUCTION TO HIGHER GEOMETRY | 3 |
| MATH 360 | ELEMENTARY MATHEMATICS CONCEPTS I | 3 |
| MATH 361 | ELEMENTARY MATHEMATICS CONCEPTS II | 3 |
| MATH 362 | PROBLEM SOLVING FOR K-6 TEACHERS | 3 |
| MATH 463 | HISTORY OF MATHEMATICS | 3 |

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| Course | Title | Credits |
|------------------------------|-------|---------|
| Electives in Math/Math Ed | | 7 |
| Computer Programming | | 4 |
| Electives | | 7 |
| Education Minor requirements | | 37 |
| Total Credits | | 120 |

Program Goals and/or Objectives

All Teacher Education Program completers for Middle School Mathematics Education have the following goals:

1. Use democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.
2. Create learning experiences that make content knowledge accessible, exciting, and meaningful for all students.
3. Create a learning community in which individual differences are respected, appreciated, and celebrated.
4. Ensure, through the use of standards and informal and formal assessment activities, the continuous development of all learners.
5. Construct and use pedagogy to maximize the intellectual, social, physical, and moral development of all students.
6. Be reflective decision-makers, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.
7. Create communities of learning by working collaboratively with colleagues, families, and other members.
8. Model the professional and ethical responsibilities of the education profession.

Expected Student Learning Outcomes

Upon completion of the Bachelor of Science degree in Middle School Mathematics Education, students will:

1. Acquire a broad knowledge of mathematics in all areas taught in middle school mathematics education, and enough additional knowledge beyond that to help their future students know where math is headed.
2. Construct knowledge through critical and analytical thinking, independent thinking, reasoned judgment, mature values, and imagination.
3. Communicate knowledge by effectively writing in academic and practical formats, speaking in a variety of settings, and utilizing technology as a tool for communication.
4. Apply knowledge by using multiple representations and explanations of disciplinary concepts; using different viewpoints, theories, "ways of knowing," and methods of inquiry in the teaching of mathematics; evaluating curriculum for comprehensiveness, accuracy, and usefulness; engaging students in generating knowledge and testing hypotheses through inquiry; developing and using curricula that encourage students to see and interpret ideas from diverse perspectives; and creating interdisciplinary learning experiences.

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Faculty resources

All of the coursework already exists and is already being offered for other approved programs at CSU-Pueblo and therefore additional faculty are not anticipated.

Library resources

No additional library resources beyond those currently available are necessary.

Facilities, equipment, and technology

Current facilities, equipment and technology are adequate for course instruction.

Budget

Because this program is built with existing courses and upon the existing Teacher Education Program, costs are minimal. The table below outlines expected costs and how those costs will be addressed by the department.

| Item | Cost | How Addressed |
|---|-----------------------|--|
| Program Marketing/Advising Materials | \$50/year | Can be absorbed by dept. budget |
| Admission Portfolio Evaluation | \$25/student | Covered by faculty load or dept. budget |
| Supervision of Student Teachers | \$475/student teacher | \$100 of this is covered by a course fee in student teaching. The remainder can be covered by the tuition revenue generated from the credits taken for student teaching (12 credit hours per student teacher). |

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MATTERS FOR CONSENT:

New Online Emphasis Program: MS Nurse Manager & Leader Program

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the Division of Extended studies in collaboration with the College of Education, Engineering and Professional Studies School of Nursing and Health Sciences to establish a new emphasis in MS Nursing. If approved, this emphasis will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: **MS Nurse Manager & Leader**
- Degree type: **MS Major in Nursing**
- Recommended CIP code: **51.1602-Nursing Administration (MSN, MS, PhD)**
- Department/School: **School of Nursing and Health Science**
- College: **College of Education, Engineering and Professional Studies**
- Expected number of students enrolled in program: **100 with a goal of 15 year 1**

The nurse manager plays a pivotal role in medical care as they help carry out the mission of their healthcare organization. A nurse manager/leader often holds the senior nursing positions in their place of employment and direct units within a facility. Roles may include: head nurse, nurse administrator, unit director, nursing policy manager and can even hold a title such as Director of Nursing (DON) or Chief Nursing Officer (CNO). In order to be an effective nurse manager/leader, RNs must clearly and effectively communicate with their nursing staff to help provide the best patient care possible. Not only do nurse manager/leaders assume social responsibility for instilling change to improve the health of patients, families, and communities as a whole; but they also practice moral and ethical principles while doing so. Nurse manager/leaders are considered to be very valuable members in healthcare management. Common places of employment for nurse manager/leaders include: hospitals, healthcare organizations, home health agencies, nursing homes, and consulting firms.

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As a nurse executive manages and oversees an entire nursing staff in a healthcare environment, he or she must have advanced management and leadership skills. The American Organization of Nurse Leaders (AONL) provide certification credentials that include the Certified Nurse Manager and Leader (CNML). Putting this degree program curriculum online through the Division of Extended Studies promotes accessibility and flexibility, particularly for registered nurse adult learners who are already working in their field and seeking promotion.

Employment of medical and health services managers is projected to grow 20% from 2016 to 2026, much faster than the average for all occupations, according to the Bureau of Labor Statistics. As the large baby-boom population ages and people remain active later in life, there should be increased demand for healthcare services. According to PayScale, the average salary for a nurse manager/leader is \$82,956.

Year 0 (2019-2020) – Submit to CSU-Pueblo’s Curriculum and Academic Programs Board for a new emphasis. Nursing faculty will develop and implement online versions of existing nursing and business courses through Division of Extended Studies. Develop and implement a recruitment and marketing plan. Begin constructing online versions of existing courses. Limited resources needed. Two existing hybrid courses in NSG will need to be developed for online and two new courses will need development for fieldwork and the capstone project. Substantial change for ACEN accreditation needs to be submitted in the spring at least 4 months prior to offering the program.

Year 1 (2020-2021) – Begin offering the Emphasis online. Online courses will be taught by adjunct instructors. Nursing faculty will monitor student learning outcomes and mentor adjunct instructors to maintain accreditation requirements. Goal is to have at least 15 new students in the degree this year.

Year 2 (2021-2022) – Continue implementing courses online. Goal is to have at least 30 current students. When 100 students are enrolled in the program an administrative support position in extended studies will be requested to meet the needs of program coordination and for oversight/instruction of the online classes. When the goal of 300 students is reached between the RN-BS, RN-MS/MS Nurse Educator & MS Nurse Manager & Leader, a full time faculty online coordinator will be requested.

Year 3 (2022-2023) – Goal is to have at least 100 current students with a goal of 300 students by year five.

2. Mission Appropriateness

Healthcare has been identified as a primary career for economic growth and expansion in Southern Colorado and the Southwestern United States. The need for highly qualified professionals in healthcare is in high demand, therefore providing this degree opportunity would be serving an important need in our regional community as well as at the state and national level.

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Colorado State University-Pueblo is a regional, comprehensive university with the following Mission and Vision Statements:

Mission Statement

CSU-Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.

Vision Statement

To establish Colorado State University-Pueblo as the people's university of the Southwest United States by 2028.

Our Values

CSU-Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevates our people and our community, creates educational opportunities, fosters unique collaborations, and supports inclusion, access, and affordability as a gateway to the world.

- Hispanic Serving Institution: Past Hispanic enrollment in the undergraduate program in Nursing was 27%. It is expected that the MS Nursing Manager & Leader will have similar enrollment which will outweigh the national average, training more diverse students for the healthcare fields and meeting the goals of our institutional mission.
- Gender: Nursing averages about 83% female and 17% male. Developing nursing managers & leaders for the future will strengthen hospital leadership in approximately the same ratios with the skill sets required for leadership.
- Quality Initiative: The University's Quality Initiative is Experiential Education (which informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application). The curriculum consists of experiential education opportunities throughout the program in the two new experiential classes with 300 practicum contact hours working directly with nursing and other healthcare managers, leaders and administrators in a healthcare settings.
- CEEPS – The programs in the college provide hands-on opportunities for students to be actively involved in their field before completing their degree. Experience and expertise are necessary for students to be recognized by future employers and graduate programs.
- The mission of the College is to offer a career-oriented education that efficiently and effectively prepares students to excel as professionals.
- Nursing – The mission of the School of Nursing is: To prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations.

CSU-Pueblo New Degree Program MS Nurse Manager Leader

CSU-Pueblo adopted a new Strategic Plan in 2015-2020 that is designed to build upon our strengths, seize opportunities, and address internal and external challenges over the next 5 years. The plan is driven by our mission as a regional, comprehensive university with a student-centered focus and an enduring commitment to diversity. The plan consists of 4 major goals, including 1) excellent academics, 2) affordable education, 3) transformative opportunities, and 4) supportive student life. Our proposed new emphasis ensures a commitment to excellence, the program will directly meet and address the following points in the 2015-2020 University Strategic Plan:

Goal 1: Excellent Academics

1.1. Objective One - Attract motivated students capable of academic success. The students that would be looking at the nurse manager & leader program are those that typically have been working RN looking to advance in their career pathway.

1.3. Objective Three – Provide sustainable, high quality, relevant academic programs that prepare students for professional and academic success: The program has been identified as a need at the local to national level

Goal 3: Transformative Opportunities

3.3. Objective Three - Integrate experiential education throughout students' curricular and co-curricular activities: Experiential Education informs and enhances the learning experience of students by emphasizing a learning-by-doing approach that includes reflection and application. The Nurse Manager & Leader program consists of experiential education opportunities where program knowledge and skills will be applied in a healthcare setting. This program will require a total of 300 practicum contact hours in a healthcare setting with 120 hours during the program and 180 hours to integrate the Nurse Manager and Leader competencies into the advanced practice role during the final program semester.

Goal 4: Supportive Student Life

4.2. Objective Two - Provide opportunities for networking, leadership, and mentoring opportunities for students both on and off-campus: Students in the Nurse Manager & Leader program will have numerous opportunities for networking, leadership and mentoring in the required experiential courses. Students will be in a service learning environment in several clinical and community sites around the surrounding community, cities and metropolitan areas which will provide a rich opportunity for networking, leadership and mentoring.

Rationale for the Nurse Manager & Leader Program

This new multidisciplinary degree will provide better visibility for the existing programs both for the online RN-BSN, the RN-MS Nurse Educator as well as the option to continue in our current DNP: Population Health or our future planned DNP: Nurse Executive program. This program will build on a respected and accredited program that has a 54 year history. The needs assessment in the CSU Global Executive Summary recognizes and identifies the current need for this type of program. The CSU-Pueblo School of Nursing &

Health Sciences can provide a quality program with our current nursing accreditation. The Nurse Manager and Leader program implementation of this online program will require minimal additional resources consisting of two new courses, transitioning two existing hybrid courses to an online format and continuing to expand our current collaborative teaching relationship with the Hasan School of Business and Extending Studies. The need for a Nurse Manager and Leader has an expected 20% growth trajectory through the year 2028 from the Bureau of Labor Statistics (2019).

4. CSU System & State Positioning

The proposed enrollment in the Nurse Manager & Leader program is shown in the table below. The goal will be to graduate at least 100 students per year.

Proposed MS Nursing Manager & Leader completion degree enrollment:

| Academic Year | Total/ Majors | Yr. 1 | Yr. 2 | Graduates |
|---------------|---------------|-------|-------|-----------|
| 2020-2021 | 15 | 15 | 0 | 0 |
| 2021-2022 | 30 | 20 | 10 | 10 |
| 2022-2023 | 50 | 30 | 20 | 15 |
| 2023-2024 | 75 | 45 | 25 | 25 |
| 2024-2025 | 100 | 60 | 40 | 40 |

Special Admissions Standards

Have a BSN with an RN in good standing with a compact state with the Colorado Board of Nursing.

Curriculum and Program Outcomes

The MS Major in Nursing Student Learning Outcomes are as follows:

- Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice.
- Utilize inter-professional collaboration to provide safe, quality patient-centered care.
- Explore quality improvement initiatives that affect delivery of advanced practice nursing and health care services.

Curriculum

Content and competencies for the program are guided by the American Association Colleges of Nursing (ANCC) Master's Essentials and the American Organization for Nursing Leadership (AONL) Nurse Manager Competencies. 4 courses with 11 credits will be utilized from existing nursing core courses, 2 courses will be developed for fieldwork and capstone for 5 credits including 300 contact hours for experiential learning and 18 credits will be adopted from HSB that fit the competencies for the nurse manager. In reviewing other similar program such as John's Hopkins and Chamberlin University the

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range of credits equals 30-36 and the contact hours for fieldwork range from 250-376 hours. The proposed program will have a total of 34 credit hours and 300 field hours.

| Course | Title | Credits |
|---------------|---|-----------------|
| NSG 505 | Biostatistics & Research | 3 |
| NSG 512 | Research & Evidence-Based Practice | 3 |
| NSG 548 | Healthcare: Ethics, Law and Policy | 3 |
| NSG 571 | Healthcare Informatics | 2 |
| NSG 594 (New) | Nurse Manager and Leader Practice Fieldwork | 2 (120 contact) |
| NSG 688 (New) | MS Nurse Manager and Leader Practice Capstone | 3 (180 contact) |
| | Nursing Total | 16 |
| ACCTG 510 | Managerial Accounting | 3 |
| CIS 565 | Management Information Systems | 3 |
| FIN 530 | Financial Management | 3 |
| MKTG 540 | Marketing Management | 3 |
| MGMT 520 | Management of Organizational Behavior | 3 |
| MGMT 540 | Managing Human Resources | 3 |
| | Business Total | 18 |
| | Program Total | 34 |

Faculty resources

No additional full-time faculty will be required in the first 2-5 years. Consideration should be given for 1 FTE faculty “online liaison” when the online nursing programs reaches 300 students. Consideration should be given to administrative support for 1 FTE with CSU-Pueblo Online when the online nursing programs reach 100 students. Online courses will be developed by nursing faculty and generally will be taught by adjunct faculty. This would allow the program to have full-time faculty oversight of the online curriculum and additional marketing. Proposed FTE (addition of 1.0 FTE TT faculty member will only occur with significant enrollment of 300 students for all three programs, RN-BSN, RN-MS/MS Nurse Educator, MS Nurse Manager & Leader.) Additional resources should be considered if growth becomes significantly larger.

Library resources

No additional library resources beyond those currently available are necessary due to the resources available for the current nursing. A listing of current resources is available upon request.

Facilities, equipment, and technology

Online facilities are adequate for course instruction.

Budget

Budget is based on 15 students by year 1 to 100 students by year 5. Total credits are 34 and tuition is \$575.00 per credit. Adjuncts are paid \$1800 per credit. 4 courses will need to be

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developed for online by the nursing faculty with a stipend and not reassignment time.
Nursing Faculty will evaluate student learning outcomes and mentor adjunct faculty to

| 15, 25, 50, 75, 100 Students (25 students per section/course) | Estimated Amount in Dollars | | | | |
|---|-----------------------------|----------------------|----------------------|------------------------|------------------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/24 |
| Operating Expenses | | | | | |
| Adjunct Faculty | \$ 30,600.00 | \$ 61,200.00 | \$ 122,400.00 | \$ 183,600.00 | \$ 244,800.00 |
| Total Operating Expenses | \$ 30,600.00 | \$ 61,200.00 | \$ 122,400.00 | \$ 183,600.00 | \$ 244,800.00 |
| Program Start-up Expenses | | | | | |
| Faculty Development | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 |
| Curriculum Development (4 online courses) | \$ 6,000.00 | \$ - | \$ - | | |
| Marketing | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 |
| Total Program Start-up | \$ 16,000.00 | | | | |
| TOTAL PROGRAM EXPENSES | \$ 46,600.00 | \$ 61,200.00 | \$ 122,400.00 | \$ 183,600.00 | \$ 244,800.00 |
| Enrollment Revenue | | | | | |
| Tuition (\$575) Cohort Avg 17 hr/year | \$ 136,425.00 | \$ 545,700.00 | \$ 909,500.00 | \$ 1,364,250.00 | \$ 1,819,000.00 |
| TOTAL PROGRAM REVENUE | \$ 89,825.00 | \$ 484,500.00 | \$ 787,100.00 | \$ 1,180,650.00 | \$ 1,574,200.00 |

maintain accreditation requirements with a stipend and not reassignment time.

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MATTERS FOR CONSENT:

Retitle Business Degree Program: BSBA in Marketing

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from CSU-Pueblo and the Hasan School of Business to implement a BSBA in Marketing to replace the existing BSBA in Business Administration with Emphasis in Marketing. If approved, this degree title change will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs

Brief Overview of Proposed Program

- Name of Major/Program: **Marketing**
- Degree type: **Bachelor of Science in Business Administration (BSBA)**
- Recommended CIP code: **52.1401** - Marketing/Marketing Management, General.
- Department/School: **Hasan School of Business**

The major in marketing leads to the Bachelor of Science in Business Administration (BSBA) and provides students with the theoretical and conceptual basis of marketing as well as application skills in marketing in for profit and non-profit organizations. Updating this existing AACSB-accredited emphasis to a distinct major program will allow the diploma to read "BSBA with a major in Marketing" which will benefit student employability. The academic content of the program is unaltered.

All undergraduate business majors (accounting, business management and economics) take the Business Core. The Core prepares business majors with general business knowledge and skills. The Core also provides students with an understanding of and appreciation for the intellectual discipline needed for successful completion of a business major. These courses provide students with the common body of knowledge needed for imaginative and responsible citizenship and leadership roles in business and society, domestically and globally. The Business Core is designed to provide students with the opportunity to integrate their educational experiences in business within a specific discipline and across disciplines.

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Curriculum

Business Core courses required of all Business students

| Course Title | | Credits |
|--------------------|--|---------|
| ACCTG 201 | PRINCIPLES OF FINANCIAL ACCOUNTING | 3 |
| ACCTG 202 | PRINCIPLES OF MANAGERIAL ACCOUNTING | 3 |
| BUSAD 101 | BUSINESS-CAREERS AND OPPORTUNITIES | 1 |
| BUSAD 265 | INFERENTIAL STATISTICS & PROBLEM SOLVING | 3 |
| BUSAD 270 | BUSINESS COMMUNICATIONS | 3 |
| BUSAD 302 | ETHICS IN BUSINESS | 3 |
| BUSAD 360 | ADVANCED BUSINESS STATISTICS | 3 |
| BUSAD 493 | SENIOR SEMINAR | 1 |
| CIS 100 | INTRODUCTION TO WORD | 1 |
| CIS 103 | INTRODUCTION TO POWERPOINT | 1 |
| ECON 201 | PRINCIPLES OF MACROECONOMICS | 3 |
| ECON 202 | PRINCIPLES OF MICROECONOMICS | 3 |
| FIN 330 | PRINCIPLES OF FINANCE | 3 |
| MATH 220 | QUANTITATIVE ANALYSIS FOR BUSINESS | 4 |
| MGMT 201 | PRINCIPLES OF MANAGEMENT | 3 |
| MGMT 301 | ORGANIZATIONAL BEHAVIOR | 3 |
| MGMT 311 | OPERATIONS AND QUALITY MANAGEMENT | 3 |
| MGMT 485 | STRATEGIC MANAGEMENT | 3 |
| MKTG 340 | PRINCIPLES OF MARKETING | 3 |
| CIS 104 | Course CIS 104 INTRO TO EXCEL | 1 |
| Total Core Credits | | 51 |

Required Marketing Courses.

| Course Title | | Credits |
|-------------------|--------------------------------|---------|
| CIS 365 | MANAGEMENT INFORMATION SYSTEMS | 3 |
| MKTG 441 | MARKETING STRATEGIES | 3 |
| MKTG | Marketing Electives | 15 |
| BUSINESS | Elective | 3 |
| Marketing Credits | | 24 |

All business majors are required to earn a C or better in Business Core courses and in 300/400-level major courses to fulfill degree requirements.

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program.

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MATTERS FOR CONSENT:

Retitle Engineering Degree Program: MS in Mechatronics Engineering

RECOMMENDED ACTION:

MOVED, that the CSU Board of Governors approve the request from the CSU-Pueblo and the College of Education, Engineering, and Professional Studies to implement a Master of Science in Mechatronics Engineering to replace the existing Master of Science in Engineering with emphasis in Mechatronics. If approved, this degree title change will be effective in fall 2020.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

Brief Overview of Proposed Program

- Name of Major/Program: Mechatronics Engineering
- Degree type: Master of Science (MS)
- Recommended CIP code: 14.4201 - Mechatronics, Robotics, and Automation Engineering.
- Department/School: College of Engineering, Education and Professional Studies

This is a retitling of the Master of Science in Engineering Mechatronics Emphasis to a separate Master of Science in Mechatronics Engineering in order to give the mechatronics emphasis more visibility for students and employers.

The Master of Science in Mechatronics Engineering program (MSME) provides advanced education in mechatronics engineering. Mechatronics combines mechanical and electrical engineering with computers to create smart devices that make our lives better. Electrical and mechanical systems, controlled by computers, are at the core of a wide range of processes and products. Robots, the Mars Rover, a heart-lung machine, a self-driving car, a computer-controlled telescope, and a nano-scale microscope are all examples of mechatronics.

The MSME program prepares students for engineering careers in advanced design, development and operational evaluation of computer controlled electro-mechanical

systems and products with embedded electronics, sensors, and actuators; and which includes, but is not limited to, automata, robots and automation systems.

Expected Student Outcomes: Each MSME graduate will be able to:

- Apply advanced engineering principles in the design and analysis of a system or process
- to meet specified needs
- Communicate effectively in writing and orally
- Analyze and/or design a mechatronics system

Curriculum

The MSME program consists of three components:

| Component | Credits Thesis Option | Credits Non-thesis Option |
|-----------|-----------------------|---------------------------|
| Core | 14 | 14 |
| Track | 9 | 9 |
| Elective | 7 | 10 |
| Total | 30 | 33 |

The Core Component consists of 14 credit hours:

| <u>Course</u> | <u>Title</u> | <u>Credits</u> |
|---------------|-------------------------|----------------|
| EN 507 | VIRTUAL REALITY | 3 |
| EN 513 | ARTIFICIAL INTELLIGENCE | 3 |
| EN 561 | ADVANCED CONTROLS | 3 |
| EN 563 | INTELLIGENT ROBOTICS | 3 |
| EN 593 | GRADUATE SEMINAR | 2 |

Total Credits 14

The Track Component

The Track Component consists of 9 credit hours of coursework selected by the student and his or her adviser to advance the professional and/or educational goals of the student. In the MSME program, individualized tracks are tailored to the needs of the student. An individualized track must consist of 9 credit hours of graduate coursework subject to the approval of the adviser and department.

In order to count towards graduation, any Special Projects, Special Topics, Graduate Projects or Independent Study course must consist of content appropriate for the track selected. The determination of an appropriate topic is at the discretion of the adviser and department.

The Elective Component

For the non-thesis option, the Elective Component consists of 10 credit hours of coursework of courses approved as electives by the department.

For the thesis option the Elective Component consists of 6 credit hours of thesis and 1 credit hour of coursework of courses approved as electives by the department.

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Prerequisites_for the MS in Mechatronics Engineering

| Course Topic(s) | CSU-Pueblo course equiv. | credits |
|---|---------------------------------|----------------|
| Solving for Engineers | EN 103 | 3 |
| Engineering Economy | EN 343* | 3 |
| Calculus I and II | MATH 126 and MATH 224 | 10 |
| Calculus-Based Physics I and II | PHYS 221 and PHYS 222 | 8 |
| Engineering Mechanics (statics and dynamics) | EN 211 and EN 212 | 6 |
| Circuits | EN 231 and EN 231L | 5 |
| Controls | EN 360 | 2 |
| Electromechanical Devices | EN 263 | 3 |

*Any material substituted for EN 343 must include the time value of money topic.

Additional Program Requirements for the MSME

The program of study must be approved by the MSME Program Director.

At least 21 credit hours must be in graduate level engineering courses.

No more than 9 credit hours of graduate coursework may be accepted as transfer credit from another institution.

Any course taken as a prerequisite to engineering graduate study at CSU-Pueblo may not be counted towards graduation and must be taken for credit (i.e., not audited).

Faculty Resources, Library Resources, Facilities, Equipment, Technology, and Budget

Existing resources will continue to support this program.

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MATTERS FOR ACTION:

Colorado State University-Pueblo – AY2020-2021 & AY2021-2022

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the Colorado State University-Pueblo Academic Calendar for AY2020-2021 and AY2021-2022.

EXPLANATION:

Presented by Mohamed Abdelrahman, Provost and Executive Vice President for Academic Affairs.

The CSU-Pueblo Academic Calendar historically is prepared by the Registrar and presented to the Board for approval. (No campus body is required to approve it in advance of the Board meeting). Once approved by the Board, the calendar is posted with wording that states that these calendars are planned in advance and are subject to change, and unless otherwise stated, the University is open and classes will be held as scheduled. Calendars follow on next page.

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UNIVERSITY CALENDAR 2020-2021

Fall 2020

| | |
|---|-------------------|
| Registration Begins | March 9 (of 2020) |
| Classes Begin | August 24 |
| End Add Period (Full-Term Courses) | August 28 |
| End Drop Period (Full-Term Courses) | September 7 |
| Fall Graduation Contract Deadline | September 18 |
| End Withdrawal Period (Full-Term Courses) | October 23 |
| Fall Break | November 23-27 |
| Classes End | December 4 |
| Final Exams | December 7-11 |

Spring 2021

| | |
|---|----------------------|
| Registration Begins | October 19 (of 2020) |
| Classes Begin | January 18 |
| End Add Period (Full-Term Courses) | January 22 |
| End Drop Period (Full-Term Courses) | February 1 |
| Spring Graduation Contract Deadline | February 12 |
| End Withdrawal Period (Full-Term Courses) | March 19 |
| Spring Break | March 22-26 |
| Classes End | April 30 |
| Final Exams | May 3-7 |
| Commencement | May 8 |

Summer 2021

| | |
|---------------------|-------------------|
| Registration Begins | March 8 (of 2021) |
|---------------------|-------------------|

First 4, 6, 12-Week Sessions

| | |
|---|----------|
| Classes Begin | May 17 |
| <i>Memorial Day (University Closed)</i> | May 31 |
| Summer Graduation Contract Deadline | June 4 |
| Classes End | |
| First 4-Week Session | June 10 |
| First 6-Week Session | June 24 |
| 12- Week Session | August 5 |

Second 4-Week Session

| | |
|--|---------|
| Classes Begin | June 14 |
| <i>Independence Day Observed (University</i> | July 5 |

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Closed)

Classes End July 8

Second 6-Week Session

Classes Begin June 28

Independence Day Observed (University July 5

Closed)

Classes End August 5

Third 4-Week Session

Classes Begin July 12

Classes End August 5

**Note: These calendars are planned in advance and are subject to change. Unless otherwise stated, Colorado State University-Pueblo will be open and classes will be held as scheduled.*

UNIVERSITY CALENDAR 2021-2022

Fall 2021

Registration Begins March 8 (of 2021)

Classes Begin August 23

End Add Period (Full-Term Courses) August 27

End Drop Period (Full-Term Courses) September 6

Fall Graduation Contract Deadline September 17

End Withdrawal Period (Full-Term

Courses)

Fall Break November 22-26

Classes End December 3

Final Exams December 6-10

Spring 2022

Registration Begins October 18 (of 2021)

Classes Begin January 17

End Add Period (Full-Term Courses) January 21

End Drop Period (Full-Term Courses) January 31

Spring Graduation Contract Deadline February 11

End Withdrawal Period (Full-Term

Courses)

Spring Break March 21-25

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| | |
|--------------|----------|
| Classes End | April 29 |
| Final Exams | May 2-6 |
| Commencement | May 7 |

Summer 2022

| | |
|---------------------|-------------------|
| Registration Begins | March 7 (of 2022) |
|---------------------|-------------------|

First 4, 6, 12-Week Sessions

| | |
|---|----------|
| Classes Begin | May 16 |
| <i>Memorial Day (University Closed)</i> | May 30 |
| Summer Graduation Contract Deadline | June 3 |
| Classes End | |
| First 4-Week Session | June 9 |
| First 6-Week Session | June 23 |
| 12- Week Session | August 4 |

Second 4-Week Session

| | |
|---|---------|
| Classes Begin | June 13 |
| <i>Independence Day (University Closed)</i> | July 4 |
| Classes End | July 7 |

Second 6-Week Session

| | |
|---|----------|
| Classes Begin | June 27 |
| <i>Independence Day (University Closed)</i> | July 4 |
| Classes End | August 4 |

Third 4-Week Session

| | |
|---------------|----------|
| Classes Begin | July 11 |
| Classes End | August 4 |

Note: These calendars are planned in advance and are subject to change. Unless otherwise stated, Colorado State University-Pueblo will be open and classes will be held as scheduled.

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MATTERS FOR ACTION:

Bachelor of Science in Nursing Completion Program

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the Bachelor of Science in Nursing Completion Program to serve urban area hospitals.

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

CSU Global proposes a new Bachelor of Science in Nursing (BSN) Completion Program to provide an unprecedented pathway for Licensed Practical Nurses (LPN), with a focus on service in our Colorado urban populations. LPN programs are typically housed within school district career and technical schools. As such, they face extreme difficulty moving beyond what may be considered a terminal credential. Acceptance into the limited seats available at most institutions and challenges associated with transfer of credit have made it difficult for LPNs to find the academic and career pathways currently afforded to RNs. CSU-Global's proposed program will provide quality upskilling for the 6,970 LPNs in the state of Colorado earning an average salary of \$42,000; a wage slightly above the living wage in CO (Burning Glass, 2019).

While the LPN market is considerably underserved from an educational standpoint, there is increasing pressure on hospitals to hire only BSN qualified nurses; and in Colorado, to maintain their Magnet Status, our hospital leadership in urban areas are increasingly only seeking BSN qualified nurses (IOM). CSU-Global's BSN completion program has been created in partnership with two urban metro Denver LPN programs, Emily Griffith Technical College and Pickens Technical College whose students are facing these very challenges. This program is designed to provide flexible high quality and long-term career progression opportunities for students, LPN credentialed nurses, and urban hospitals in need of BSN prepared nurses for Colorado and beyond.

CIP Code: 51.3801



Program Title: BSN Completion Program

Degree Type: Undergraduate

STEM: Yes

Recommended CIP Code: 51.3801

Program Chair/Program Manager: Tony Contento

Program Description and Outcomes

The LPN-BSN completion program is designed for LPNs to complete the requisite academic and content hours needed to take and pass the RN NCLEX Exam and complete a BSN. Due to the nature of the advanced clinical skills, critical thinking, complex patient needs, and focus on patient safety, students are required to participate in clinical practice opportunities. They will be provided opportunities to practice and apply advanced clinical concepts at simulation centers in strategic locations within the state of Colorado. In addition, each student will be assigned four 8-week preceptorships during which students will meet the state requirements for clinical hours in the areas of focus needed to qualify for the RN (acute care, ambulatory care, home health care, etc.). The goal of the proposed program is to promote academic progression and provide students with the opportunity to achieve their professional goals while addressing the critical nursing shortage in Colorado and within our urban healthcare facilities. A solid foundation in the arts, sciences, humanities, and technology will be additional crucial curricular components of the program to prepare graduates to meet the demands in current healthcare environments. Once LPN students meet the requirements to sit for the RN NCLEX exam, they will progress into more advanced nursing courses to expand the student nurses' knowledge and experiences while preparing them to advance within their professional nursing career. The program will also prepare graduates for entry into graduate nursing education. The program will require a total of 120 credit hours to earn a Bachelor of Science in Nursing degree. In keeping with the CSU-Global campus mission, the LPN-BSN program will be primarily online, offer monthly class starts, and provide flexibility to meet the needs of the working adult student.

The courses in each program will be designed to address expected program learning outcomes of the certifying body, The Commission for Collegiate Nursing Education.

Program Learning Outcomes Commission Collegiate Nursing Education (CCNE)

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1. Integrate knowledge, skills, and values in the management of client care for individuals and groups across the lifespan and across healthcare environments.
2. Utilize current evidence to improve healthcare outcomes for clients.
3. Participate in quality and client safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
4. Communicate and collaborate as members of interprofessional teams to deliver safe, quality healthcare.
5. Demonstrate technology skills in locating, retrieving, applying, and evaluating the integrity of information while using information responsibly and ethically.
6. Integrate professional values in the delivery culturally sensitive care to clients across the lifespan.
7. Integrate scholarly inquiry and research into evidence-based nursing practice.
8. Accept responsibility for lifelong learning, global citizenship, and service in the nursing profession

Program Eligibility

Applicants for the LPN-BSN Completion Program must meet the following requirements:

Admission

- Current unencumbered LPN License
- Transcripts from an accredited LPN program
- Pass the HESI Exam with a score of 850 or higher.
- Health requirements directed by the Colorado Board of Nursing

General Education and Sciences Prerequisites

- All required science courses must be completed with a grade of C or better within the last 10 years.
- All required general education courses must be completed with a grade of C or better within the last 10 years.

Applicants who do not have the state required general education course requirements or the nursing pre-requisites may be admitted on provisional status and required to complete the requirements before enrolling in core nursing courses.

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Mission Appropriateness:

CSU-Global is dedicated to the success of nontraditional adult learners in a global society and positively impacting our local and national economy. Colorado, along with rest of the nation, is experiencing an unprecedented shortage of BSN qualified nurses. Implementation of a nursing program at CSU-Global will support each of the primary themes in the Institute of Medicine (IOM), *The Future of Nursing: Leading Change, Advancing Health*, report and address the health and workforce needs in Colorado. This shortage is expected to persist based on the Institute of Medicine's national initiative calling for 80% of the U.S. nursing workforce to have a BSN degree by 2020 (IOM, 2011).

CSU-Global is confident that quality faculty can be recruited through a local and national search. CSU-Global is uniquely positioned to source faculty across the US with competitive benefits and remote work agreements.

The CSU-Global mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. CSU Global is the first statutorily defined, non-profit, online state university in the U.S. Through implementation and growth of a nursing program CSU-Global as a state institution is addressing a moral and ethical responsibility to meet the health needs of our residents. The nursing shortage has national attention and projections are expected to intensify as Baby Boomers age and the need for health care grows (Buerhaus, 2017, 2019). Compounding the problem is the fact that nursing schools across the country are struggling to expand capacity to meet the rising demand for care given the national move toward healthcare reform.

- According to the Bureau of Labor Statistics' *Employment Projections 2016-2026*, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2026. The RN workforce is expected to grow from 2.9 million in 2016 to 3.4 million in 2026, an increase of 438,100 or 15%. The Bureau also projects the need for an additional 203,700 new RNs each year through 2026 to fill newly created positions and to replace retiring nurses.
- In the July 2017 *Journal of Nursing Regulation*, Dr. Peter Buerhaus and colleagues examine the "Four Challenges Facing the Nursing Workforce in the United States," which include the accelerating rate of RN retirements. The researchers project that one million RNs will retire by 2030 and that "the departure of such a large cohort of experienced RNs means that patient care settings and other organizations that depend on RNs will face a significant loss of nursing knowledge and expertise that will be felt for years to come."

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- According to the “United States Registered Nurse Workforce Report Card and Shortage Forecast” published in the January 2012 issue of the *American Journal of Medical Quality* (Juraschek, 2012), a shortage of registered nurses is projected to spread across the country between 2009 and 2030. In this state-by-state analysis, the authors forecast the RN shortage to be most intense in the South and the West.

Analysis of the Nursing Shortage

Released in October 2010, the Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health*, is a thorough examination of the nursing workforce. The recommendations offered in the report focused on the critical intersection between the health needs of diverse, changing patient populations across the lifespan and the actions of the nursing workforce. The recommendations were intended to support efforts to improve the health of the U.S. population through contributions nurses can make in the delivery of care. The eight recommendations offered in the report are centered on four main issues:

1. Nurses should practice to the full extent of their education and training.
2. Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
3. Nurses should be full partners with physicians and other health professionals, in redesigning health care in the United States.
4. Effective workforce planning and policymaking require better data collection and information infrastructures.

The report was designed to serve as a framework for changes in the nursing profession and the health care delivery system. These nurse-led solutions are directed to individual policy makers, national, state, and local government leaders, payers, health care researchers, executives, and professionals (including nurses), and larger groups such as licensing bodies, education institutions, and philanthropic and advocacy organizations, especially those advocating for consumers.

Nursing Shortage in Colorado

The Colorado Center for Nursing Excellence was formed in 2002, as the only neutral, nursing workforce-focused organization operating from a system and state-wide perspective. The Center’s Mission is: “Building upon a foundation of evidence”. The Center advocates for and provides professional education, leadership development, coaching and data analysis to continually strengthen the nursing and healthcare workforce. The Center uses its system-wide perspective and consensus-building credibility to create innovative, high-leverage interventions that help improve the volume, quality, and operations of Colorado’s nursing workforce. The Center provides a plethora of relevant facts related to the critical nature of nursing and health care in Colorado. According to the Colorado Center for Nursing Excellence (CCNE, 2019):

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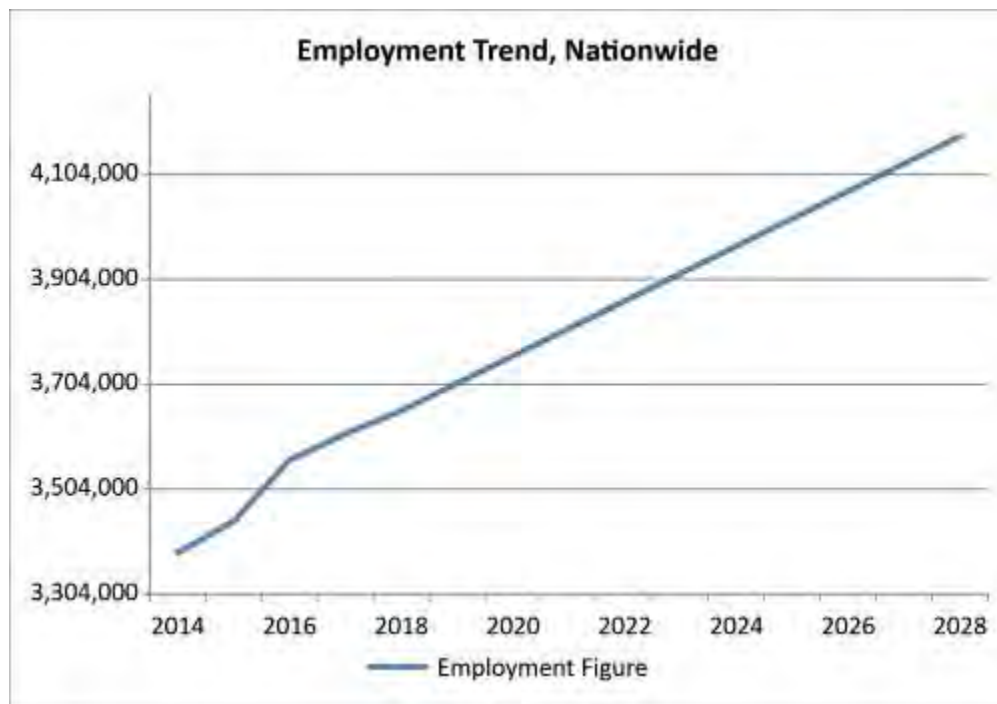
- The nursing shortage in Colorado is twice the national average. This rate is projected to grow to with a shortage of nearly 6,700 nurses by 2024 (bsnedu.org, 2019)
- Preparing future nurses and health care workers is a priority for Colorado's educational system. The health care and social service sectors provide employment to 11 % of Colorado employees, with 253,000 employees, and annual payroll of over \$11 billion.
- Nurses are needed to replace almost 7,000 retiring nurses and to respond to increased health care demands due to population growth.
- One-third of the state's licensed RNs are currently over the age of 55.
- Colorado's population grew by nearly 80,000 people in 2018, making it the seventh fastest-growing state in the country.
- Colorado needs 1,780 more nurses to reach the national average nurse to population ratio.
- As the uninsured gain increased access to care, Colorado can expect to see an increase in the demand for registered nurses in physician offices, community care clinics, public health, and other service areas.
- Although the pipeline for nursing education has significantly expanded since 2000, very serious challenges remain in developing, recruiting, and paying for nursing faculty to meet the annual demand for over 2 million hours of student nurse clinical experiences.
- Colorado's need for nurses to support health care services will continue to outstrip the supply of nurses unless concerted action is taken by public, private and educational institutions.

Labor Market Data

According to Burning Glass (2019), there were 665,869 job postings in the past 12 months listed for Bachelor of Science in Nursing (BSN) graduates. The Bureau of Labor Statistics (2019) indicates the number of jobs is expected to grow through 2028.

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Employment (BLS) | 3,382,920 | 3,443,160 | 3,559,580 | 3,609,540 | 3,653,650 | 4,176,848 |

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Employment data between years 2019 and 2028 are projected figures.

There are many advantages to earning a BSN degree including increased salaries, better positions, and improved patient care (BSNedu.org, 2019). Hospitals with a higher percentage of BSN prepared nurses have greater standards of patient care and lower incidences of patient post-surgical mortality (Robert Wood Johnson Foundation). Specifically, in Colorado, there is a 37-61% increase in salary when an LPN is able to earn the RN and/or BSN.

| City/Area | Avg LPN Salary | Avg RN Salary | % Diff |
|-------------------------------|----------------|---------------|--------|
| Denver, Aurora, Lakewood - CO | \$50,150 | \$71,730 | 43.0% |
| Colorado Springs - CO | \$45,850 | \$65,990 | 43.9% |
| Boulder - CO | \$46,700 | \$75,470 | 61.6% |
| Fort Collins - CO | \$46,430 | \$67,480 | 45.3% |
| Pueblo - CO | \$46,610 | \$63,930 | 37.2% |
| Grand Junction - CO | \$43,660 | \$68,050 | 55.9% |
| Greeley - CO | \$47,320 | \$70,280 | 48.5% |

Table data taken from BLS <https://www.bls.gov/oes/current/oes291141.htm> & <https://www.bls.gov/oes/current/oes292061.htm>

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Industry Comparison

There are 368 online nursing programs in the United States with an average cost of \$24,659 for RN-BSN programs. Tuition is generally based on a cost-per-credit or cost-per-time model. Ten of these programs are in Colorado, and each are accredited by either the Accreditation Commission for Education in Nursing (ACEN) or (CCNE) Commission on Collegiate Nursing Education.

While there are some online programs for BSNs, they are mostly limited to RN to BSN programs including Capella University, Western Governors, and Excelsior, which offer programs for those wishing to upskill from RN to the BSN. Through our innovative partnerships with our local career and technical schools, CSU Global is uniquely positioned to provide a high quality, industry relevant solution for LPN to BSN students.

| Colorado Approved Baccalaureate Programs | | | | |
|--|--------------------------------|------------|------------------|---|
| Institution | Cost per credit hour residents | Fees (Y/N) | Format | Cost |
| Adams State University | \$333 per credit hour | Yes | On-ground RN-BSN | 42 credits \$13,986 total tuition |
| Advent Health University | \$510 per credit hour | Yes | Online RN-BSN | 30 credits \$15,300 total tuition |
| Front Range | \$357 per credit hour | Yes | On-ground RN-BSN | 30.5 credits \$10,888.50 total tuition |
| Colorado Christian University | \$315 per credit hour | Yes | Online RN-BSN | 33 credits \$10,395 total tuition |
| Colorado Mesa University | \$697 per credit hour | Yes | Online RN-BSN | 31 credits |

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| | | | | |
|--|----------------------------------|-----|-------------------|---|
| | | | | \$9,999.98 total tuition |
| CSU Pueblo School of Nursing | \$382.42 per credit hour | Yes | Online RN-BSN | 30 credits \$11,472.60 total tuition |
| Denver College of Nursing | \$241.21 per quarter credit hour | yes | On-ground RN-BSN | 30 credits \$14,055 total tuition |
| Metropolitan State University Denver (ANO) | \$362 per credit hour | yes | RN-BSN completion | 36 credits \$13,032 total tuition |
| University of Colorado -Colorado Springs | \$367 per credit hour | Yes | Online RN-BSN | 33 credits \$11,000 fixed tuition |
| University of Colorado College of Nursing | \$400 per credit hour | yes | Online RN-BSN | 29 core credits \$11,600 total tuition |
| University of Northern Colorado | \$415 per credit hour | yes | Online RN-BSN | 30 core credits \$12,450 total tuition |

Enrolment Projections and Budget Summary

CSU-Global will need to hire one additional full-time faculty member to support the development of the program and the selection of highly qualified part time faculty, and to engage with qualified nurse preceptors and practicum coordinators. The curriculum will be developed by CSU-Global working with existing and new faculty members; based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements

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for qualified workers. The cost of development for the seventeen (17) new courses including simulations and case studies is 175,000.

Based on the current Colorado DORA estimates for allowable enrollment, the first year of the program may be limited to 12 Colorado residents with an additional 12 Colorado residents added every year. The current per credit cost is \$350 per credit for undergraduate tuition with a total tuition cost of \$18,900 per student for the nursing program requirements (excluding prerequisites and general education). The financial projections below assume: (1) modest enrollment projections for Colorado residents based on state regulatory agency guidance, (2) out of state student enrollment projections based on CSU-Global's demonstrated ability to scale enrollment and create effective partnerships, (3) an undergraduate retention rate of 84%, (4) the initial investment in full time faculty, and (5) the costs associated with development of the curriculum, and accreditation.

| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | Total |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Colorado Enrollment | 12 | 24 | 36 | 48 | 48 | 48 | 216 |
| Out of State Enrollment | 20 | 40 | 55 | 70 | 85 | 100 | 370 |
| Student Completions | 0 | 21 | 33.6 | 46 | 59 | 71 | 231 |
| Revenue | \$210,000 | \$512,400 | \$744,240 | \$976,080 | \$1,207,920 | \$1,439,760 | \$5,090,400 |
| Full time Faculty | (\$125,000) | (\$125,000) | (\$125,000) | (\$125,000) | (\$125,000) | (\$125,000) | (\$750,000) |
| Accreditation | (\$10,000) | | | | | | |
| Curriculum/Sim | | | | | | | |
| Costs | (\$175,500) | \$0 | (\$40,000) | \$0 | (\$40,000) | \$0 | (\$255,500) |
| Instructional Costs | (\$121,200) | (\$295,728) | (\$429,533) | (\$563,338) | (\$697,142) | (\$830,947) | (\$2,937,888) |
| Net Operating Income | (\$221,700) | \$91,672 | \$149,707 | \$287,742 | \$345,778 | \$483,813 | \$1,147,012 |

Projected Launch: January 2021

Overview of Program and Courses:

The LPN-BSN completion program is designed to support the clinical and academic needs of LPNs as they progress in their career to earn the RN and a BSN. Through our partnerships, this program supports nurses who are LPNs, and RNs with a diploma certificate or associate degree the opportunity to earn their Bachelor of Science in Nursing degree (BSN) with a focus on urban

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services. Students will be provided a mentor to provide ongoing counseling and support. Assessment Technologies Institute (ATI) products for nursing programs will be integrated into the program to benchmark the ongoing progress of the students and program outcomes. Virtual Simulation activities will be integrated into each course with products such as these:

1. <https://www.laerdal.com/us/products/courses-learning/virtual-simulation/vsim-for-nursing/>
2. <https://evolve.elsevier.com/education/nursing/virtual-clinical-excursions/>

To meet the clinical hours requirement (350 hours) CSU-Global will contract with local hospitals and partner with career and technical schools with academic simulation centers. The program curriculum will be structured to align with the standards required for the accreditation visit by the Commission on Collegiate Nursing Education (CCNE). Officially recognized by the U.S. Secretary of Education as a national accreditation agency CCNE is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education. Accreditation is comprised of four primary standards:

1. Program Quality Mission and Governance
2. Program Quality: Institutional Commitment and Resources
3. Program Quality Teaching and Learning Practices
4. Program Effectiveness and Achievement of Learning Outcomes

LPN-BSN Program Structure

The LPN-BSN Completion Program is structured to allow LPN students maximum transferability and access to flexible general education courses. Students may transfer up to 36 credits from the LPN program and up to 31 approved general education credits. LPNs, or other transfer students, who do not meet the transfer requirements may fulfill the requirements through CSU-Global pre-nursing and gtPathways approved general education offerings.

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| Pre-nursing and/or LPN Requirements | Colorado General Education Requirements |
|---|--|
| Pharmacology Calculations Alterations in Adult Health I Basic Assessment for the Practical Nurse Alterations in Adult Health II Practical Nursing Arts and Skills Pharmacology Practical Nursing Advancement into Practical Nursing Maternal Newborn Nursing Pediatric Nursing Mental Health Geriatric Nursing Clinical I Clinical II Clinical III Clinical IV | Written Communication – minimum 6 credits Mathematics – 3 credits Arts and Humanities – 6 credits History – minimum 3 credits Social and Behavioral Sciences – minimum 3 credits including Human Growth and Development Natural and Physical Science – 7 credits including Biology w/lab, |
| Up to 36 Credits (including a minimum of 400 clinical hours) | Minimum of 31 Credits |

Upon successful completion of all pre-requisite course work, students may enter the LPN-BSN nursing courses listed below. The courses below are in alignment with CCNE accreditation standards and fulfill the additional 350 hours of clinical experience required for the RN.

| LPN-BSN Completion Program | |
|--|---|
| NUR301 Advanced Nursing Skills Bridge Course | 4 |
| NUR308 Advanced Medical Nursing | 3 |
| BIO216 Pathophysiology | 4 |
| NUR312 Advanced Pharmacology | 4 |
| NUR414 Advanced Pediatrics and Obstetrics | 3 |
| NUR413 Advanced Medical Surgical Nursing | 3 |

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| | |
|--|-------------------|
| NUR412 Mental Health Nursing | 3 |
| NUR415 Complex Medical Surgical Nursing | 3 |
| NUR409 Leadership in Contemporary Nursing | 3 |
| NUR401 Advanced Health Assessment | 3 |
| NUR306 Care of the Older Adult | 3 |
| NUR256 Evidence Based Practice and Healthcare Statistics | 3 |
| NUR214 Nutrition and Patient Care | 3 |
| NUR215 Community and Urban Health | 3 |
| NUR470 Clinical Rotation One (90 hours) | 2 |
| NUR471 Clinical Rotation Two (90 hours) | 2 |
| NUR472 Clinical Rotation Three (90 hours) | 2 |
| NUR473 Clinical Rotation Four (90 hours) | 2 |
| Total | 53 Credits |

Required Science and Nursing Curriculum

BIO216 Pathophysiology

In this course, students will focus on the alterations in physiological, cellular, and biochemical processes, the associated homeostatic responses, and the manifestations of disease. Prior knowledge of cellular biology, anatomy, and physiology is essential for the study of pathophysiology.

Prerequisite: BIO202

Course Outcomes

1. Explain the etiology of disease states and imbalances.
2. Analyze how health deviations alter normal physiology.
3. Describe the alterations in cells, tissues, and organs that occur with disease and the effects they have on total body function.
4. Relate the manifestations of diseases to their underlying cellular mechanisms.

NUR301 Advanced Nursing Skills Bridge course LPN-RN Competencies

In this course, students will focus on development or enhancement of clinical skills and physical assessment across the lifespan. The course includes a review of mathematical calculations and conversions related to clinical skills, skills competencies and physical assessment. In addition, the nursing process, role transition, plan of care and critical thinking with test taking strategies will be presented.

Prerequisite: None

Course Outcomes

1. Perform mathematical calculations related to clinical practice.
2. Obtain a health history and perform physical assessment.
3. Analyze the five steps of nursing process to develop a nursing plan of care
4. Examine the rationale for and demonstrate competency in selected nursing skills.
5. Demonstrate therapeutic communication in clinical context and document process.
6. Discuss effective telemedicine practices.

NUR308 Advanced Medical Nursing

In this course, students are prepared to provide and evaluate care for patients across the lifespan with alterations in cardiovascular, respiratory, endocrine, and hematologic systems as well as patients with fluid/electrolyte and acid-base imbalance, and alterations in comfort.

Prerequisite: NUR301

Course Outcomes

5. Evaluate nursing care for patients with coronary artery disease.
6. Evaluate nursing care for patients with other alterations in the cardiovascular system consider patient diversity across the lifespan when applying principles of patient-centered care.
7. Evaluate nursing care for patients with alterations in the hematological system.
8. Evaluate nursing care for patients with alterations in the endocrine system.
9. consider patient diversity across the lifespan when applying principles of patient-centered care.
10. Evaluate nursing care for patients with alterations in fluid and electrolyte balance.
11. Evaluate nursing care for patients with alterations in acid-base balance.
12. Evaluate nursing care for patients with pain and alterations in comfort.

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NUR312 Advanced Pharmacology

In this course, students will examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. Emphasis is on the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics in the treatment of selected illnesses. Students will examine concepts of safe administration and monitoring the effects of pharmacotherapeutic agents.

Prerequisite: NUR110 or similar Nursing Pharmacology course

Course Outcomes

1. Describe the general principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics in wellness promotion and illness prevention and treatment.
2. Describe principles of safe administration of medications.
3. Contrast the principles of pharmacotherapeutics across the lifespan including the effects of race, gender and, ethnicity.
4. Investigate technologies and systems used for medication administration.
5. Discuss legal and ethical parameters of medication administration.

NUR414 Advanced Pediatrics and Obstetrics

In this course, students will examine the growth and development from conception to adolescence. Additionally, students will integrate knowledge derived from the bio/psycho/social sciences, humanities, nursing and current literature to achieve safe, competent care of OB and pediatric patients and their families who are experiencing normal development and alterations in body systems. Advanced nursing care of the pregnant client and children are studied.

Prerequisite: NUR308

Course Outcomes

1. Examine the normal growth and development of children from conception through adolescence.
2. Discuss the normal phases of pregnancy from conception through six (6) weeks post-delivery.
3. Describe the professional nurse's role in maternal and pediatric healthcare delivery.
4. Apply nursing assessment, planning, interventions and evaluation for disorders commonly seen in obstetric and pediatric clients.
5. Explain the nutritional needs of pregnant and nursing women, and children.
6. Demonstrate appropriate nursing care for obstetric and pediatric clients.

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NUR413 Advanced Medical Surgical Nursing

In this course, students are prepared to provide and evaluate care for patients in a surgical setting. Students will apply of the nursing process to the critically ill patient. They will practice time management, and review collaboration with other members of the healthcare team. Selected topics in critical care and emergency room nursing will be addressed.

Prerequisite: NUR308

Course Outcomes:

1. Describe professional nursing practice concepts used in a surgical setting.
2. Integrate diverse patient values into plan of care for surgery patients.
3. Recognize system contributions that impact the quality and safety of surgical nursing practice.
4. Create an evidence-based approach in the delivery and evaluation of care for surgical patients.
5. Discuss effective collaboration with the health care team in the delivery of patient care before, during and after surgery.
6. Explain the use of appropriate technology for the delivery of care for surgical patients.

NUR412 Mental Health Nursing

In this course, students will cover topics related to the delivery of community and mental health care. Specific health needs of individuals, families, and groups will be addressed across the lifespan. Attention will be given to diverse and at-risk populations. Mental health concepts will concentrate on adaptive/maladaptive behaviors and specific mental health disorders. Community resources will be examined in relation to specific types of support offered to racial, ethnic, economically diverse individuals and groups.

Prerequisite: NUR308

Course Outcomes

1. Assess a community including the relationships among individuals, groups, and health.
2. Manage nursing care for the health needs for the community (including vulnerable populations such as disabled, homeless, mentally ill, elderly, teens, chronically ill, culturally diverse).
3. Analyze the role of the nurse in providing safe care related to environmental hazards and emergency preparedness.
4. Analyze concepts of mental health nursing.
5. Manage care for patients experiencing a variety of mental health disorders.

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6. Manage care for patients with mental health disorders of childhood and adolescence.
7. Manage care for patients experiencing substance abuse.
8. Manage care for patients and families experiencing domestic violence.
9. Manage care for patients experiencing eating disorders.

NUR 415 Complex Medical Surgical Nursing

In this course, students are prepared to provide and evaluate care for patients across the lifespan with alterations in the immune, neuro-sensory, musculoskeletal, gastrointestinal, hepatobiliary, renal/urinary, reproductive systems and shock, burns and trauma. Students will also focus on the management of care for patients with high-risk perinatal conditions and high-risk newborns.

Prerequisite: NUR308

Course Outcomes

1. Evaluate nursing care for patients with alterations in the immune systems.
2. Evaluate nursing care for patients with alterations in the neuro-sensory system.
3. Evaluate nursing care for patients with alterations in the musculo-skeletal system.
4. Evaluate nursing care for patients with alterations in the gastrointestinal and hepato systems.
5. Evaluate nursing care for patients with critical/life threatening situations including shock, burns, and trauma.
6. Evaluate nursing care for patients with alterations in the reproductive system.
7. Evaluate nursing care for the high-risk perinatal patient.
8. Evaluate nursing care for a high-risk newborn.

NUR409 Leadership in Contemporary Nursing

In this course, students will examine nursing management and professional issues related to the role of the registered nurse. Students will synthesize theories and concepts related to critical thinking, change theory, conflict resolution, delegation, and changes that impact the health care delivery system is discussed. Theories and concepts related to leadership and management are presented. Emphasis is placed on preparing for practice as a registered nurse.

Prerequisite: NUR301

Course Outcomes

1. Apply principles of prioritization when evaluating nursing care in complex situations.
2. Apply principles of delegation and supervision when evaluating nursing care.
3. Collaborate with multidisciplinary team members to plan care.
4. Analyze ethical dilemmas in health care.
5. Analyze legal implications of nursing practice in healthcare.

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6. Integrate concepts of basic organizational and systems leadership with the culture of the organization to coordinate quality patient care.
7. Integrate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership and management actions.
8. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement.

NUR401 Advanced Health Assessment

In this course, students examine health assessment principles and techniques. This course builds on the student's knowledge of therapeutic communication and on principles of assessment of health status of individuals across the lifespan. Focus is on development and use of general and specialized assessment skills as a basis for clinical decision-making. Students are required to demonstrate mastery of advanced assessment skills. The clinical component provides the student the opportunity to independently practice the required skills and submit at mid-semester and final, video recording of their assessment skills.

Prerequisite: NUR308

Course Outcomes

1. Assess health history, wellness/illness beliefs, values, attitudes, and health promotion practices of individuals, and a focused family health history.
2. Utilize therapeutic communication techniques in obtaining a comprehensive health history and physical examination.
3. Apply concepts of quality and safety using structure, process, and outcome measures when obtaining a comprehensive health history.
4. Demonstrate the ability to utilize information management and healthcare technology when documenting comprehensive health assessments.
5. Identify cultural, developmental, and functional variations in the health status of individuals across the lifespan.
6. Incorporate evidence-based nursing practice when performing a comprehensive health assessment.
7. Perform a comprehensive physical examination using inspection, palpation, percussion, and auscultation techniques.

NUR306 Care of the Older Adult

In this course, students adapt the concepts from prior coursework to the care of older adults and develop an understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply

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health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older

adults by focusing on cultural, religious, spiritual, and communication needs, and by collaborating on care with older adults, families, and caregivers.

Prerequisite: NUR308

Course Outcomes

1. Incorporate professional attitudes, values, and expectations about physical and mental aging in the provision of patient-centered care for older adults and their families.
2. Assess the living environment as it relates to functional, physical, cognitive, psychological, and social needs of older adults.
3. Intervene to assist diverse older adults and their support network to achieve personal goals, including functional, physical, and mental wellness based on the availability of community resources/programs.
4. Compare models of care that promote safe, quality physical and mental health care for older adults.
5. Integrate relevant theories and concepts included in a liberal education into the delivery of patient-centered care for older adults.

NUR256 Evidenced-Based Practice and Health Care Statistics

In this course, students will apply the basic concepts of statistics as they learn how to design and conduct research about nursing practice, patient care, and quality processes. Students will develop a background in what constitutes sound research design and how to appropriately model phenomena using statistical data. After students are introduced to the basics of evidence-based practice, they will continue to implement the principles throughout their clinical experience.

Prerequisite: MTH156 or any General Education Mathematics course

Course Outcomes

1. Apply the concepts of probability and standard statistical distributions.
2. Demonstrate knowledge of fixed-sample and large-sample statistical properties of as related to health care economics.
3. Demonstrate knowledge of the health care quality and health care pay for performance model.
4. Demonstrate the ability to perform complex data management and analysis as related to healthcare quality.

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5. Demonstrate understanding of how to use health care data to define problems and create solutions.
6. Identify processes of inquiry relevant to provision of evidence-based healthcare by members of the interprofessional team.
7. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care
8. Apply elements of the research process and models for applying evidence to clinical practice.

NUR214 Nutrition and Patient Care

In this course, students will examine the importance of nutrition on wellness, and patient care and recovery. Students will study the health problems associated with poor nutrition and discuss prevention and treatment strategies to be used in clinical practice. Topics covered will include the nutritional aspects of obesity, nutrient and ion-imbalance, kidney disease, clinical care diets, and the role of diet in cancer care. Effective communication of nutritional care options will also be practiced in this course.

Prerequisite: NUR301

Course Outcomes

1. Describe the role of nutrition in health, wellness and disease prevention.
2. Apply theory, knowledge and evidence-based research from the public health and nursing sciences in the healthcare management of patient nutritional requirements during acute and long-term care.
3. Apply knowledge of nutrition to suggest care for specific example patients.
4. Analyze the social, physical, and environmental determinants that impact access to adequate nutrition.
5. Practice effective communication techniques to deliver information about the importance of care-based nutrition.

NUR215 Community and Urban Health

In this course, students will examine the foundational theories and models of health promotion applicable to the community and urban health nursing environments. Students will develop an understanding of how policies and resources influence different health population. Students will examine the importance of a community and urban assessment to improve or resolve a community health issue. This course introduces students to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.

Prerequisite: NUR301

Course Outcomes

1. Apply theory, knowledge and evidence-based research from the public health and nursing sciences in the healthcare management of aggregates, communities and populations.
2. Apply knowledge of organizational systems issues to achieve safe and quality health outcomes for populations.
3. Utilize cultural humility and the principles of social justice when advocating for vulnerable populations.
4. Analyze the social, physical, and environmental determinants that impact health.
5. Utilize information management and healthcare technology to improve the quality of
6. population focused care.
7. Apply public health nursing strategies in the development of wellness promotion and illness prevention interventions.
8. Discuss response systems and management strategies for selected disasters.
9. Demonstrate legal and ethical accountability when performing population focused nursing care.

NUR470 Clinical Nursing Rotation I

Nursing students will integrate content from classroom learning activities and skills labs in a health care setting. Nursing students complete a minimum of 350 clinical hours meeting all DORA and CCNE rotation requirements. Within this course, students will complete a minimum of 87.5 clinical rotation hours caring for patients with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to well childbearing families, adult, geriatric clients in a variety of settings within the community.

Prerequisite: NUR301

Course Outcomes

1. Apply the nursing process in the care of clients across the lifespan utilizing the principles of growth and development.
2. Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.
3. Use effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health needs of patients.
4. Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan.
5. Apply ethical and legal concepts relevant to the practice of professional nursing.
6. Initiate leadership and management skills necessary for effective delegation and supervision of others in a healthcare setting.

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7. Distinguish the pharmacologic interventions for varying patient populations.

NUR 471 Clinical Nursing Rotation II

Nursing students will integrate content from classroom learning activities and skills labs in a health care setting. Nursing students complete a minimum of 350 clinical hours meeting all DORA and CCNE rotation requirements. Within this course, students will complete a minimum of 87.5 clinical rotation hours caring for patients with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to well childbearing families, adult, geriatric clients in a variety of settings within the community.

Prerequisite: NUR470

Course Outcomes

1. Apply the nursing process in the care of clients across the lifespan utilizing the principles of growth and development.
2. Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.
3. Use effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health needs of patients.
4. Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan.
5. Apply ethical and legal concepts relevant to the practice of professional nursing.
6. Initiate leadership and management skills necessary for effective delegation and supervision of others in a healthcare setting.
7. Distinguish the pharmacologic interventions for varying patient populations.

NUR 472 Clinical Nursing Rotation III

Nursing students will integrate content from classroom learning activities and skills labs in a health care setting. Nursing students complete a minimum of 350 clinical hours meeting all DORA and CCNE rotation requirements. Within this course, students will complete a minimum of 87.5 clinical rotation hours caring for patients with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to well childbearing families, adult, geriatric clients in a variety of settings within the community.

Prerequisite: NUR471

Course Outcomes

1. Apply the nursing process in the care of clients across the lifespan utilizing the principles of growth and development.
2. Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.

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3. Use effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health needs of patients.
4. Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan.
5. Apply ethical and legal concepts relevant to the practice of professional nursing.
6. Initiate leadership and management skills necessary for effective delegation and supervision of others in a healthcare setting.
7. Distinguish the pharmacologic interventions for varying patient populations.

NUR473 Clinical Nursing Rotation IV

Nursing students will integrate content from classroom learning activities and skills labs in a health care setting. Nursing students complete a minimum of 350 clinical hours meeting all DORA and CCNE rotation requirements. Within this course, students will complete a minimum of 87.5 clinical rotation hours caring for patients with commonly occurring human responses progressing to less commonly occurring responses to health challenges. Practice involves, but is not limited to well childbearing families, adult, geriatric clients in a variety of settings within the community.

Prerequisite: NUR472

Course Outcomes

1. Apply the nursing process in the care of clients across the lifespan utilizing the principles of growth and development.
2. Describe interventions based on personal, interpersonal and social system transactions to promote optimum health in acute care, and community health settings.
3. Use effective communication skills utilized with clients, families and interdisciplinary health team members, to meet the identified health needs of patients.
4. Utilize critical thinking in the development of nursing plans of care in diverse settings to client populations across the lifespan.
5. Apply ethical and legal concepts relevant to the practice of professional nursing.
6. Initiate leadership and management skills necessary for effective delegation and supervision of others in a healthcare setting.
7. Distinguish the pharmacologic interventions for varying patient populations.

Faculty Resources

The addition of the LPN-BSN Completion Program will require the recruitment and selection of one full time faculty member who will serve as both Program Chair and Instructional Faculty.

The proposed Program Chair will be responsible for the oversight of the curriculum development process and the selection of highly qualified part time teaching faculty and nurse preceptors. The initial suggested salary for this position was included in the budget summary

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and the ongoing costs associated with part time faculty recruitment are included in the cost per credit hour formula.

Library Resources

CSU-Global currently provides a variety of general education, healthcare management, and pre-nursing courses. As such, there are no additional database requirements for this program.

Facilities, Equipment, and Technology

The LPN-BSN program will be offered using existing technology and infrastructure. Students will be provided with the same level of support as with all CSU-Global students including 24/7 technical support, 24/7 tutoring, mental health services, career coaching, writing coaching, and a dedicated student success counselor. Specific attention will be provided to supporting the needs of LPN students in their progression as nursing professionals.

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MATTERS FOR ACTION:

MS in Nursing

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve the MS in Nursing

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

The Master of Science in Nursing (MSN) is intended for Registered Nurses already holding a bachelor's degree in nursing. The MSN is designed to provide coursework to prepare nurses for advanced nursing and leadership. The curriculum is aligned with CCNE Standards and Professional Nursing Guidelines produced by the American Association of Colleges of Nursing (AACN). Students will be provided with the necessary knowledge and skills to oversee, manage and lead initiatives that improve outcomes in areas of quality processes, budget management, and improved care provided at multiple levels across the healthcare continuum. Core content within the curriculum includes leadership, fiscal management, evaluation methods, information systems, and healthcare policy. Students also have the choice of two specializations (1) Nursing Leadership and Administration and (2) Military and Veteran Healthcare. Learning experiences include asynchronous and synchronous online learning paired with onsite practicum courses.

The nursing shortage has been estimated to reach a 36% vacancy rate (Zinn, Guglielmi, Davis, & Moses, 2012). According to Burning Glass (2019), there are approximately 148,561 open positions nationally and 2,393 open positions in Colorado requiring an MSN. There is a predicted growth in the need for MSN prepared nurses in Colorado of 34.41%. A CSU-Global graduate level nursing program will address the challenge by preparing more nurses qualified to become expert clinicians and nurse leaders.

CIP Code: 51.3818



Request approval for a new Master of Science degree in Nursing

Program Title: MSN

Degree Type: Graduate

STEM: No

Recommended CIP Code: 51.3818

Program Chair/Program Manager: Tony Contento

Program Description:

The proposed Masters of Science in Nursing (MSN) is intended for Registered Nurses who already hold a bachelor's degree in nursing and seek to advance their nursing expertise and leadership. The curriculum is aligned with CCNE Standards and Professional Nursing Guidelines produced by the American Association of Colleges of Nursing (AACN). Students will be provided with the necessary knowledge and skills to improve outcomes in areas of healthcare quality processes, budget management, and improved care provided at multiple levels across the healthcare continuum. Core content within the curriculum includes leadership, fiscal management, evaluation methods, information systems, and healthcare policy. Students also have the choice of two specializations (1) Nursing Leadership and Administration and (2) Military and Veteran Healthcare. Learning experiences include asynchronous and synchronous online learning paired with onsite practicum courses. Practicum experiences may be student-arranged within their current healthcare facilities or at other facilities that provide the desired learning experience aligned with the chosen specialization.

Overview of Need

There is a need for increased nursing leadership and management within Colorado and across the nation (AACN, 2019; AACN, 2019a). A CSU-Global nursing program will address the challenge by preparing more nurses qualified to become expert clinicians and nurse leaders. There are nursing shortages across the country that are negatively affecting patient care

(Buerhaus, 2017; 2019). According to the United States Registered Nurse Workforce Report Card and Shortage Forecast (Juraschek, 2012) more graduate degree trained nurses are needed across the healthcare system to support patient care and to lead healthcare and educational organizations involved in training healthcare providers. The shortages are the result of an increase in nurses need to treat the growing population of Colorado citizens accelerated demand for nursing education (Colorado Center for Nursing Excellence, 2019). Additionally, in alignment with CSU-Global's service of military students (15-17% of total student population), the US Military and the Department of Veteran Affairs remain the top employers in need of MSN graduates. This demonstrated need within the military and veteran community creates a unique opportunity to serve advanced nursing specialties in both leadership and military and veteran specific nursing (Burning Glass, 2019).

Colorado's population grew by nearly 80,000 people in 2018, making it the seventh fastest-growing state in the country and resulting in a nursing shortage nearly twice the national average. While there are options within the state, more attention is needed in the preparation of advanced nurses locally and nationally. Preparing future nurse leaders and health care workers is a priority as the health care and social service sectors provide employment to 11 % of Colorado employees, with 253,000 employees, and annual payroll of over \$11 billion. Colorado's need for nurses to support health care services will continue to outstrip the supply of nurse administrators, one third of whom are over the age of 55 (Colorado Center for Nursing Excellence, 2019). Although the pipeline for nursing education has significantly expanded since 2000, very serious challenges remain in developing, recruiting, and paying for nursing administrators to meet the annual demand (Colorado Center for Nursing Excellence, 2019). The nursing shortage is both local and national with shortages across the country and specific need within our military and veteran healthcare systems

Released in October 2010, the Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health*, is a thorough examination of the nursing workforce. The recommendations offered in the report focused on the critical intersection between the health needs of diverse, changing patient populations across the lifespan and the actions of the nursing workforce. The recommendations were intended to support efforts to improve the health of the U.S. population through contributions nurses can make in the delivery of care. The eight recommendations offered in the report are centered on four main issues:

1. Nurses should practice to the full extent of their education and training.
2. Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.

3. Nurses should be full partners with physicians and other health professionals, in redesigning health care in the United States.
4. Effective workforce planning and policymaking require better data collection and information infrastructures.

The report was designed to serve as a framework for changes in the nursing profession and the health care delivery system. These nurse-led solutions are directed to individual policy makers, national, state, and local government leaders, payers, health care researchers, executives, and professionals – including nurse administrators– as well as to larger groups such as licensing bodies, education institutions, and philanthropic and advocacy organizations, especially those advocating for consumers.

According to a January 2010 nursing faculty study conducted by The Colorado Health Institute (CHI), the average age of a nursing administrator is 50 years old, with 42 percent over the age of 55. From this population pool, twenty-seven percent have a BSN degree, while 73 percent have a master's or above. With only 11 percent of nursing administrators under the age of 34, this shortage is projected to become more severe over the coming decade. Given the low levels of students pursuing master's and above academic degrees in Colorado and nationally, this task presents a very significant challenge for the nursing community. However, it is a challenge CSU-Global is uniquely positioned to help solve.

Proposed Program Description:

The MSN is intended for Registered Nurses already holding a bachelor's degree in nursing. The MSN is designed to provide coursework to prepare nurses for advanced nursing expertise and leadership. The curriculum is aligned with CCNE Standards and Professional Nursing Guidelines produced by the American Association of Colleges of Nursing (AACN). Students will be provided with the necessary knowledge and skills to improve outcomes in areas of quality processes, budget management, and improved care provided at multiple levels across the healthcare continuum. Core content within the curriculum includes leadership, fiscal management, evaluation methods, information systems, and healthcare policy. Students also have the choice of two specializations (1) Nursing Leadership and Administration and (2) Military and Veteran Healthcare. Learning experiences include asynchronous and synchronous online learning paired with onsite practicum courses. Practicum experiences will be facilitated by CSU-Global nursing staff or may be student-arranged within their current healthcare facilities or at other facilities that provide the desired learning experience aligned with the chosen specialization with approval by CSU-Global nursing staff.

The MSN is a 36-semester credit program with a 21-credit hour direct care core and a 15-credit hour specialization. Students can complete the program in as little as 18 months. Degree completion requirements include 36 credits of course work including 150 practicum hours. Practicums may be in the students' place of employment and/or facilitated by CSU-Global nursing staff. The final project will be a capstone project at a health care setting aligned with the student's chosen specialization.

Program Outcomes:

The MSN program prepares graduates to:

- Demonstrate competence in the integration of nursing and the related sciences required to analyze, design, implement, and evaluate aggregate outcomes of nursing care in diverse populations. (Essentials I, II)
- Apply leadership skills and decision making in the provision of quality and safe care delivery to individuals, populations, or communities across healthcare delivery systems. (Essentials III, VIII)
- Analyze information and systems related to continuous quality initiatives that promotes evidence-based practice and improved healthcare outcomes. (Essentials III, V, VIII)
- Apply research outcomes in the practice setting, resolve practice outcomes across healthcare environments and communicate results intended to advance clinical practice. (Essentials I, IV)
- Demonstrate competence in the application and determination of appropriate health care informatics and emergent technologies designed to improve health care outcomes. (Essentials V)
- Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system. (Essentials III, VI, VII)
- Demonstrate competence in the communication, collaboration, and consultation skills required to advance interprofessional teams and partnerships. (Essentials VII)
- Advocate for culturally competent and ethical care that promotes health and improvement of health among individuals, populations, or communities. (Essentials I, VIII)
- Be committed to personal and professional growth through continuing education and lifelong learning. (Essentials VII, IX)
- Demonstrate competence in a chosen area of advanced practice (nurse educator or executive nurse leader) that promotes positive health care outcomes for individuals, populations, or systems. (Essentials I, VIII, IX)

The Nursing Leadership and Administration Specialization

The Leadership and Administration Specialization is designed to support the leadership requirements of nurses and teach them how to critically analyze, evaluate and develop solutions in response to emerging trends and issues in nursing practice and health care. Nurses who are interested in advancing their careers will be provided with the knowledge and skills to become an effective nursing leader. Aligned with the CCNE leadership competencies, students will explore cultural competence, nursing informatics, finance, human resources, and evidence-based practices.

- Apply the requisite knowledge and leadership skills focused on health promotion outcomes for individuals, populations or communities across the health care delivery system.
- Lead ethical nursing practice through effective communication and relationship building with interprofessional teams and key stakeholders.
- Lead innovative evidence-based nursing practice that reflects systems thinking, best practices, and organizational change theory.
- Demonstrate competency in financial management, human resource management, and strategic and operational planning within the healthcare setting.
- Develop an executive leadership development career plan focused on professional growth

The Military and Veteran Nursing Specialization

The Military and Veteran Nursing Specialization prepares students who wish to serve the unique needs of military affiliated patients and family members. This specialization is designed to serve the high nursing needs found within the military and veteran healthcare systems. Through active engagement with the military and veteran community nursing students examine the context and structures of the healthcare systems serving military and veteran communities; assess the impact of service-connected injury and disability on quality patient care; and explore the unique cultural attributes associated with the healthcare of military affiliated patients.

- Participate in an interdisciplinary healthcare team as a nursing leader to provide quality and safe care for veterans and service members.
- Demonstrate a professional, ethical, caring, and culturally sensitive approach when working with military and veteran communities.
- Use psychological and theoretical frameworks to support the needs of military and veteran patients and families.
- Integrate evidence-based knowledge into managing the care of patients and families while protecting their health and wellness.
- Advocate for quality military and veteran care within the nursing profession.

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MSN Program Eligibility

Students wishing to enroll in the program will meet the following requirements:

- Bachelor of Science in Nursing (BSN) with a GPA of 3.00 or higher
- Official transcripts from an accredited BSN program
- Unencumbered RN licensure in the state in which the applicant is employed
- Current Resume indicating at least 3 years of experience working as a nursing professional
- 2 Letters of Recommendation from healthcare professionals
- A statement of purpose which includes career goals and objectives
- Acknowledgement of the practicum requirements

Mission Appropriateness

The CSU-Global Campus mission is to advance the success of nontraditional adult learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. The nursing shortage has been estimated to reach approximately one million or about 36% vacancy rate by 2020 (Zinn, , 2012). Additionally, the need for more sophisticated health care leadership to respond to the clinical, organizational, and fiscal challenges faced by America's evolving health care industry is an absolute priority. Today's health care leaders and executives require not only clinical experience and strong communication skills, but also business acumen, and knowledge of financial and human resource management, leadership, applied quality improvement, patient safety, and organizational behavior (CCNE).

Rationale for offering the program

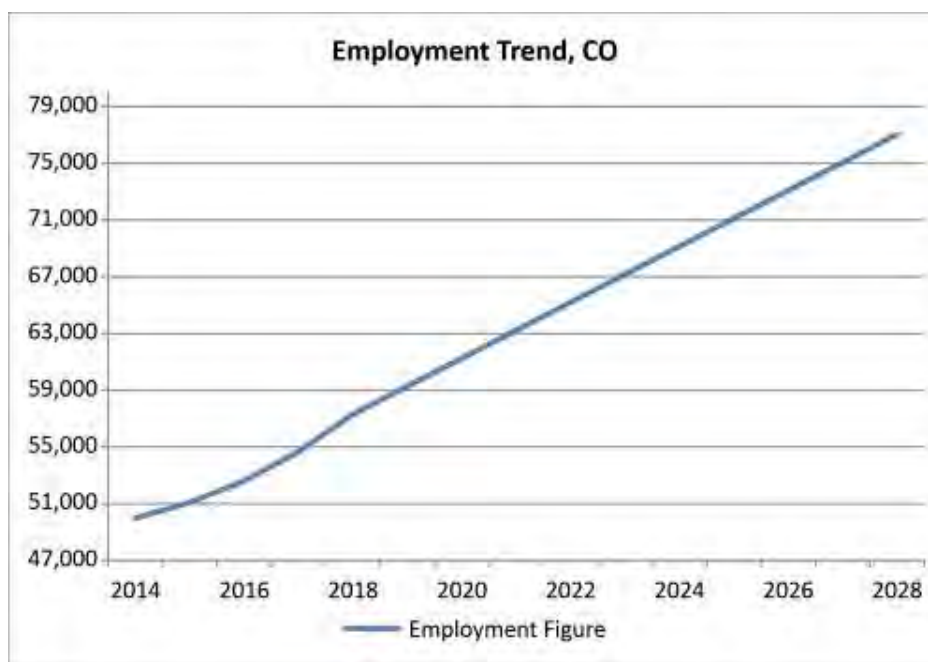
According to Burning Glass (2019), there are approximately 148,561 open positions nationally and 2,393 open positions in Colorado requiring an MSN. There is a predicted growth in Colorado of 34.41% which is a high level of growth compared to the Nationwide growth prediction of 16.32%. Head Nurse and Director of Nursing positions are among the highest paid positions requiring an MSN. The CSU-Global MSN is aligned to the CCNE standards for nursing administration and is positioned to support the long-term career progression for nurses.

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| Geography | Selected Occupations | Total Labor Market | Relative Growth |
|------------|----------------------|--------------------|-----------------|
| Colorado | 34.41 % | 17.40 % | High |
| Nationwide | 16.78 % | 5.78 % | High |

There is significant growth for career outcomes of the master's degree holding nurse. According to the Bureau of Labor Statistics (BLS, 2019), the trends have shown steady increases over time. These gains are projected to continue through 2028.

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|------------------|--------|--------|--------|--------|--------|--------|
| Employment (BLS) | 49,980 | 51,090 | 52,600 | 54,680 | 57,310 | 77,031 |



Employment data between years 2019 and 2028 are projected figures.

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The average national salary for an MSN is \$99,030 and in Colorado it is \$68,555 (BLS, 2019). Average salaries remain above the average living wage (Colorado of \$33,8000; Nationally, 31,450).

Of specific interest are the top employers of MSN graduates. The Military and Department of Veteran Affairs remain the top employers of MSN graduates with the US Airforce ranking #2, the Department of Veteran Affairs ranking #4, and the US Army ranking as the 8th largest employer of nurses. Military and veteran patients have unique characteristics and needs. The military and veteran health systems are also quite different in structure and funding. As such, there is growing interest in preparing nurses to serve in military and veteran healthcare settings.

Industry Comparison

While there are other online program options, CSU Global's nonprofit and dedicated high-quality approach to nontraditional education, and its expertise on working adults seeking professionally relevant degrees is an excellent fit for students wishing to earn an MSN. CSU-Global's proposed MSN also remains affordable with \$500.00 per credit hour tuition, and no student fees and no/low-cost books and resources policies.

| National Online Providers | | |
|-----------------------------------|------------------------------|----------------------|
| Institution | Degree | Cost Per Credit Hour |
| Colorado Technical University | Master of Science in Nursing | \$592 |
| Southern New Hampshire University | Master of Science in Nursing | \$627 |
| Chamberlain College of Nursing | Master of Science in Nursing | \$620 |
| Capella University | Master of Science in Nursing | \$3,600 (per term) |
| Colorado Providers | | |
| Institution | Degree | Cost Per Credit Hour |
| Colorado University | Master of Science in Nursing | \$655 |
| Regis University | Master of Science in Nursing | \$750 |
| CSU Pueblo | Master of Science in Nursing | \$540 |
| Colorado Christian University | Master of Science in Nursing | \$518 |

Budget Summary

The curriculum will be developed by CSU-Global working with existing and new faculty members. Full and part time faculty hiring synergies exist between the LPN-BSN completion program and the MSN program. The faculty used to develop the curriculum can be shared across programs reducing the overhead needed to create the MSN. The courses will be created based on competitive program information, faculty industry experience, external stakeholder input, and industry/marketplace requirements for qualified master's level nurses. The cost of development for the 12 new courses is \$126,000. The MSN program does not require DORA oversight, and will enrollment will not be limited by any state agency. The current per credit cost is \$500 per credit for graduate tuition with a total tuition cost of \$18,000 per student. The financial projections below assume (1) a graduate retention rate of 92% and include. (2) increased enrollment following finalization of specialized accreditation, and (3) the initial and ongoing investment in the development of the curriculum and accreditation.

Financial Projections

| | Pre-Accreditation | | Accreditation Received | | | Total |
|-------------------------------|-------------------|-------------|------------------------|---------------|---------------|---------------|
| | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | |
| New Enrollments Student | 25 | 40 | 120 | 240 | 500 | 925 |
| Completions Registered Credit | 0 | 23 | 37 | 110 | 221 | 391 |
| HRs | 450 | 1134 | 2822 | 6307 | 12974 | 23688 |
| Revenue Course | \$225,000 | \$567,000 | \$1,411,200 | \$3,153,600 | \$6,487,200 | \$11,844,000 |
| Development | (\$126,000) | \$0 | (\$63,000) | \$0 | (\$63,000) | (\$252,000) |
| CSUG Costs/CR | (\$152,100) | (\$383,292) | (\$953,971) | (\$2,131,834) | (\$4,385,347) | (\$8,006,544) |
| Net Operating Income | (\$53,100) | \$183,708 | \$394,229 | \$1,021,766 | \$2,038,853 | \$3,585,456 |

Projected Launch: Winter 2021

Courses (Overview)

The 36-credit MSN program is aligned with the CCNE Standards and Professional Nursing Guidelines produced by the American Association of Colleges of Nursing (AACN) Essentials of Master's Education. As such all MSN students are required to complete the Direct Care Core

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(21 credits) including advanced study in pathophysiology, health assessment, and pharmacology. The program has two 15-credit specialization options (1) Leadership and Administration and (2) Veteran and Military Healthcare. All students are required to complete a 150-hour practicum.

| Nursing Direct Care Core | Leadership and Administration Specialization | Veteran and Military Healthcare Specialization |
|--|--|--|
| NUR500 Evidenced Based Research and Quality Assurance in Nursing (3CR) | NUR510 Leadership and Human Capital Management (3CR) | NUR520 Military and Veteran Healthcare Systems (3CR) |
| NUR501 Advanced Pathophysiology (3CR) | NUR511 Financial Management for Nurse Leaders (3CR) | NUR521 Veteran Healthcare (3CR) |
| NUR502 Advanced Health Assessments (3CR) | NUR512 Nursing Leadership and Change Management (3CR) | NUR522 Military and Veteran Mental Wellness (3CR) |
| NUR503 Advanced Pharmacology (3CR) | NUR513 Principles of Nursing Research (3CR) | NUR523 Military and Veteran Family Health Management (3CR) |
| NUR504 Health Policy in Nursing (3CR) | NUR514 Nursing Administration Role Practicum (3CR – 16 week) | NUR524 Military and Veteran Nursing Practicum(3CR-16 week) |
| NUR505 Program Planning for Health Promotion (3CR) | | |
| NUR506 Nursing Technology and Health Informatics (3CR) | | |
| 21 Credits | 15 Credits | 15 Credits |
| Total Credits | | 36 Semester Credit Hours |

Nursing Core

NUR500: Evidenced Based Research and Quality Assurance in Nursing

In this graduate level course, nursing students will acquire the skills needed to evaluate evidence-based research and outcomes. Topics include using statistics and information systems in evaluation and research, continuous quality improvement, evidence-based research and practice, safety and quality metrics, performance improvement indicators, and team-based problem solving.

Prerequisite: None

Course Outcomes

1. Analyze statistical and information systems.
2. Evaluate continuous quality improvement.
3. Compare the differences between performance improvement indicators and methods.
4. Discuss safety and quality metrics.
5. Summarize team-based problem solving.

NUR501: Advanced Pathophysiology

In this course, graduate nursing students will focus on pathophysiology and disruptions in normal body functioning for individuals across the lifespan. Students will examine the principles of disease and health disparities resulting from genetic, environmental, and stress related causes are included. Assessment findings, diagnostic testing and interventions specific to selected health problems are examined. Students will develop critical thinking skills for pathophysiologic causes and treatments of given disease processes.

Prerequisite: BIO216 or similar Undergraduate Pathophysiology course

Course Outcomes:

1. Apply principles related to normal anatomy and physiology of human body systems to pathophysiologic processes of common disease processes.
2. Differentiate among normal and abnormal variants of pathophysiologic and physical findings based on lifespan changes and normal anatomy and physiology.
3. Synthesize pathophysiologic knowledge with current aspects of care relating to commonly occurring diseases.
4. Incorporate current and emerging genetic/genomic evidence in advanced nursing care management plans for individuals, families, and communities.

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5. Discuss clinical manifestations of selected disease processes and health related problems across the life span.
6. Identify appropriate pharmacological and non-pharmacological treatment and management of specific health alterations.

NUR502: Advanced Health Assessment

In this course, nursing students will build upon health assessment skills developed the nurse's basic educational program and previous nursing experience. Students will develop both advanced theoretical and clinical bases for assessment. Students will apply advanced comprehensive physical, psychosocial, and cultural assessment across the lifespan to gather specific data relevant to common health problems. Students are provided with practice assessing patients and presenting findings.

Prerequisite: None

Course Outcomes

1. Demonstrate advanced knowledge of the problem-solving approach to the collection, synthesis, telemedicine, and communication of health data.
2. Compile a comprehensive database, including age-appropriate history, physical examination, laboratory and diagnostic studies.
3. Devise ways to modify the history, physical examination, and health screening according to age, developmental status, culture, language, and anxiety level of the client.
4. Compare critical reasoning approaches to advanced health assessment and patient-centered care.
5. Develop a format for presenting and displaying an organized and complete oral and written summary of the database and problem list
6. Describe advanced assessment techniques, and document findings, specific to the various systems presented in this course.

NUR502: Advanced Pharmacology

In this course, nursing students will focus on pharmacology and therapeutics used in the treatment of selected health condition. The student will explore, analyze, apply, and evaluate commonly used drugs for the treatment of chronic diseases and self-limiting acute conditions and apply critical appraisal skills in determining best evidence for prescriptive intervention. Emphasis is placed on the decision-making process utilized to safely and effectively prescribe and monitor pharmacotherapeutics appropriate to the client situation.

Prerequisite: NUR112 and NUR212 or similar Undergraduate Pharmacology coursework

Course Outcomes

1. Analyze factors, including pathophysiological processes, pertinent to making the most effective drug selection for diverse clients across the lifespan with specific medical diagnoses.
2. Analyze client indicators of therapeutic, ineffective, contraindications, or adverse responses to drug therapy.
3. Safely select effective drugs for the treatment of clients across the lifespan with specific medical diagnoses.
4. Apply appropriate client teaching for safety of prescribed drug therapy.
5. Utilize current drug research and clinical guidelines in prescribing the most effective drug regimens for clients across the lifespan.
6. Analyze major pharmacological groups including pharmacodynamics, pharmacokinetics, and indications for use, in the management of patients in primary care and with special populations such as infants, children, pregnant and lactating women, and older adults.

NUR504 Health Policy in Nursing

This graduate level course will explore the complex healthcare in the United States including economic, political, financial, ethical, and social factors affecting health policy. Topics include legislative and regulatory processes affecting nursing and healthcare and how healthcare is financed.

Prerequisite: None

Course Outcomes

1. Analyze the past economic impacts on healthcare.
2. Discuss the political and financial impacts of healthcare.
3. Explore ethical issues and how they impact healthcare policy.
4. Discuss legislative and regulatory processes affecting healthcare.

NUR505 Program Planning for Health Promotion

This course will focus on the role of the nurse leader in program planning for health promotion and disease prevention for populations. Topics will include determinants of health, epidemiology, biostatistics, and advancing equity in access, services, and outcomes for vulnerable populations.

Prerequisite: None

Course Outcomes

1. Analyze disease prevention strategies.
2. Analyze health promotion strategies.
3. Compare different services available for health promotion and how to implement.
4. Discuss ways to provide services to vulnerable populations.
5. Summarize biostatistics and impact on health.

NUR506 Nursing Technology and Health Informatics

In this course, students will gain knowledge and skills related to technology and nursing informatics in a variety of healthcare settings. Students will learn how to use project management principles and technologies to enhance patient-care delivery, management, and clinical decision support. Nursing students will examine the role and ethics of telemedicine and evaluate approaches to patient care reliant on technology. Research from nursing and other disciplines regarding improving patient outcomes, cost effectiveness, and patient safety will be emphasized.

Prerequisite: None

Course Outcomes

1. Compare different project management strategies and technologies available.
2. Discuss the impact of technology on clinical decision making.
3. Synthesize informatics and management of patient care.
4. Examine effective telemedicine practices.
5. Evaluate technology's impact on patient outcomes and safety.

Leadership and Administration Specialization Courses**NUR510 Leadership and Human Capital Management**

In this course, graduate nursing students will examine the nature of leading and managing people within the complex systems of healthcare. Students will address concepts and theories important to nursing leadership and management that create and maintain a healthy professional work environment. Topics include organizational behavior, leadership theories, conflict management, staffing models, selection, retention and supervision practices. Reality based decision making is used as an approach to support high quality and safe patient care.

Prerequisite: NUR504

Course Outcomes

1. Analyze leadership and management theories applicable to the healthcare industry.
2. Analyze human resource management practices.
3. Apply staffing models and hiring practices in a case study.
4. Design effective human capital management strategies that support a healthy workforce.
5. Examine the impact of supervision and performance management on the health and safety of patients.

NUR511 Financial Management for Nurse Leaders

In this course, students will develop knowledge and skills used by nurse managers for effective financial management in healthcare. Topics will include reimbursement systems, coding and payment mechanisms, ethics and legalities of contracting, government regulations, budget development. Students will apply accounting and economic principles, and financial management strategies to effectively manage health care resources in health care organizations. Students acquire the knowledge and skills to utilize computer software for conducting efficient financial analysis.

Prerequisite: None

Course Outcomes

1. Analyze the financial management strategies utilized by nurse leaders.
2. Describe reimbursement systems.
3. Compare different budget development strategies.
4. Discuss federal, state, and local regulations impacting healthcare finance.
5. Use computer software and tools to conduct financial analysis.
6. Interpret financial data in a healthcare setting

NUR512 Nursing Leadership and Change Management

In this course, students will focus on their development of specific leadership principles and practices for nurses in complex organizations. Students will examine the role of nurse leaders in change, patient safety, and population outcomes. Using complexity science as a foundation, students will examine new ways of leading change with the emphasis on the quality of relationships, the ability to lead teams, and the ability to inspire others. Students will explore a paradigm shift in thinking from a focus on linear or hierarchical traditional models to a transformational, collaborative, and relationship-based leadership approach.

Prerequisite: NUR510

Course Outcomes

1. Analyze the role as a nurse leader.
2. Discuss conflict resolution strategies.
3. Use complexity science to create a model for change in a healthcare setting
4. Explore how innovative healthcare leadership can positively impact patient care.
5. Compare different approaches to mentorship and coaching.
6. Reflect on your own leadership style, strengths, and weaknesses as applied to the role of nurse leader

NUR513 Principles of Nursing Research

In this course, students will explore nursing research approaches and the application of evidenced-based approaches to practice. By examining the applications, strengths, and major criticisms of nursing research drawn from both the qualitative and quantitative traditions, this course allows for an analysis of the process of evaluating research to inform leadership practice. The course offers an overview of the different approaches, considerations and challenges involved in nursing research.

Prerequisite: NUR500

Course Outcomes

1. Discuss the roles and responsibilities of the nurse related to research and evidence-based practice.
2. Compare and contrast nursing research findings.
3. Explain the interrelationships among nursing theory, practice, and research.
4. Describe basic concepts and steps of the research process in nursing.
5. Interpret research findings to determine statistical and clinical significance.
6. Critically appraise published quantitative and qualitative studies related to nursing.

NUR514 Nursing Administration Role Practicum (150 practicum hours)

In this course, students will apply best practices related to evidence-based quality and safety decisions in a practicum site. Local and national drivers of safety and quality initiatives, along with oversight of these programs, will be explored. Benchmarking and statistical process control methods will be emphasized to ensure appropriate leadership decisions.

This course will provide students the opportunity to design, implement, evaluate and professionally disseminate an evidence-based leadership project within a healthcare

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environment. Required MSN practicum hours related to the project (150 hours) will be satisfactorily completed over the course of this 16-week practicum.

Prerequisite: None

Course Outcomes

1. Apply evidenced based leadership strategies in nursing leadership.
2. Demonstrate leadership through the completion of a site-based leadership project.
3. Evaluate quality and safety decision making.
4. Apply knowledge of leadership skills by becoming a change agent.

Military and Veteran Nursing Specialization Courses:

NUR 520 Military and Veteran Healthcare Systems

In this course, students will examine the health care issues confronting military and veteran health care systems. Students will analyze the structure, functions, and processes, within military and veteran healthcare systems and describe how the policies regulating the healthcare system impact nursing and patient care. Additionally, the fundamental differences between civilian and military healthcare systems including funding, oversight, and regulations will be explored.

Prerequisite: NUR504

Course Outcomes

1. Describe the structure and funding of military and veteran healthcare systems.
2. Compare and contrast civilian and military healthcare systems.
3. Analyze the impact of federal oversight on the operation of military and veteran healthcare systems.
4. Identify strengths and weaknesses of the military and veteran healthcare systems.
5. Asses the role of nursing in military and veteran healthcare systems.

NUR521 Veteran Healthcare

In this course, students will explore aging and chronicity in veteran populations. The long-term health effects of environmental exposures in military environments, chemical, biological, radiological, nuclear, explosive materials will be discussed. Additionally, students will evaluate best practices associated with service-connected conditions for combat veterans. End-of-life care for veterans and their families will also be presented.

Prerequisite: NUR520

Course Outcomes

1. Analyze aging within the military and veteran patient population.
2. Describe the health effects associated with military environments.
3. Create best-practice nursing strategies for end-of-life care.
4. Examine the effects of service-connected disease or trauma on individual patient care plans.

NUR522 Military and Veteran Mental Wellness

In this course, students will explore military and veteran culture including post-traumatic stress disorder, traumatic brain injury, suicidality and effects of psychological health on family and parenting. Students will assess the relationship between mental wellness and health outcomes. Specific attention will be paid to the concepts of diversity, reintegration, redeployment, health care navigation and ethics.

Prerequisite: None

Course Outcomes

1. Assess the impact of military and veteran culture on a patient's willingness to seek care.
2. Evaluate the impact of post-traumatic stress disorder on the patient and his/her family members.
3. Examine best-practices in patient care within the military and veteran communities.
4. Describe the physical, mental, and emotional impacts of brain injury.
5. Describe the relationship between veteran mental health, homelessness, and healthcare.
6. Demonstrate culturally sensitive patient care in military and veteran healthcare.

NUR523 Military and Veteran Family Health Management

In this course, students will explore the dynamics and attributes of the families of servicemembers and veterans. Special attention is focused on the understanding of how these dynamics shift during and after military service. Students will explore issues related to family member deployment, reintegration, parenting, compassion fatigue, and living with post-traumatic stress. Students will create support plans for family care interventions in the effort to support the health management of the entire service-connected family.

Prerequisite: NUR520

Course Outcomes

1. Explore the relationship between military family dynamics and quality patient care.
2. Create support plans for family care interventions.

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3. Examine the impact of deployment on the service member or veteran's health care.
4. Explore military and veteran health management competencies.
5. Create assistance plans for military and veteran families transitioning to civilian healthcare.

NUR524 Military and Veteran Nursing Practicum (150 practicum hours)

In this course, students will apply best practices related to veteran and military health care competencies in an advanced nursing practice role. Students will engage in administrative roles within the military and/or veteran healthcare system such as a military hospital or local VA hospital. During the practicum nursing students will create patient centered solutions honoring the military culture and with sensitivity to the specific health concerns of service members, veterans, and their families. Required MSN practicum hours related to the project (150 hours) will be satisfactorily completed over the course of this 16-week practicum.

Prerequisite: None

Course Outcomes

1. Apply culturally sensitive leadership strategies in a military or veteran healthcare facility.
2. Demonstrate leadership through the completion of a site-based leadership project.
3. Engage in a variety of administrative roles in a military or veteran healthcare facility.
4. Demonstrate military and veteran healthcare competencies in a nursing leadership role.

Faculty Resources

The addition of the MSN will require the recruitment and selection of one full time faculty member who will serve as both Program Chair and Instructional Faculty. The proposed Program Chair will be responsible for the oversight of the curriculum development process and the selection of highly qualified part time teaching faculty. CSU-Global is uniquely positioned to source faculty across the US with competitive benefits and remote work agreements. The initial suggested salary for this position was included in the budget summary and the ongoing costs associated with part time faculty recruitment are included in the cost per credit hour formula.

Library Resources

CSU-Global currently provides a variety of graduate and pre-nursing courses. As such, there are no additional database requirements for this program.

Facilities, Equipment, and Technology

The MSN program will be offered using existing technology and infrastructure. Students will be provided with the same level of support as with all CSU-Global students including 24/7 technical support, 24/7 tutoring, mental health services, career coaching, writing coaching, and a dedicated student success counselor.

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Board of Governors of the Colorado State University System

Meeting Date: December 5-6, 2019

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Nursing Shortage: The Need for Nurse Residency Programs. AORN journal. 96. 652-7. [10.1016/j.aorn.2012.09.011](https://doi.org/10.1016/j.aorn.2012.09.011).

MATTERS FOR ACTION:

Post Baccalaureate Alternative Licensure Program (elementary pathway and secondary pathway).

RECOMMENDED ACTION:

Moved that the Board of Governors approve the request from Colorado State University-Global Campus to approve Post Baccalaureate Alternative Licensure Program (elementary pathway and secondary pathway).

EXPLANATION:

Presented by Dr. Karen Ferguson, Provost and VP, Strategic Development

Offering a post baccalaureate alternative teacher licensure program for both the elementary and secondary levels will support the state in addressing the issues outlined in Colorado Department of Education's report, *Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators*, (2018). The proposed program is a unique option for those with a bachelor's degree to earn the teaching credentials required to serve in Colorado schools.

The proposed program is delivered through an affordable competency-based model and is aligned with the InTASC Model Core National Teaching Standards, the Performance-Based Standards for Colorado Teachers, the Colorado Educator Effectiveness Teacher Quality Standards, and the Colorado 8.0 Content Standards. This alignment is designed to provide outcomes that are fundamental to educators in today's complex schools. Students will apply these principles and objectives in practical academic settings through coursework and through an ongoing student teaching experience integrated throughout all phases of the program.

CIP Code: 13.0101

Consent Item

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CIP Code: 13.0101



This proposal is requesting approval for a Post Baccalaureate Alternative Licensure Program with elementary and secondary pathways

Program Title: Post Baccalaureate Alternative Teacher Licensure Program (elementary pathway and secondary pathway)

Degree Type: Post Baccalaureate Certificate

STEM: No

Recommended CIP Code: 13.0101

Program Chair/Assistant Provost: Dr. Newton Miller / Dr. Tony Contento

Program Description and Competencies:

Students enrolled in the Post Baccalaureate Alternative Teacher Licensure Program (elementary and secondary pathway) will gain the skills necessary to serve as an effective teacher in K-12 education. This 19 credit-hour, standalone program leverages strengths from K-12 educators in the field and faculty expertise to provide students a rigorous and relevant curriculum. Students will prove their mastery using a Competency-Based approach which is aligned to the Colorado Teacher Quality, Elementary Education (K-12), and English language learner standards. Students will have access to live classroom student-teaching experiences that help translate and bridge course theory into practice. Program completers will be eligible to receive a recommendation for teacher licensure to the Colorado State Board of Education.

The proposed program is a unique option for those with a bachelor's degree to earn the teaching credentials required to serve in Colorado schools. The proposed program is delivered through an affordable competency-based model and is aligned with the current InTASC Model Core National Teaching Standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards>) and the current Educator Preparation Standards for Colorado Teachers (http://www.cde.state.co.us/educatortalent/educatorpreparation_standards_matrices). This alignment is designed to provide outcomes that are fundamental to educators in today's complex schools. Students will apply these principles and objectives in practical academic

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Competencies:

1. Incorporate appropriate differentiated instructional opportunities to support all learners.
2. Establish a culturally responsive learning environment for a diverse population of students.
3. Implement evaluation systems that employ a variety of assessment tools and technological tools.
4. Evaluate the impact of teaching practices on social and academic growth of students.
5. Demonstrate effective school leadership qualities.

Program Eligibility:

Candidates for the Post Baccalaureate alternative licensure certificate program must meet the following criteria to enter the alternative licensure program.

1. Candidates entering the program must have an earned bachelor's degree from a regionally accredited college or university with a minimum GPA of 3.0. Candidates who do not meet the GPA requirement may be accepted into the program if they satisfy the additional criteria described below and those criteria outlined in the university's provisional graduate admissions policy.
2. Candidates must self-disclose any relevant issues related to criminal history, employment history, and licensure history.
 - a. Prior to full admission and placement at a school site, candidates are responsible for submitting to and passing a Colorado Bureau of Investigation (CBI) and Federal Bureau of Investigation (FBI) criminal history background check following the fingerprint submission procedures and requirements outlined by the Colorado Department of Education (CDE).
3. All candidates must show subject matter competency as required by the Colorado Department of Education in the content area for the credential they are seeking.
 - a. Elementary education teachers (grades K–6), including special education generalists (ages 5–21), must show competency by passage of a Colorado State Board of Education-approved elementary content exam.
 - b. Early childhood education candidates must hold a bachelor's or higher degree in early childhood education **OR** successfully pass the approved elementary content exam **OR** the Colorado State Board of Education-approved early childhood education content exam.
 - c. Secondary teachers (grades 7–12) and teachers of all K–12 endorsement areas candidates *must* show competency by:

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- i. Holding a degree in the endorsement area from a regionally accredited institution; **OR**
 - ii. Having 24 semester hours in the endorsement area, as outlined on the content evaluation worksheets; **OR**
 - iii. Earning a passing score on a Colorado State Board of Education-approved assessment for the endorsement area.
 4. The candidate must obtain a classroom teaching position and agreement.
 - a. Classroom teaching position must match the endorsement area for which subject matter competency was shown in step 3.
 - b. Satisfy the criteria for admissions outlined on the CSU Global Post Baccalaureate Alternative Teacher Certification Program Checklist.
 - c. Complete the Statement of Assurance of Employment form (SOA) in the sequence of steps described below.
 - i. Complete the candidate section of the SOA.
 - ii. Forward the SOA to the employing school/District for completion of the section designated for them.
 - iii. Provide the form with the candidate and school/District sections completed to the admissions team at CSU Global.
 - iv. Candidate must read, initial and then sign and date the bottom portion of the SOA form.

Mission Appropriateness:

The mission of CSU-Global is to advance the success of modern learners in a global society through degree programs characterized by academic excellence, innovative delivery technologies, and strong stakeholder engagement. Colorado, along with the rest of the nation, is experiencing shortages in the teacher workforce. Implementing a post baccalaureate alternative teacher licensure program for both the elementary and secondary levels will support the state in addressing the issues outlined in Colorado Department of Education's report, *Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators*, (2018). CSU-Global's ability to provide a Post Baccalaureate Alternative Teacher Certificate Program with elementary and secondary pathways will aid in our ability to meet the needs of our non-traditional students while also providing pathways into entry level professional positions in the education field.

A major theme in CSU Global's mission is to serve nontraditional learners in a global society while meeting the demands of the 21st century workforce. One of the reasons the state of Colorado is experiencing teacher shortages is the decline of traditional students aspiring to enter the ranks of the education field. However, the number of nontraditional and alternatively

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credentialed candidates is growing (Sutcher, Darling-Hammond, & Carver-Thomas, 2018). Which are exactly the category of students who are attracted to programs at CSU Global. Therefore, it makes sense to offer a postbaccalaureate alternative licensure program to meet the needs and demands of those students.

Being the first statutorily defined, nonprofit, online State University in the US, CSU Global's reputation leads the way with learners, state agencies, and employers. Thus, CSU Global will provide an attractive option for nontraditional candidates seeking to participate in a post-baccalaureate online teacher preparation program.

CSU Global's online modality provides the accessibility and flexibility students will need to complete the academic requirements of the program as they complete their field experience hours at their school site placement. This design aligns with the mission in that innovative delivery systems that utilize technology and engage external stakeholders are activated to serve students.

Analysis of the Teacher Shortage (Demand)

The need for teachers across the country has a long-term upward trajectory. Projected national growth in need for PK-12 teachers is anticipated through the next 10 years. The Occupational Outlook Handbook (2017-18) predicts:

- An approximate average of 12% growth through 2026.
 - A national increase of 140,363 elementary and 108,700 secondary jobs by 2026.
 - 60% of those in training to become or considering entering training to become PK-12 educators are interested in positions on the elementary level.
 - The national median income elementary and secondary teachers is \$56,451 and \$58,802 respectively.
- According to the National Center for Education Statistics (NCES,2015), the number of new teacher hires in the United States is projected to increase by 29 percent through year 2022, and the total number of elementary and secondary teachers needed is projected to increase by 12 percent.
 - After relatively flat student enrollment growth for the past decade, the National Center for Education Statistics (NCES, 2017) predicts the school-going population will increase by roughly three million students in the next decade.
 - Districts are looking to reinstate classes and programs that were cut or reduced during the Great Recession. This will require hiring an additional 145,000 teachers, on top of standard

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hiring needs, to reduce average pupil-teacher ratios from the current 16-to-1 to pre-recession ratios of 15.3 to 1 (Hussar, W.J., Bailey, T.M., 2014).

- High levels of teacher attrition, estimated to be nearly 8% of the workforce annually, are responsible for the largest share of annual demand. The teaching workforce continues to be a leaky bucket, losing hundreds of thousands of teachers each year; the majority of them before retirement age (Sutcher, Darling-Hammond, & Carver-Thomas, 2018).

Analysis of the Teacher Shortage (Supply)

The supply of new teachers is low and has been declining. The number of new teacher candidates attracted to the field depends a great deal on whether policies make teaching an attractive and accessible possibility (Sutcher, Darling-Hammond, & Carver-Thomas, 2018).

- Between 2009 and 2016, the most recent years of data available, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction (Sutcher, Darling-Hammond, & Carver-Thomas, 2018). This amounts to a decrease of almost 240,000 professionals, no longer on their way to the classroom in the year 2014, as compared to 2009 (US Dept. of Ed, 2017).
- Although new teacher candidates attracted to the field make up one-half to two-thirds of each year's supply, securing teachers even at the high end of this range will not be enough to overcome shortages (US Dept. of Ed, 2017).

Incorporating historical data on the teacher pipeline show a steady decline in teacher supply. In 2018, the industry witnessed the lowest number of available teachers in 10 years; between 180,000 and 212,000 teachers, depending on the percent of newly prepared teachers who enter the profession and the number of former teachers who return to classroom (Sutcher, Darling-Hammond, & Carver-Thomas, 2018).

Need:

Three major points summarize the foundational needs assessment that supports this program:

- In Colorado, for example, the number of people becoming teachers and administrators fell more than 24% from the start of the 2010-11 school year to the end of the 2015-16 school year, according to the Department of Higher Education (CDHE, 2017).
- There is an immediate need for teachers in Colorado. The Colorado Department of Higher Education's report, "Colorado teacher shortages: Attracting and retaining high-quality educators" summarizes the teacher shortages in early childhood education and care, science, math, world languages, special education, and art/music/drama (CDHE, 2017). Although there are many initiatives in place to support new teachers to ensure high-quality

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instruction the fact remains that more new teachers are needed to take advantage of those benefits (CDHE, 2017). Online post baccalaureate alternative certification programs provide opportunities for qualified candidates to assume difficult to fill positions and earn their certification at a more rapid pace than traditionally trained teacher candidates. This can help address teacher shortage issues in the state of Colorado.

- A lack of ethnically and culturally diverse educators who mirror students served in rural, remote rural, and urban arenas exists throughout the state (CDE, 2017). According to Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators (2018), often below market teacher compensation and a lack of affordable housing exists in many rural areas. Thus, it follows that it will be difficult to attract new teachers to rural communities (CDE, 2017). Producing teachers from that area may be a more sustainable strategy than attracting teachers to that area. The design of the alternative certification pathway requires that institutions of higher education and local education agencies establish relationships to work together to help prepare and employ qualified individuals.

Online post-baccalaureate alternative certification programs provide opportunities for qualified candidates to assume difficult-to-fill positions and earn their certification at a more rapid pace than traditional teacher training allows. This type of post-baccalaureate educational programming can help address teacher shortage issues in the state of Colorado.

Rationale for offering the post baccalaureate Title IV certificate in Alternative Teacher Certification (elementary and secondary pathway):

In the Legislative Educator Preparation Report presented at a Colorado Commission on Higher Education meeting (CHDE, 2016), shows the number of individuals completing traditional educator preparation programs at Colorado colleges and universities during the 2015-16 academic year declined by 2.2 percent to 2,472. That was the sixth straight year the number of people joining the workforce as teachers and administrators dropped in Colorado. This was a 24.4% decrease since 2010. According to the report (CDHE, 2016), 30% more educators completed programs through an alternative educator preparation program licensure route, such as an online program. Completers through alternative licensure routes have shown steady increases over the last reporting cycles and represents approximately 35% of the total completers in the state (CDHE, 2016).

The Colorado Department of Education offers an alternative teaching credential option that can be offered as a post baccalaureate certificate program. This pathway creates an opportunity for career changers to assume difficult to fill, high needs positions in school districts. They will

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enroll in credential courses, and participate in a sustained field experience, all while receiving a salary as a teacher of record in a local school district.

Offering post baccalaureate alternative licensure programs (elementary and secondary) provides an opportunity for the university to create meaningful partnerships with local school districts. These partnerships will ensure the education courses offered in the teaching and learning programs at CSU Global are relevant and meet the needs of the school districts. Students are immersed in the classroom and receive valuable on-the-job training with the supports of both the local school district and CSU Global faculty. Additionally, students are employed with the school district and receive full salary and benefits. Finally, participation in these programs is beneficial to school districts, students, and the state of Colorado in that the faculty in the teaching and learning programs at CSU Global can supplement the support the district and county-driven teacher induction programs offer to new hires.

The post baccalaureate alternative licensure program (elementary and secondary) is designed to be delivered in a competency-based model. In addition to providing convenience and flexibility (DiGiacomo, 2017), completers of competency-based models are just as competent and capable as those who are trained in traditional programs (Lieberman, 2019). Additionally, universities can customize the details of how competency-based models are offered to more effectively meet the needs of populations that are traditionally attracted to their institution (Lindsay, 2018).

CSU Global faculty understand and support the power and possibilities connected to offering an online, competency-based program. Additionally, the competency-based design will assist program participants in focusing equally on the content of the courses and their work with their students in their classroom. Implementing a competency-based approach in the post baccalaureate alternative licensure program makes it more efficient for students to build the bridge between theory and practice, resulting in an increased opportunity for CSU Global to produce well-trained, high quality K-12 educators.

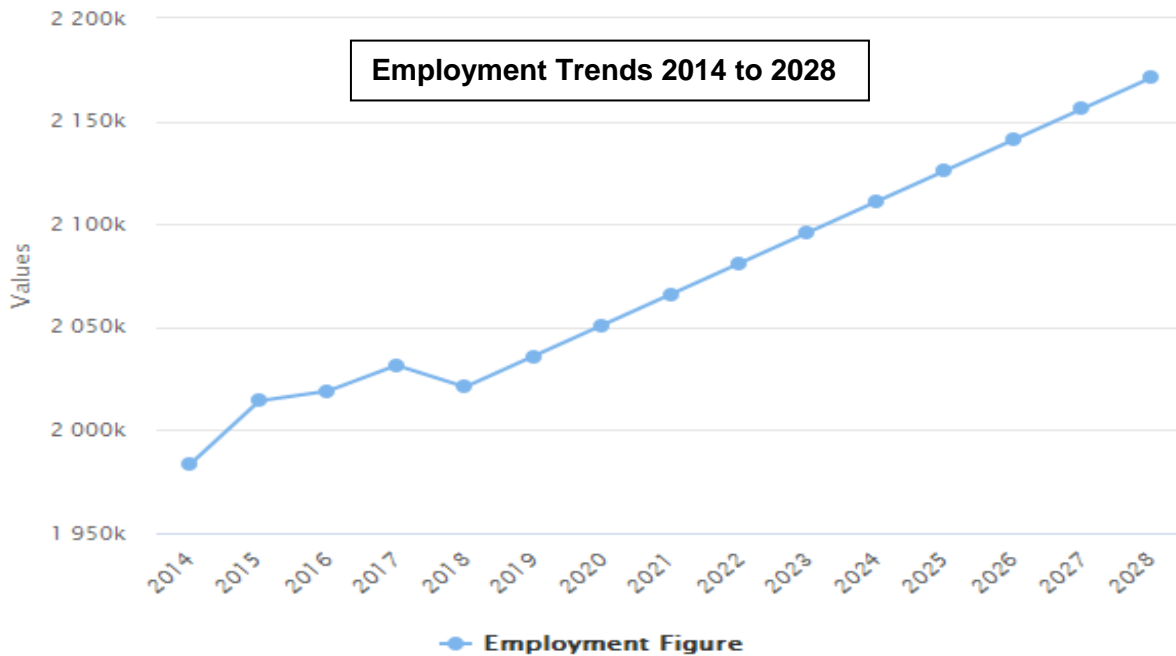
Labor Market Data - National

There are many advantages to earning a teacher credential in the United States. Intrinsicly, teachers lead rewarding careers where they get to positively impact and influence the lives of the students they serve. Additionally, due to existing teacher shortage trends and projections, individuals possessing a teaching credential should be able to secure employment with a competitive salary in a K-12 public school district in any state across the US. According to Burning Glass (2019), there were 126,575 job postings in the last 12 months listed for K-12 Teachers.

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There are 2,330,800 teachers currently employed and the Bureau of Labor Statistics (2019) indicates a 7.5% projected employment growth rate will occur through 2028.

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2028 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Employment (BLS) | 1,983,640 | 2,014,190 | 2,018,970 | 2,031,480 | 2,020,940 | 2,171,100 |



Employment data between years 2019 and 2028 are projected figures.

Labor Market Data - Colorado

According to the May 2018 State Occupational Employment and Wage Estimates found in the Bureau of Labor Statistics Occupational Statistics Handbook (2018), there are 16,900 secondary teachers and 24,900 Elementary teachers employed in the state of Colorado. The mean salary for elementary school teachers is \$53,400 and the mean salary for secondary school teachers is

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\$55,110. There were 8,170 new job postings for K-12 teachers in Colorado during the past 12 months, and the projected 10-year job growth for teachers is 20.22% (Burning Glass, 2019). Between now and 2028, this represents a projected need for 8,793 new K-12 teachers in Colorado. Listed below are the current average salaries for K-12 educators in metropolitan areas in the state of Colorado.

| City/Area | Average Salary |
|-------------------------------|----------------|
| Denver, Aurora, Lakewood - CO | \$58,980 |
| Colorado Springs - CO | \$49,300 |
| Boulder - CO | \$64,520 |
| Fort Collins - CO | \$53,860 |
| Pueblo - CO | \$49,880 |
| Grand Junction - CO | \$50,680 |
| Greeley - CO | \$51,430 |

Table data retrieved from BLS <https://www.bls.gov/oes/current/oessrcma.htm#C>

Competitive Analysis (fully online programs):

There are 967 institutions across the United States offering similar post baccalaureate programs. The average cost of those programs is \$21,250. The vast majority of those 967 programs identified as online, go on to include some type of traditional face-to-face requirement, thus making them blended model programs. For purposes of this proposal only data from the major fully online competitors will be listed for pricing comparison to CSU Global.

Major U.S. totally online competitive programs (titles & pricing)

| Institution | Degree | Cost Per Credit Hour |
|---|------------------------------------|---|
| CSU Global | Elementary or secondary credential | \$3,500 to \$5,500 total cost |
| Western Governors University (competency-based) | Elementary credential | \$3240 per term = \$12,960 |
| Grand Canyon University (competency-based) | Elementary or secondary credential | \$440 per credit = \$16,500 |
| University of Phoenix | Elementary or secondary credential | \$540 per credit = \$12,420 |
| Brandman University | Elementary or secondary credential | \$500 per credit = \$12,500 |
| Liberty University | Elementary credential | \$390 per credit = \$12,870 |
| University of North Carolina | Elementary credential | \$15,006 per semester (out-of-state student) = \$30,012 |

Colorado institutions with fully online options for teacher credentialing:

| Institution | Degree | Cost Per Credit Hour |
|--|------------------------------------|-----------------------------|
| Colorado State University - Pueblo | Elementary credential | \$387 = \$10,449 |
| Colorado State University – Fort Collins | Elementary or secondary credential | \$687 = \$20,610 |
| Colorado State University – Global | Elementary or secondary credential | \$500 = \$10,500 |
| Western Colorado University | Elementary or secondary credential | \$700 = \$16,800 |

Enrollment Projections and Budget Summary

The existing infrastructure within the Master of Science in Teaching and Learning program already possesses the leadership and faculty expertise to facilitate a post baccalaureate alternative certification program for both elementary and secondary education. Thus, a need to hire additional faculty to facilitate this program is not expected. The additional curriculum that needs to be developed to properly facilitate the program is minimal.

Both the elementary and secondary pathways of the proposed program include a 19-credit hour curriculum composed of seven courses. The elementary pathway requires course design for three new courses, and the secondary pathway requires four new courses builds.

| Elementary Pathway | | Secondary Pathway | |
|---------------------------|------------------|--------------------------|------------------|
| Total # of courses | # of new courses | Total # of courses | # of new courses |
| 7 | 3 | 7 | 4 |

The required content experts are existing faculty members who will develop the seven new courses needed to facilitate the post baccalaureate alternative certification program. The cost of development of the seven new courses including the required field experience is approximately \$72,800.

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Total Development Cost: (assume \$10,400/course development cost)

| Course Number | Course Title | Estimated Development Cost |
|-------------------|---------------------------------------|----------------------------|
| OTL521 | Elementary Methods | \$10,400 |
| OTL524 | Effective Language Arts Instruction | \$10,400 |
| OTL525 | Elementary Integrated Reading Methods | \$10,400 |
| OTL527 | Secondary Integrated Reading Methods | \$10,400 |
| OTL526 | Effective Social Science Instruction | \$10,400 |
| OTL574 | Student Teaching (Elementary) | \$10,400 |
| OTL576 | Student Teaching (Secondary) | \$10,400 |
| Total Cost | \$72,800 | |

Financial Projections:

Students have two pathways for progression through the program: meeting competencies through a display of mastery on Competency-based exams; or meeting competencies through applied projects coupled with instructor-led preparation and guidance. These two pathways lead to two different total program costs for the students. The minimum student cost to complete the program is \$3,500. The maximum student cost to complete the program is \$5,500. In the chart below, the minimum student costs for revenue are presented. These projections assume students will enter the program with a high level of subject mastery.

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Minimum

| | <u>Yr 1</u> | <u>Yr 2</u> | <u>Yr 3</u> | <u>Yr 4</u> | <u>Yr 5</u> | <u>Yr 6</u> | <u>Total</u> |
|----------------------|-------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| New Enrollments | 10 | 25 | 35 | 50 | 60 | 70 | 250 |
| Student Completions | 0 | 8 | 20.5 | 29 | 41 | 49 | 148 |
| Revenue | \$35,000 | \$116,200 | \$194,250 | \$275,450 | \$353,500 | \$417,200 | \$1,391,600 |
| Initial Investment | (\$72,800) | \$0 | \$0 | \$0 | \$0 | \$0 | (\$72,800) |
| Course Costs | <u>(\$24,750)</u> | <u>(\$82,170)</u> | <u>(\$137,363)</u> | <u>(\$194,783)</u> | <u>(\$249,975)</u> | <u>(\$295,020)</u> | <u>(\$984,061)</u> |
| Net Operating Income | (\$62,550) | \$34,030 | \$56,887 | \$80,667 | \$103,525 | \$122,180 | \$334,739 |

If students are unable to demonstrate high levels of mastery and are required to engage in more content and take more assessments, their overall costs can increase by a maximum of \$2,000. In the chart below, the projections for the highest-cost student pathway are presented. CSU-Global expects a mix of student ability to demonstrate mastery upon entry and anticipates an average student cost of \$4,500.

Maximum

| | <u>Yr 1</u> | <u>Yr 2</u> | <u>Yr 3</u> | <u>Yr 4</u> | <u>Yr 5</u> | <u>Yr 6</u> | <u>Total</u> |
|----------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------------|
| New Enrollments | 10 | 25 | 35 | 50 | 60 | 70 | 250 |
| Student Completions | 0 | 8 | 20.5 | 29 | 41 | 49 | 148 |
| Revenue | \$55,000 | \$182,600 | \$305,250 | \$432,850 | \$555,500 | \$655,600 | \$2,186,800 |
| Initial Investment | (\$72,800) | \$0 | \$0 | \$0 | \$0 | \$0 | (\$72,800) |
| Course Costs | <u>(\$39,750)</u> | <u>(\$131,970)</u> | <u>(\$220,613)</u> | <u>(\$312,833)</u> | <u>(\$401,475)</u> | <u>(\$473,820)</u> | <u>(\$1,580,461)</u> |
| Net Operating Income | (\$57,550) | \$50,630 | \$84,637 | \$120,017 | \$154,025 | \$181,780 | \$533,539 |

Projected Launch: August 2020

Overview of CSU-Global's Certificate in Elementary or Secondary Teaching:

The post baccalaureate alternative licensure certificate program for elementary and secondary teaching certificates, is designed to create a pathway for career changers and those who wish to progress in their careers within the education arena as licensed classroom teachers. This program serves students who have an existing bachelor's degree from an accredited university and have shown content proficiency according to the standards set forth by the Colorado Department of Education. Students will fill a vacant position in a local school district as the teacher of record while they are taking online courses with CSU Global. Students will also be assigned a university supervisor who will provide ongoing counseling, support, and guidance.

To ensure students can effectively balance the workload of being a classroom teacher and the demands of the online coursework, CSU Global will offer courses in the post baccalaureate alternative teacher license program in a competency-based format. This will allow students to work at a pace that is aligned to the various demands on their lives and approach the curriculum of the program in a more project-based manner consistent with their work in the classroom. This will not only make the program or attractive to students, but aid in their ability to truly master the content and develop into high-performing educators in the field.

As students work as teachers of record for the academic school year, they will also participate in a student teaching course. Using the assessments of competency, the student teaching course is graded on a pass or fail basis. Students will engage in asynchronous content and synchronously connect with their university supervisor to have small group meetings. Meetings in this course will focus on acclimating students to the schools in which they serve, the culture of the community, and the diversity of the classrooms.

Post baccalaureate Alternative Licensure Program Competency Based Structure

This program is composed of seven (7) courses and 19-credit hours, consisting of three phases: standard education courses, methods courses, and the student teaching phase. The standard education and methods course phases of the program are exclusive and distinct with definite beginning and ending points. The student teaching phase of the program begins once the student enters the classroom of the partnering school district as the teacher of record. Thus, the student teaching phase of the program is occurring simultaneous to the student navigating the required coursework in the competency-based model. Students will log their time to fulfill the 225 clock hours required by the State of Colorado for Teacher Preparation programs. CSU-Global will launch the program by accepting one cohort per year in August (Fall B), working with

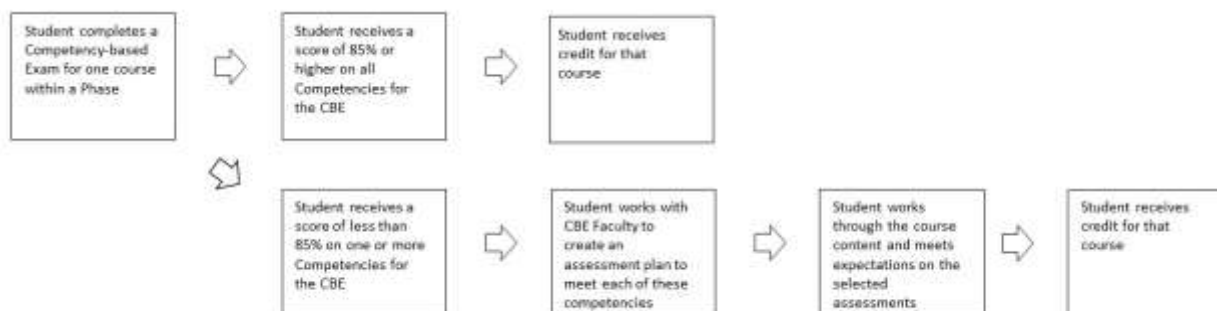
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the students to complete their requirements in nine months to one-year (based on student pace) in order to be fully employed by the time the next school year begins.

Post baccalaureate students can engage in competency-based education for the first six (6) courses in the program. Using their professional and educational experience, post baccalaureate students develop needed foundational education skills to move into the classroom by demonstrating competencies in these core courses. Students will complete an exam as a first activity in each course in the curriculum. The exam will test competencies outlined in the course. If students demonstrate 85% proficiency on the exam, they can move into the next course in the sequence. If students score less than 85% on any of the content on the exam, they must work with a CBE Faculty member, who will help them to construct a project-based learning plan derived from the existing course content and supporting resources, to demonstrate the competency in that non-proficient area.

During each Phase, the student will work to display mastery of the course competencies. Phase One and Phase Two are composed of distinct courses associated with the same competencies found in the Exams. Phase One is composed of three (3) courses and must be completed before students can take the Competency-based Exams for Phase Two. Phase Two is composed of two (2) courses. Phases One and Two each run for two terms (16 weeks). Student Teaching experiences will be reviewed in Phase Three. In this 12-month student teaching course, the student will work with CBE Faculty, who will observe their student teaching videos, help them to collect required documentation, and guide them towards completion of the program. On-site Mentors will also work with the students at their teaching site to create a positive student teaching experience and serve as another source of guidance.

Competencies can be demonstrated through the completion of course activities including projects, assignments, and other identified assessments. The faculty will work one on one with the student to personalize the learning of the competencies in the course until the student is able to demonstrate mastery at 85% or above of the identified competencies.



| Post baccalaureate Alternative Licensure Program Courses (Elementary and Secondary) | |
|---|---|
| Elementary | Secondary |
| Phase I – Education Courses | |
| ELL520: Literacy and the English Language Learner (can be taken during Phase One) OTL547: Evaluation and Assessment OTL565: Cultural Responsiveness in the Differentiated Classroom <p style="text-align: right;"><i>9cr</i></p> | ELL520: Literacy and the English Language Learner (can be taken during Phase One) OTL547: Evaluation and Assessment OTL565: Cultural Responsiveness in the Differentiated Classroom <p style="text-align: right;"><i>9cr</i></p> |
| Phase II – Methods Courses | |
| OTL521 Elementary Methods OTL525 Elementary Integrated Reading Methods <p style="text-align: right;"><i>6cr</i></p> | OTL516 Effective Mathematics Instruction OR OTL518 Effective Science Instruction OR OTL524 Effective Language Arts Instruction OR OTL526 Effective Social Science Instruction AND OTL527 Secondary Integrated Reading Methods Note: Secondary students must take the one method course that aligns to the credential they are pursuing AND OTL527 Secondary Integrated Reading to be eligible for a secondary credential. <p style="text-align: right;"><i>6cr</i></p> |
| Phase III -Student Teaching | |
| OTL574 Student Teaching (Elementary) <p style="text-align: right;"><i>4cr</i></p> | OTL576 Student Teaching (Secondary) <p style="text-align: right;"><i>4cr</i></p> |
| Total Credits 19 | Total Credits 19 |

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Student Costs

| Program Element | Cost with no Preparation required (CBE Exam only) | Cost with Faculty Preparation (Project-based Mastery) |
|---|--|--|
| Phase One Competency-based Coursework for three (3) courses | \$300 (\$100 per exam) | \$1500 (\$500 per course) |
| Phase Two Competency-based Coursework for two (2) Methods courses | \$200 (\$100 per exam) | \$1000 (\$500 per course) |
| Phase Three Student Teaching | \$1500 | \$1500 |
| Mentoring Fee | \$1500 | \$1500 |
| TOTAL COSTS | \$3500 | \$5500 |

A student who achieves 85% or better Mastery on all Competency-based Exams can complete the Program in 12-months with a total cost of \$3500 (\$500 for the Competency-based Exams, \$1500 for Phase Three and \$1500 for the Mentoring fee). A student who does not achieve Mastery on any of the CBEs can complete the program in 12-months with a maximum total cost of \$5500 (\$2500 for the Competency-based Exams with Faculty-led project-based Mastery, \$1500 for Phase Three and \$1500 for the Mentoring fee).

State Competencies to Course Mapping

The state competencies serve as the course competencies for courses in the post baccalaureate alternative licensure program. The state competencies to course mapping matrix may be accessed by clicking the hyperlinked title or in Appendix A of this document.

[State Competencies to Course Mapping](#)**Competency-Based Learning Model Development Process**

Creating a competency-based curriculum is centered upon the backwards design development theory (Bushway, D. J., Dodge, L. G., Long, C. S., & Laitinen, A., 2018; Graff. N., 2011). A matrix is used to map course activities to the competencies named in the state standards and their subcategories. Then, the deliverables in those courses that demonstrate both formative and summative mastery of those competencies and indicators must be identified. That work as it pertains to this project is further explained in the section titled Colorado Department of Education Standards/Competency Matrices.

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Assessments of competency are divided into two categories, formative assessment and summative assessment. In the formative assessment column, the deliverable is identified, and the task is described. Additionally, information is provided on how the task is measured (i.e. reflection, project, etc.). In the summative assessment column, the deliverable is identified as performance-based and mapped to a course that allows for that modality. Information is provided on *how* the actual performance of the task will be measured (i.e. University Faculty observe the candidate during student teaching where the candidate utilizes SDAIE strategies to serve ELL students during a lesson).

The Colorado Department of Education (CDE) has divided the required standards into three domains, elementary education, English language learners, and teacher quality standards:

- The elementary education domain includes 19 standards and 82 specific indicators.
- The English language learner domain includes four standards and seven specific indicators.
- The teacher quality standards domain includes four standards and 16 specific indicators.

The total number of standards required equals 27 and the total number of specific indicators in which completers must show competency equals 105.

With the large number of competencies, students must provide evidence of competency mastery mapped to the 105 specific, mandated indicators. The competency-based learning model is tied to the assessment deliverables in each course, which are mapped to the existing course learning competencies and the program learning competencies. This approach provides a more granular mapping that drills down to formative and summative evaluation of each indicator. Program faculty will evaluate student performance by each specific competency indicator. This creates a unique opportunity for more powerful instructional feedback that is tailored to each individual student's needs, on demand.

Step One: Colorado Department of Education Standards / Competency Matrices

The Colorado Department of Education requires that all educator preparation programs align their curriculum to three divisions of standards as outlined in Senate law sections 22-2-106, 22-2-136, 22-7-1003(15) and 22-32-109, C.R.S. Those three divisions are teacher quality standards; elementary education (K – 6); and English language learner standards. The following matrices show the mapping of each standard and its subcategory to the courses and program learning competencies in the proposed Post Baccalaureate Alternative Certification Licensure program with columns to be completed upon development of the courses for the program. The first “position in the course” column identifies exactly where in the course the assessment exists that is measuring the subcategory of the standard represented by the row in which it is positioned. The second blank column, “assessment type” identifies the means by which the

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standard and its subcategory will be measured. This column describes the assessment is formative, reflection, criterion-referenced quiz, project-based, performance-based, written summative work, or a portfolio.

The matrices are extensive. They may be accessed by clicking the hyperlinked title and can also be found in Appendix B.

[Matrix 1: Teacher Quality Standards](#)

[Matrix 2: Elementary Education \(K – 6\)](#)

[Matrix 3: English language learner Standards](#)

Step Two: Competency Assessment Matrix

This chart displays how each deliverable allows the student to demonstrate mastery of the 105 competency indicators named by the state:

Example: Competency Assessment Matrix

| Course | Outcome | Competency Indicator (State Standard) | Curriculum Study Assignment at Indicator Level & Formative Assessment | Summative Assessment at <i>Competency Level</i> |
|--|---------|---|---|--|
| OTL547: Evaluation and Assessment OTL521 Elementary Methods | CLOs | 4.02(1)(c) implement appropriate strategies and activities to increase student achievement. | <p>OLT547 - Mod3 CT (description of the task and the formative assessment (how the task is measured...i.e. reflection, project, etc.)</p> <p>OLT521 – Mod6 CT (description of the task and the formative assessment (how the task is measured...i.e. reflection, project, etc.)</p> | <p>OLT526 description HOW the actual performance of the task will be measured ...i.e. student teaching observation of use of SDAIE strategies to serve ELL students during a lesson)</p> <p>OLT527 - description HOW the actual performance of the task will be measured ...i.e. student</p> |

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| | | | | |
|--|--|--|--|--|
| | | | | teaching observation of use of SDAIE strategies to serve ELL students during a lesson) |
| | | | | Alternate Assessment 4 section 3 |

Post-baccalaureate Teaching and Learning Student Assessment and Support Staffing

Students engaged in a Competency-based model will need definitive guidance and assessment throughout their program. Because students will progress through the program at variable paces, a more flexible instructional model is required. **CBE Faculty** serving as instructors for CBE students will teach trimester-long courses (16-weeks). Faculty will be responsible for the guidance, assessment and observation of all students within a single phase of the program. Phase I faculty will teach some combination of the first three courses. These are introductory courses that all students, both elementary and secondary must take. Phase II faculty will teach the methods courses. Elementary students must complete two methods courses (OTL521: Elementary Methods and OTL525: Elementary Integrated Reading Methods). Secondary students are also required to complete two methods courses. The courses for secondary students include one that aligns with the credential which they are seeking (math, science, or social science, or English language arts) and an integrated reading course (OTL527: Secondary Integrated Reading Methods). Phase III faculty will facilitate the student teaching experiences. These courses run simultaneously with Phases I and II. However, they last for the full calendar year required by law SB 19 – 190; which requires that a full calendar year of field experience is completed by all students seeking an initial teaching credential in the state of Colorado.

Mentors will serve as student teaching advisors and coaches at the student-teaching site, who work with the students in the K-12 classroom and assess their progress.

| Role | Duties | Students serviced |
|---------------|---|---------------------------------|
| CBE Faculty | CBE Faculty manages all students in a single phase for an entire trimester. They guide students through all the competencies in that phase and serves the role of Observer (for classroom videos). | Up to 96 students per trimester |
| Mentors | Student-teaching advisors who work with the students in the K-12 classroom to guide and coach. They offer an additional evaluation of the student teachers' competency to supplement that of the full-time faculty. | Typically, one student |
| Program Chair | Review documentation or competency mastery and student teaching. PC will sign off on completed preparation at the end of the program. | All students in program |

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Required Courses & Course Competencies:

The program is designed to provide students with a strong understanding of the foundational skills required to teach in a variety of K-12 educational settings. Students will demonstrate competency in requisite skills from six methods courses. These courses are designed to ensure proficiency in educational skills, instructional approaches, assessment and evaluation, meeting the needs of diverse learners, student growth and development, and reading across the curriculum. As a first activity in each course, students will complete an assessment to evaluate proficiencies in competencies. If a student scores 85% or above on all course competencies, he or she will be able to advance into the next course in the sequence. For any content not mastered at the 85% proficiency level, the student will work with an assigned faculty member to address and remediate until mastery is obtained.

ELL520: Literacy and the English Language Learner

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to examine the strategies and techniques for teaching literacy to English Language Learners; building on participant's understanding of language development and the role second language development plays in developing English literacy skills. Students will focus on the effective strategies for teaching reading/writing to students learning English. Students will learn about the functions that teachers of linguistically diverse students must serve in order to be effective literacy teachers, as well as language proficiencies required for the development of academic language.

Prerequisites: None**Course Competencies**

1. Educator can demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners
2. Educator can effectively utilize developmentally appropriate, learner-responsive time-management techniques
3. Educator is knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students
4. Educator can understand and explain the language processing requirements of proficient reading and writing
5. The elementary educator is knowledgeable about classroom environment
6. The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning
7. The elementary educator is knowledgeable about the structure of language
8. The elementary educator is able to develop phonology

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9. The elementary educator is able to develop fluent, automatic reading of text
10. The elementary educator is knowledgeable about vocabulary development related to reading instruction
11. The elementary educator is able to develop text comprehension
12. The elementary educator is able to develop handwriting, spelling and written expression
13. The elementary educator is able to develop phonics and word-recognition knowledge related to reading

OTL547: Evaluation and Assessment

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to examine methods and techniques for evaluation and assessment of learning in Pre-K-12 settings. Students will learn how to select appropriate assessment instruments, observe and record data, analyze test scores and performance, interpret data, and outline accommodations and plans for remediation. Students will also practice making educational decisions based upon data provided by local and/or state assessments and communicate assessment results.

Prerequisites: None

Course Competencies

1. Educator can establish a safe, inclusive and respectful learning environment for a diverse population of students
2. Educator plans and deliver effective instruction
3. Educator can establish an environment that facilitates learning for their students.
4. Educator is able to describe and implement appropriate strategies and activities to increase student achievement
5. Educator is able to select and use equipment, materials and technology which support a wide variety of instructional strategies
6. Educator is able to understand and adhere to strict data privacy and security practices
7. Educator is able to recognize and display respect for family, culture, economic and societal influences that affect students' learning and academic progress
8. Educator can effectively articulate the elements of and rationale for the instructional program to students, parents and other professionals
9. Educator can effectively administer a wide variety of ongoing formal and informal assessments that are developmentally appropriate, responsive to the needs of diverse learners and inclusive of adopted content standards
10. The elementary educator is knowledgeable about curriculum development and instruction
11. The elementary educator is knowledgeable about child development as it applies to learning

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12. The elementary educator is knowledgeable about assessment

13. The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction

OTL565: Cultural Responsiveness in the Differentiated Classroom

In this course, students will examine and evaluate the concept of cultural responsiveness through a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education. Students will apply the concepts of cultural responsiveness to establish successful inclusive classrooms for students with exceptionalities, including English as a second language, disabilities, gifted, and those living in poverty who lack the prior knowledge necessary for success. Students will analyze legislative mandates for serving students with exceptionalities; evaluate research-based strategies for inclusive classroom environments; and develop a working knowledge of collaboration, documentation, and assessment strategies.

Prerequisites: None

Course Competencies

1. Educator can establish a safe, inclusive and respectful learning environment for a diverse population of students
2. Educator is knowledgeable about CLD populations
3. Educator is knowledgeable in first and second language acquisition
4. Educator understands literacy development for CLD students
5. Educator is knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students
6. Educator engages students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students
7. Educator understands how to work collaboratively with the families and/or significant adults for the benefit of students
8. Educator can plan and implement differentiated instructional strategies that address stages of individual development, personal traits and interests, language diversity and exceptionality
9. Educator can implement research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed
10. Educator can practice appropriate uses of assistive technology in written expression

OTL525 Elementary Integrated Reading

In this course students will study the relationship between literacy instruction and content across all areas of study. Students will utilize a competency-based curriculum aligned to the

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academic standards approved by the Colorado Department of Education. Particular emphasis is given to the reading and study of expository materials in various disciplines across the K through 6 curriculum. Students will focus on the levels of thinking and questioning, textbooks, assessments, factors in learning, teaching reading strategies, and teacher strategies required for elementary student success. The instructional strategies discussed are appropriate for grade levels K through 6 and all content areas.

Prerequisites: None

Course Competencies

1. The elementary educator is knowledgeable about curriculum development and instruction
2. The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning
3. The elementary educator is knowledgeable about the structure of language
4. The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction
5. The elementary educator is able to develop phonology
6. The elementary educator is able to develop phonics and word-recognition knowledge related to reading
7. The elementary educator is able to develop fluent, automatic reading of text
8. The elementary educator is knowledgeable about vocabulary development related to reading instruction
9. The elementary educator is able to develop text comprehension
10. The elementary educator is able to develop handwriting, spelling and written expression

OTL516 - Effective Mathematics Instruction

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to explore the development of competencies around teaching mathematics. Students will learn the basic principles and new trends of instruction and curriculum development for teaching mathematics at the secondary school levels. Students will develop the necessary knowledge, skills, and dispositions to implement content-rich and developmentally appropriate mathematics lessons. Unit planning, cooperative learning activities, evaluation strategies, and STEM learning centers are emphasized in this course.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator can demonstrate mastery of and pedagogical expertise in mathematics

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2. The secondary Educator has knowledge of mathematics and is an expert in his or her content endorsement area(s)
3. Educator can plan and deliver effective mathematics instruction and create an environment that facilitates learning for their students
4. Educator demonstrates knowledge of mathematics content, including central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics
5. Educator integrates and utilizes appropriate, available technology to engage mathematics students in authentic learning experiences

OTL518 - Effective Science Instruction

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to explore the development of competencies around teaching science in grades 7-12. Students will demonstrate their ability to engage learners in scientific investigation, to build models and theories about the natural world; emphasize crosscutting concepts that have application across all domains of science, including investigating complex ideas and utilizing problem-solving skills. Students will develop the necessary knowledge, skills, and dispositions to implement content-rich and developmentally appropriate science lessons. Unit planning, cooperative learning activities, evaluation strategies, and STEM learning centers are emphasized.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator can demonstrate mastery of and pedagogical expertise in the natural and physical sciences
2. The secondary Educator has knowledge of natural and physical sciences and is an expert in his or her content endorsement area(s)
3. Educator plans and delivers effective science instruction and create an environment that facilitates learning for their students
4. Educator demonstrates knowledge of science content, including central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics
5. Educator integrates and utilizes appropriate, available technology to engage science students in authentic learning experiences

OTL524 Effective Language Arts Instruction

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to learn, practice, and reflect on the specific pedagogical knowledge needed to teach English to secondary education students. Students will explore a variety of teaching strategies for organizing a secondary

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English curriculum. Students will discuss, plan, implement, and assess appropriate instruction using current best practices for the effective teaching of English in secondary classes. Students will address various curricular areas of English arts, including the teaching of writing, reading comprehension and literature, language applications, grammar, speaking applications, visual media and how they can be effectively integrated into daily lesson planning.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator can demonstrate mastery of and pedagogical expertise in literacy and language arts
2. The secondary Educator has knowledge of literacy and language arts and is an expert in his or her content endorsement area(s)
3. Educator plans and delivers effective literacy and language arts instruction and create an environment that facilitates learning for their students
4. Educator demonstrates knowledge of literacy and language arts content, including central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics
5. Educator integrates and utilizes appropriate, available technology to engage literacy and language arts students in authentic learning experiences

OTL526 Effective Social Science Instruction

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to prepare to be effective history and social studies teachers in secondary classrooms. Students will develop capacities of models of instruction, consistent with basic principles, new trends of instruction, and curriculum development in teaching secondary school social studies. Emphasis is placed on curriculum, materials, instructional methods, and strategies specific to teaching social studies to diverse student populations.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator demonstrates mastery of and pedagogical expertise in history and social sciences
2. The secondary Educator has knowledge of history and social sciences and is an expert in his or her content endorsement area(s)
3. Educator plans and delivers effective history and social sciences instruction and create an environment that facilitates learning for their students

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4. Educator demonstrates knowledge of history and social sciences content, including central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics
5. Educator can integrate and utilize appropriate, available technology to history and social sciences students in authentic learning experiences
6. Educator demonstrates knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students

OTL521 Effective Elementary Methods

In this course students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to explore the models of instruction in effective elementary classrooms. Students will develop capacities of models of instruction, consistent with basic principles, new trends of instruction, and curriculum development in teaching elementary school subject matter. Emphasis is placed on curriculum, materials, instructional methods, and strategies specific to teaching diverse student populations.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator can provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction
2. Educator demonstrates knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught
3. Educator can design and implement an integrated curriculum based upon adopted content standards including, but not limited to language arts (e.g., reading, writing, speaking and listening), science, mathematics, social studies, the arts, health, physical education and technology
4. Educator can plan and deliver effective instruction and create an environment that facilitates learning for their students
5. Educator can select and use equipment, materials and technology which support a wide variety of instructional strategies to be implemented based on adopted content standards and on both informal and formal assessments of student learning needs
6. Educator can implement appropriate strategies and activities to increase student achievement
7. The educator is knowledgeable about curriculum development and instruction
8. Educator understands the principles of explicit and direct teaching; model, lead, give guided practice and review

9. The educator is able to develop phonics and word-recognition knowledge related to reading

OTL527 Secondary Integrated Reading

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education to evaluate the relationship between literacy instruction and content across all areas of study. Particular emphasis is given to the reading and study of expository materials across the curriculum. Students will explore major concepts of secondary level reading instruction, including levels of thinking and questioning, textbooks, assessments, factors in learning, reader strategies, and teacher strategies. The instructional strategies discussed are appropriate for grade levels 7 through 12, and all content areas.

Prerequisites: None

Course Competencies

1. The secondary Educator has knowledge of literacy and is an expert in his or her content endorsement area(s)
2. Educator provides literacy instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction
3. Educator develops and implements lessons that connect to a variety of content areas/disciplines and emphasize literacy
4. Educator plans and delivers effective literacy instruction and create an environment that facilitates learning for their students
5. Educator uses formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction
6. Educator integrates and utilizes appropriate, available technology to engage students in authentic literacy learning experiences
7. Educator can establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills

OTL574 Student Teaching (Elementary)

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education. Students will collaborate with their classmates and course instructor in an ongoing series of regularly conducted synchronous sessions designed to support students that are placed in elementary classrooms while earning their teaching credentials. This course is continuous and runs concurrently with the methods courses or phase 2 of the credential program. Emphasis in this course is to support students to acclimate to the school in which they are assigned, to

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understand and integrate the culture of the students in their classroom, and to become involved in the home – school – community triad. Thus, creating a safe environment for student achievement.

Prerequisites: ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator demonstrates mastery of and pedagogical expertise in the content they teach
2. The secondary Educator has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s)
3. Educator establishes a safe, inclusive and respectful learning environment for a diverse population of students
4. Educator plans and delivers effective instruction and create an environment that facilitates learning for their students
5. Educator demonstrates professionalism through ethical conduct, reflection, and leadership.
6. Educator is knowledgeable about CLD populations
7. Educator is knowledgeable in first and second language acquisition
8. Educator understands literacy development for CLD students
9. Educator is knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students
10. The elementary educator is knowledgeable about curriculum development and instruction
11. The elementary educator is knowledgeable about child development as it applies to learning
12. The elementary educator is knowledgeable about classroom environment
13. The elementary educator is knowledgeable about assessment
14. The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning
15. The elementary educator is knowledgeable about the structure of language
16. The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction
17. The elementary educator is able to develop phonology
18. The elementary educator is able to develop phonics and word-recognition knowledge related to reading
19. The elementary educator is able to develop fluent, automatic reading of text
20. The elementary educator is knowledgeable about vocabulary development related to reading instruction
21. The elementary educator is able to develop text comprehension
22. The elementary educator is able to develop handwriting, spelling and written expression

OTL576 Student Teaching (Secondary)

In this course, students will participate in a competency-based curriculum aligned to the academic standards approved by the Colorado Department of Education. Students will collaborate with their classmates and course instructor in an ongoing series of regularly conducted synchronous sessions. The sessions are designed to support students that are placed in secondary classrooms while earning their teaching credentials. This course is continuous and runs concurrently with the methods courses or phase 2 of the credential program. Emphasis in this course is to support students as they acclimate to the school in which they are assigned, to understand and integrate the culture of the students in their classroom, and to become involved in the home – school – community triad. Thus, creating a safe environment for student achievement. **Prerequisites:** ELL520, OTL547, OTL565, OTL525

Course Competencies

1. Educator demonstrates mastery of and pedagogical expertise in the content they teach
2. The secondary Educator has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s)
3. Educator establishes a safe, inclusive and respectful learning environment for a diverse population of students
4. Educator plans and delivers effective instruction and create an environment that facilitates learning for their students
5. Educator demonstrates professionalism through ethical conduct, reflection, and leadership
6. Educator is knowledgeable about CLD populations
7. Educator is knowledgeable in first and second language acquisition
8. Educator understands literacy development for CLD students
9. Educator is knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students

Faculty Resources

The Post Baccalaureate alternative licensure certificate program (elementary and secondary) does not require any additional faculty resources currently. The Program Chair of the Master of Science in Teaching & Learning will be responsible for the oversight of the curriculum development process and the implementation of district partnerships, and the modified admissions process for students participating in this program.

Library Resources

CSU-Global currently provides a variety of education, healthcare management, and pre-nursing courses. As such, there are no additional database requirements for this program.

Facilities, Equipment, and Technology

The Post Baccalaureate alternative licensure certificate program will be offered using existing technology and infrastructure. Students will be provided with the same level of support as with all CSU-Global students including 24/7 technical support, 24/7 tutoring, mental health services, career coaching, writing coaching, and a dedicated student success counselor. Specific attention will be provided to supporting the needs of teacher licensure students throughout their field experience and through the center for excellence in teaching and learning throughout their school districts teacher induction program.

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Appendix A – State Competencies to Course Mapping MatrixState Competencies to Course Mapping

| | Standard | ELL520 | OTL547 | OTL565 | OTL521 | OTL516 | OTL518 | OTL524 | OTL525 | OTL526 | OTL574 | OTL576 |
|--|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Teacher Quality | T QS 1 | | x | | x | x | x | x | x | x | x | x |
| | T QS 2 | x | | x | | | | | | | x | x |
| | T QS 3 | | x | | x | x | x | x | x | x | x | x |
| | T QS 4 | | | | | | | | | | x | x |
| Elementary Education Standard (K – 6) | 4.02 QS 1 | | x | | x | | | | x | | x | |
| | 4.02 QS 2 | | x | x | | | | | | | x | |
| | 4.02 QS 3 | x | x | x | | | | | | | x | |
| | 4.02 QS 4 | | x | | | | | | | | x | |
| | 4.02 QS 5 | x | | | | | | | x | | x | |
| | 4.02 QS 6 | x | | | | | | | x | | x | |
| | 4.02 QS 7 | | x | | | | | | x | | x | |
| | 4.02 QS 8 | x | | | | | | | x | | x | |
| | 4.02 QS 9 | | x | x | x | | | | x | | x | |
| | 4.02 QS 10 | x | | | | | | | x | | x | |
| | 4.02 QS 11 | x | | x | | | | | x | | x | |

| | | | | | | | | | | | | |
|---------------------------------------|---------------|---|---|---|--|--|--|--|---|--|---|---|
| | 4.02 QS 12 | x | | | | | | | x | | x | |
| | 4.02 QS 13 | x | x | x | | | | | x | | x | |
| English Language Learner Standards | 5.12 QS 1 | x | | x | | | | | | | x | x |
| | 5.13 QS 2 | x | x | x | | | | | | | x | x |
| | 5.14 QS 3 | x | x | x | | | | | | | x | x |
| | 5.15 QS 4 | x | x | x | | | | | | | x | x |

Teacher Quality Standards

TQS I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

TQS II Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

TQS III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

TQS IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Elementary Education Standards (K-12)

4.02(1) The elementary educator is knowledgeable about curriculum development and instruction and is able to

4.02(2) The elementary educator is knowledgeable about child development as it applies to learning and is able to:

4.02(3) The elementary educator is knowledgeable about classroom environment and is able to:

4.02(4) The elementary educator is knowledgeable about assessment and is able to:

4.02(5) The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning, as well as:

4.02(6) The elementary educator is knowledgeable about the structure of language including:

4.02(7) The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including:

4.02(8) The elementary educator is able to develop phonology, and is able to:

4.02(9) The elementary educator is able to develop phonics and word-recognition knowledge related to reading including:

4.02(10) The elementary educator is able to develop fluent, automatic reading of text:

4.02(11) The elementary educator is knowledgeable about vocabulary development related to reading instruction:

4.02(12) The elementary educator is able to develop text comprehension

4.02(13) The elementary educator is able to develop handwriting, spelling and written expression

English Language Learner Standards

5.12 Quality Standard I: Educators are knowledgeable about CLD populations:

5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition:

5.14 Quality Standard III: Educators should understand literacy development for CLD students:

5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students:

Appendix B

Teacher Quality Standards Matrix

| STATE STANDARD | PLO | Position in Course | Assessment Type | OTL516 OTL 518 OTL524 | ELL520 | OTL547 | OTL565 | OTL521 | OTL526 | OTL525 OTL527 | OTL574 | OTL575 |
|--|-----|--------------------|-----------------|-----------------------------|--------|--------|--------|--------|--------|------------------|--------|--------|
| <i>Teacher Quality Standards</i> | | | | | | | | | | | | |
| <i>Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, the arts, physical education or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in the content area(s) in which the teacher is endorsed.</i> | | | | | | | | | | | | |
| Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction. | 1,2 | | | | | | | X | X | X | X | X |
| Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics | 1,2 | | | X | | | | | X | X | X | X |
| Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence- | 1,2 | | | X | | | | X | | | X | X |

Consent Item

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|--|-------|--|--|--|---|--|---|--|--|--|---|---|
| based instructional practices and specialized characteristics of the disciplines being taught. | | | | | | | | | | | | |
| Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. | | | | | | | | | | | | |
| Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers. | 1,2,4 | | | | | | | | | | X | X |
| Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners. | 1,2,4 | | | | X | | X | | | | X | X |

Consent Item

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|---|-------|--|--|---|--|---|---|--|---|---|---|---|
| Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students. | 1,2,4 | | | | | X | X | | | | X | X |
| Teachers work collaboratively with the families and/or significant adults for the benefit of students. | 1,2,4 | | | | | | X | | | | X | X |
| Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. | | | | | | | | | | | | |
| Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students. | 1,3 | | | X | | X | | | X | X | X | X |
| Teachers use formal and informal methods | 1,3 | | | X | | X | | | X | X | X | X |

Consent Item

| curriculum development and instruction and is able to | | | | | | | | | | | | |
|--|---------|--|--|--|--|---|--|---|---|---|---|--|
| 4.02(1)(a) design and implement an integrated curriculum based upon adopted content standards including, but not limited to language arts (e.g., reading, writing, speaking and listening), science, mathematics, social studies, the arts, health, physical education and technology. | 1,2,3,4 | | | | | | | X | X | X | X | |
| 4.02(1)(b) select and use equipment, materials and technology which support a wide variety of instructional strategies to be implemented based on adopted content standards and on both informal and formal assessments of student learning needs. | 1,2,3,4 | | | | | X | | X | X | X | X | |
| 4.02(1)c implement appropriate strategies and activities to increase student achievement. | 1,2,3,4 | | | | | X | | X | X | X | X | |

Consent Item

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| 4.02(1)(d) understand and adhere to strict data privacy and security practices. | 2,3 | | | | | X | | | | | X | |
| 4.02(2) The elementary educator is knowledgeable about child development as it applies to learning and is able to: | | | | | | | | | | | | |
| 4.02(2)(a) incorporate documented and proven theories of child development and learning as appropriate for all learners including, but not limited to, exceptional and linguistically diverse learners. | 1,2,4 | | | | | | | | | | | |
| 4.02(2)(b) plan and implement differentiated instructional strategies that address stages of individual development, personal traits and interests, language diversity and exceptionality. | 1,2,3,4 | | | | | | X | | | | X | |

Consent Item

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|---|----------------|--|--|----------|----------|----------|--|--|--|--|--|--|
| <p>4.02(2)(c) recognize and display respect for family, culture, economic and societal influences that affect students' learning and academic progress and draw upon their strengths and experiences in planning for instruction.</p> | <p>1,2,3,4</p> | | | | | <p>X</p> | | | | | | |
| <p>4.02(2)(d) effectively articulate the elements of and rationale for the instructional program to students, parents and other professionals.</p> | <p>1,2,3,4</p> | | | | <p>X</p> | <p>X</p> | | | | | | |
| <p>4.02(3) The elementary educator is knowledgeable about classroom environment and is able to:</p> | | | | | | | | | | | | |
| <p>4.02(3)(a) provide a safe and engaging learning environment responsive to individual learner needs and student choices and interests.</p> | <p>1,2,4</p> | | | <p>X</p> | <p>X</p> | <p>X</p> | | | | | | |
| <p>4.02(3)(b) effectively utilize developmentally appropriate, learner-</p> | <p>1,2,3,4</p> | | | <p>X</p> | <p>X</p> | | | | | | | |

Consent Item

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| responsive time-management techniques. | | | | | | | | | | | | |
| 4.02(3)(c) implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students. | 1,2,3,4 | | | | | X | | | | | | |
| 4.02(4) The elementary educator is knowledgeable about assessment and is able to: | | | | | | | | | | | | |
| 4.02(4)(a) effectively administer a wide variety of ongoing formal and informal assessments that are developmentally appropriate, responsive to the needs of diverse learners and inclusive of adopted content standards. | 1,2,3,4 | | | | | X | | | | | X | |
| 4.02(4)(b) effectively utilize assessment results and related data to plan for appropriate student instruction. | 1,2,3,4 | | | | | X | | | | | X | |

Consent Item

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| 4.02(4)(c) actively involve students in understanding the importance of assessment and its relationship to meeting learning objectives. | 1,2,3,4 | | | | | X | | | | | X | |
| 4.02(4)(d) effectively communicate with students, parents and other professionals concerning assessments and student performance. | 1,2,3,4 | | | | | X | | | | | X | |
| 4.02(5) The elementary educator is highly knowledgeable about literacy development, is able to develop oral and written learning, as well as: | | | | | | | | | | | | |
| 4.02(5)(a) understand and explain the language processing requirements of proficient reading and writing including phonological (speech sound) processing; orthographic (print) processing; semantic (meaning) processing; | 1,4 | | | | X | | | | | X | | |

Consent Item

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| syntactic (sentence level) processing; discourse (connected text level) processing. | | | | | | | | | | | | |
| 4.02(5)(b) understand and explain other aspects of cognition and behavior that affect reading and writing including attention, executive function, memory, processing speed and graphomotor control. | 1,4 | | | | X | | | | | X | | |
| 4.02(5)(c) define and identify environmental, cultural and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values). | 1,2,4 | | | | X | | | | | X | | |
| 4.02(5)(d) know and identify phases in the typical developmental progression of oral language (semantic, syntactic, pragmatic); phonological skill; printed word | 1,2,4 | | | | X | | | | | X | | |

Consent Item

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|--|-------|--|--|--|---|--|--|--|--|---|--|--|
| recognition; spelling; reading fluency; reading comprehension; and written expression. | | | | | | | | | | | | |
| 4.02(5)(e) understand and explain the known causal relationship among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension and writing. | 1,2,4 | | | | X | | | | | X | | |
| 4.02(5)(f) know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing | 1,2,4 | | | | X | | | | | X | | |

Consent Item

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|---|---------|--|--|--|---|--|--|--|--|---|--|--|
| fluency; vocabulary; reading comprehension skills and strategies; written expression). | | | | | | | | | | | | |
| 4.02(5)(g) know reasonable goals and expectations for learners at various stages of reading and writing development. | 1,2,3,4 | | | | X | | | | | X | | |
| 4.02(6) The elementary educator is knowledgeable about the structure of language including: | | | | | | | | | | | | |
| 4.02(6)(a) phonology (the speech sound system), and is able to: | | | | | | | | | | | | |
| 4.02(6)(a)(i) identify, pronounce, classify and compare the consonant and vowel phonemes of English. | 1,2 | | | | X | | | | | X | | |
| 4.02 (6)(b) orthography (the spelling system), and is able to: | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(b)(i) understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, | 1,2 | | | | X | | | | | X | | |

Consent Item

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| Latin (romance) and Greek. | | | | | | | | | | | | |
| 4.02(6)(b)(ii) define grapheme as a functional correspondence unit or representation of a phoneme. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(b)(iii) recognize and explain common orthographic rules and patterns in English. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(b)(iv) know the difference between “high frequency” and “irregular” words. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(b)(v) identify, explain and categorize six basic syllable types in English spelling. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(c) morphology, and is able to: | | | | | | | | | | | | |
| 4.02(6)(c)(i) identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and | 1,2 | | | | X | | | | | X | | |

Consent Item

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| Greek-based combining forms. | | | | | | | | | | | | |
| 4.02(6)(d) semantics, and is able to: | | | | | | | | | | | | |
| 4.02(6)(d)(i) understand and identify examples of meaningful word relationships or semantic organization. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(e) syntax, and is able to: | | | | | | | | | | | | |
| 4.02(6)(e)(i) define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(e)(ii) identify the parts of speech and the grammatical role of a word in a sentence. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(f) discourse organization, and is able to: | | | | | | | | | | | | |
| 4.02(6)(f)(i) explain the major differences between narrative and expository discourse. | 1,2 | | | | X | | | | | X | | |
| 4.02(6)(f)(ii) identify and construct expository paragraphs of varying | 1,2 | | | | X | | | | | X | | |

Consent Item

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|--|-------|--|--|--|---|---|--|--|--|---|--|--|
| logical structures (e.g., classification, reason, sequence). | | | | | | | | | | | | |
| 4.02(6)(f)(iii) identify cohesive devices in text and inferential gaps in the surface language of text. | 1,2 | | | | X | | | | | X | | |
| 4.02(7) The elementary educator is knowledgeable about the administration and interpretation of assessments for planning instruction, including: | 1,2,3 | | | | | | | | | | | |
| 4.02(7)(a) understanding the differences among screening, diagnostic, outcome and progress monitoring assessments. | 1,2,3 | | | | | X | | | | | | |
| 4.02(7)(b) understanding basic principles of test construction including reliability, validity, norm-referencing and criterion-referencing. | 1,2,3 | | | | | X | | | | | | |
| 4.02(7)(c) understanding the principles of progress monitoring and the use of graphs to indicate progress. | 1,2,3 | | | | | X | | | | X | | |

Consent Item

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|--|-------|--|--|--|--|---|--|--|--|---|--|--|
| 4.02(7)(d) knowing the range of skills typically assessed in terms of phonological skills, decoding skills, oral reading skills, spelling and writing. | 1,2,3 | | | | | X | | | | | | |
| 4.02(7)(e) recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators. | 1,2,3 | | | | | X | | | | X | | |
| 4.02(7)(f) interpreting measures of reading comprehension and written expression to make appropriate instructional recommendations. | 1,2,3 | | | | | | | | | | | |
| 4.02(8) The elementary educator is able to develop phonology, and is able to: | | | | | | | | | | | | |
| 4.02(8)(a) identify the general goal of phonological skill instruction and be able to explicitly state the | 1,2 | | | | | | | | | X | | |

Consent Item

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|--|-----|--|--|--|---|--|--|--|--|---|--|--|
| goal of any phonological teaching activity. | | | | | | | | | | | | |
| 4.02(8)(b) know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation). | 1,2 | | | | | | | | | X | | |
| 4.02(8)(c) identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting and deleting sounds. | 1,2 | | | | | | | | | X | | |
| 4.02(8)(d) understand the principles of phonological skill instruction: brief, multisensory, conceptual and auditory-verbal. | 1,2 | | | | | | | | | X | | |
| 4.02(8)(e) understand the reciprocal relationship among phonological processing, reading, spelling and vocabulary. | 1,2 | | | | | | | | | X | | |
| 4.02(8)(f) understand the phonological | 1,2 | | | | X | | | | | X | | |

Consent Item

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| fluent application in meaningful reading and writing. | | | | | | | | | | | | |
| 4.02(9)(e) understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function or processing speed. | 1,2 | | | | | X | X | | | | | |
| 4.02(10) The elementary educator is able to develop fluent, automatic reading of text: | | | | | | | | | | | | |
| 4.02(10)(a) understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse and motivation to read. | 1,2 | | | | | X | | | | | X | |
| 4.02(10)(b) understanding reading fluency as a stage of normal reading development, as the primary symptom of | 1,2 | | | | | X | | | | | X | |

Consent Item

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|--|-----|--|--|--|---|--|--|--|--|---|--|--|
| some reading disorders and as a consequence of practice and instruction. | | | | | | | | | | | | |
| 4.02(10)(c) defining and identifying examples of text at a student's frustration, instructional and independent reading level. | 1,2 | | | | X | | | | | X | | |
| 4.02(10)(d) knowing sources of activities for building fluency in component reading skills. | 1,2 | | | | X | | | | | X | | |
| 4.02(10)(e) knowing which instructional activities and approaches are most likely to improve fluency outcomes. | 1,2 | | | | X | | | | | X | | |
| 4.02(10)(f) understanding techniques to enhance a student's motivation to read. | 1,2 | | | | X | | | | | X | | |
| 4.02(10)(g) understanding appropriate uses of assistive technology for students with serious | 1,2 | | | | X | | | | | X | | |

Consent Item

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| limitations in reading fluency. | | | | | | | | | | | | |
| 4.02(10)(h) understand the relationship between accuracy and reading fluency. | 1,2 | | | | X | | | | | X | | |
| 4.02(11) The elementary educator is knowledgeable about vocabulary development related to reading instruction: | | | | | | | | | | | | |
| 4.02(11)(a) understanding the role of vocabulary development and vocabulary knowledge in comprehension. | 1,2 | | | | X | | | | | X | | |
| 4.02(11)(b) understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. | 1,2 | | | | X | | | | | X | | |
| 4.02(11)(c) knowing varied techniques for vocabulary instruction before, during and after reading. | 1,2 | | | | X | | | | | X | | |
| 4.02(11)(d) understanding that word | 1,2 | | | | X | | | | | X | | |

Consent Item

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|--|---------|--|--|--|---|--|---|--|--|---|--|--|
| knowledge is multifaceted. | | | | | | | | | | | | |
| 4.02(11)(e) understanding the sources of wide differences in students' vocabularies. | 1,2 | | | | X | | X | | | X | | |
| 4.02(12) The elementary educator is able to develop text comprehension including: | | | | | | | | | | | | |
| 4.02(12)(a) being familiar with teaching strategies that are appropriate before, during and after reading and that promote reflective reading. | 1,2,3,4 | | | | X | | | | | X | | |
| 4.02(12)(b) contrasting the characteristics of major text genres, including narration, exposition and argumentation. | 1,2 | | | | X | | | | | X | | |
| 4.02(12)(c) understanding the similarities and differences between written composition and text comprehension, and | 1,2,4 | | | | X | | | | | X | | |

Consent Item

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|--|-----|--|--|--|---|--|--|--|--|---|--|--|
| develop handwriting, spelling and written expression: | | | | | | | | | | | | |
| 4.02(13)(a) handwriting: | | | | | | | | | | | | |
| 4.02(13)(a)(i) knowing research-based principles for teaching letter naming and letter formation, both manuscript and cursive. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(a)(ii) knowing techniques for teaching handwriting fluency. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(b) spelling: | | | | | | | | | | | | |
| 4.02(13)(b)(i) recognizing and explaining the relationship between transcription skills and written expression. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(b)(ii) identifying students' level of spelling development and orthographic knowledge. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(b)(iii) recognizing and explaining the influences of phonological, orthographic, and morphemic knowledge on spelling. | 1,4 | | | | X | | | | | X | | |

Consent Item

| 4.02(13)(c) written expression: | | | | | | | | | | | | |
|--|-------|--|--|--|---|---|---|--|--|---|---|--|
| 4.02(13)(c)(i) understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation). | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(c)(ii) knowing grade and developmental expectation for students' writing in the following areas: mechanics and conventions of writing, composition, revision and editing processes. | 1,4 | | | | X | | | | | X | | |
| 4.02(13)(c)(iii) understanding appropriate uses of assistive technology in written expression. | 1,2,4 | | | | X | | X | | | X | | |
| 4.02(14) The elementary educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous | 1,4 | | | | | X | | | | | X | |

Consent Item

| | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|
| professional development through appropriate activities, coursework and participation in relevant professional organizations. | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|

English Language Learner Standards

| STATE STANDARD | PLO | Position in Course | Assessment Type | OTL 516 OTL518 OTL524 | ELL520 | OTL547 | OTL565 | OTL521 | OTL526 | OTL525 OTL527 | OTL574 | OTL576 |
|---|-------|--------------------|-----------------|-----------------------------|--------|--------|--------|--------|--------|------------------|--------|--------|
| <i>English Language Learner Educator Preparation Standards</i> | | | | | | | | | | | | |
| <i>The following standards are a supplement, not a supplant, of the Culturally and Linguistically Diverse (CLD) Endorsement. These standards can and should be aligned to the CLD endorsement standards as noted in 1 CCR 301-101 if the educator preparation entity is seeking to graduate students with dual endorsements in a content area and in CLD.</i> | | | | | | | | | | | | |
| 5.12 Quality Standard I: Educators are knowledgeable about CLD populations: | | | | | | | | | | | | |
| 5.12(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to culture, diversity and equity in order to | 1,2,4 | | | | X | | X | | | | X | X |

Consent Item

| | | | | | | | | | | | | |
|--|---------|--|--|--|--|---|---|--|--|--|---|---|
| support academic access and opportunity for CLD student populations. | | | | | | | | | | | | |
| 5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning. | 1,2,3,4 | | | | | X | X | | | | X | X |
| 5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition: | | | | | | | | | | | | |
| 5.13(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning. | 1,2,3,4 | | | | | X | X | | | | X | X |
| 5.13(2) ELEMENT B: Educators are knowledgeable of, understand, and able to | 1,2,4 | | | | | X | X | | | | X | X |

Consent Item

| | | | | | | | | | | | | |
|--|---------|--|--|--|---|---|---|--|--|--|---|---|
| apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. | | | | | | | | | | | | |
| 5.14 Quality Standard III: Educators should understand literacy development for CLD students: | | | | | | | | | | | | |
| 5.14(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students. | 1,2,4 | | | | X | | X | | | | X | X |
| 5.14(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning. | 1,2,3,4 | | | | X | X | | | | | X | X |

Consent Item

| | | | | | | | | | | | | |
|---|----------------|--|--|--|----------|----------|----------|--|--|--|----------|----------|
| <p>5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students:</p> | | | | | | | | | | | | |
| <p>5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.</p> | <p>1,2,4</p> | | | | <p>X</p> | | | | | | <p>X</p> | <p>X</p> |
| <p>5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.</p> | <p>1,2,3,4</p> | | | | | <p>X</p> | <p>X</p> | | | | <p>X</p> | <p>X</p> |

Section 14

Meeting Evaluation

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APPENDICES




- Appendix I: Construction Reports
- Appendix II: Correspondence
- Appendix III: Higher Ed Readings

APPENDIX I

Construction Status Reports


COLORADO STATE UNIVERSITY - PUEBLO

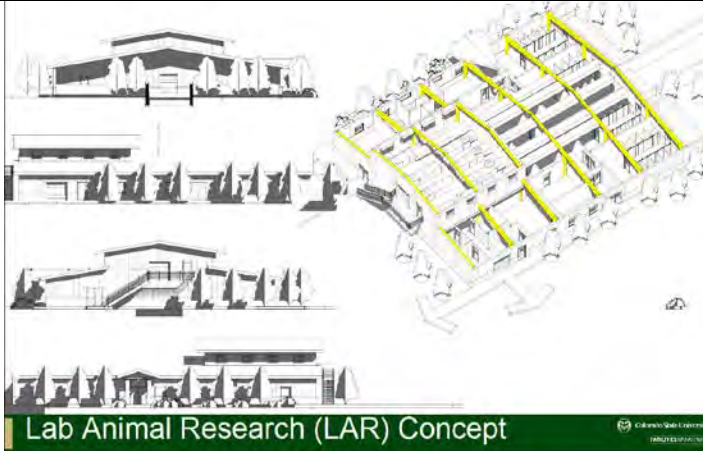

CONSTRUCTION PROJECT STATUS REPORT



| Project | Total Budget & Funding Source | Construction Start | Scheduled Completion | STATUS as of 11/14/19 | Description |
|--|---|--------------------|---|---|--|
| Video and audio project at Massari Arena | \$697,000 BOG | Nov-19 | 1-Jan | Vender visted the site and met with Facilites staff and is ready to begin construction. On time and on Budget. | Provide new audio and scoreboard system at Massari Gym |
| Track repair at Football | \$1,000,000 BOG | Dec-19 | June 1st, 2020 | RFP for Design Build should be out Nov with contract by January | Remove existing track and remove minimum 12" soil per soils engeering recommendations. Replace with strucural soil and recommended asphalt depth. Provide new track surface |
| Concrete repair at football concourse | \$162,582 BOG | Dec-19 | June 1st, 2020 | RFP for Design Build should be out Nov with contract by January | Removed damaged and cracked concrete at designated concourse area. Replace with new per Civil engineers design. |
| 2019-061M19 Replace Roof and Windows, Hasan School Business | \$720,720 State funded Controlled Maintenace | | | Douglas Colony Inc Roofer are undercontract and have been issued a Notice to proceed. Code official has issued a notice of compliance. Currently doing final measurements and planning occupy the site. Will complete well before 2022 | The Hasan School of Business roof system has deteriorated beyond repair with leaks running down the drywall and through the window system. Numerous repairs have been completed, but are not mitigating the situation. Removing the entire roof system and installing a new system is recommended. |
| 2020-087 M19 Replace Campus Water Lines | \$900,680 State funded Capital Maintenance (only phase one funded at this time) | | | Currently contracting due with vendor. On time and on budget. | Currently the CSU Pueblo irrigation lines do not have the capacity to effectively irrigate the campus landscaping. The irrigation system presently has to operate 24 hours a day and still does not cover all the necessary areas. The existing water lines are deteriorating and many of the existing isolation valves are inoperable. Domestic water loop is unable to isolate breaks resulting from deteriorating valves and piping. Phase 1 = Design and Xeriscape Bartley Blvd, Phast 2 = New water main tap with distribution. Phase 3 = New water main tap. |
| 2006 -050P18 Psychology Building Renovation and Addition | \$16,812,751 State funded Capital Construcion | | | Phase 2 (structural foundations, structure and site) 15% Phase 3 remaining renovation and addition is now 10% complete. Entire project is on time and on budget and estimated at 20% complete. Anticipated Substantial Completion May of 2020. Anticipated Notice of Occupancy July of 2020. See time lapse camera and web link written narrative www.csupueblo.edu/about/campus/construction-projects/psychology-building.html |  |
| 2018-061 M19 SB267 Upgrade Fire Campus Systems Phase 1 and 2 | \$1,229,140 State funded Controlled Maintenane SB 267 | | | Procurement complete, AE contract underway anticipated Substantial Completion = May 2021 Design now will bid in Nov of 2019 | The existing campus -wide voice mass notification and fire alarm system is nearing the end of useful life. The campus has one main fire panel and 18 fire panels. The panels should be replaced before the manufacture stops supporting the system, before parts are not available, and before the system fails to report issues. The two phases are to replace fire alarm panels. |
| 2018 064M19 SB267 Install Campus Security System | \$890,450 State funded Controlled Maintenance SB 267 | | | Procurement complete, DB contract underway anticipated Substantial Completion = May 2020 | This project will provide electronic video system surveillance to all generally funded campus buildings, open spaces and parking lots at Colorado State University at Pueblo. All generally funded buildings to receive video camera surveillance system at all entrances. Additional exterior cameras will be mounted to survey the grounds and parking lot entrances. |
| M13019 Roof Replacement Art / Music Classroom Ph 1 of 1 | \$698,270 State funded Controlled Maintanance | | | Construction 95%, anticipated Subtaintial Completion 12/01/2019. Had wind damage of HVAC roof cover and need to repair. Bird guard. Final change order | Repair Art roof and constructed a new exit stair. 65 mile hour wind damage a HVAC roof cover and need to repair. |
| Oechiato University Center Renovation and Addition | \$35,000,000 Debt to be repaid with student fee facility fees, grants, & auxiliary services revenue | | | Oechiato University Center Schematic Design completed. Design Development Phase completed. GMP established, Notice to Proceed to Commence Construction issued Novemeber 3, 2015. All Bid Packages 1 ,2, 3, underway- -(Earth work, utilities, foundations, steel frame, elctrical, plumbing, HVAC, finishes) Design-Build Team of Nunn Construction/hord-coplan-macht Architects. Phase 1 (New Addition) 100% complete, occupied November 28, 2016. Phase 2 (ACM Abatement Completed February 6, 2017. Phase 2 Renovation area is Substantially Complete. Entire project approximately 99% overall complete to date. Phase 2 Renovation Occupied 2Jan18, grand opening 23Jan18. Phase 3 Ballroom retrofit completed 03/02/18. Entire Project Substantially Complete, on time, on budget. Entier project has been closed out successfully. |  |
| Exterior Door Security Access Control at all Academic Buildings.Phase II | \$998,351 Controlled Maintenance | | 12/2015 | Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 11 academic buildings. | Project under budget and on schedule. 11 buildings are live on-line.Project is Complete |
| New General Classroom Building | \$16000000 Capital Funds | | Construction Start 06/14 Completion 07/15 | Completion July 28, 2015. On time and on budget. Classes are in process.. G H Phipps Construction Co. - General Contractor Hord-Coplan-Macht Architects |  |


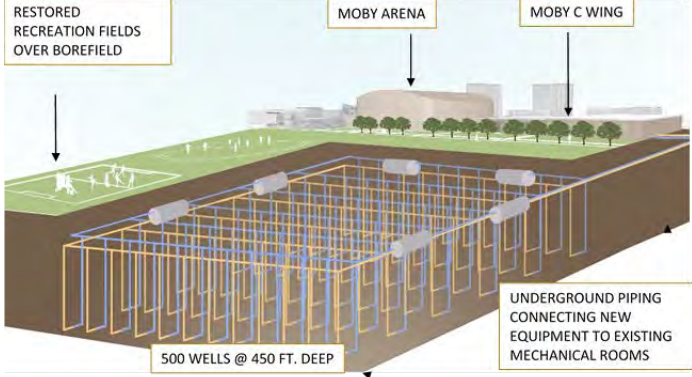
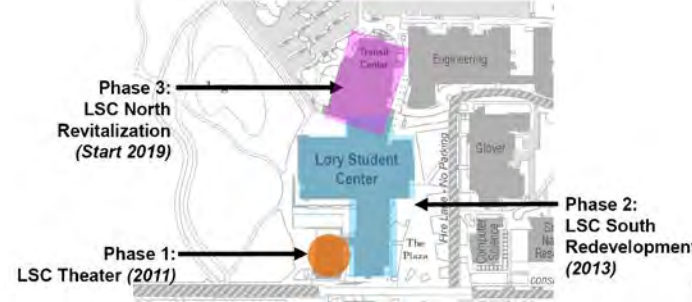
COLORADO STATE UNIVERSITY - PUEBLO



CONSTRUCTION PROJECT STATUS REPORT

| Project | Total Budget & Funding Source | Construction Start | Scheduled Completion | STATUS as of 11/14/19 | Description |
|-------------------------|---|--------------------|---|---|--|
| Soccer/Lacrosse Complex | \$3,100,000 cash funded project from grants and donations | | Construction began 3/2014, Completion Phase1 field and bleachers June 2014, Phase 2 Building completed February 1, 2016 | Phase 2 (building) 100% complete. Occupancy on February 1, 2016. Press box Completed 6/1/16 (Phase 1--Synthetic turf field--- completed and in use.) H. W. Houston General Contractor |  |

| Project | Bonds/Funding | | Occupancy | Status as of Nov 2019 |
|--|---|---|------------------|---|
| <p>Bay Facility</p> <p>Total Budget: \$6,250,000</p> | <p>\$5,250,000-bond funds</p> <p>General fund, CVMBS, VPR</p> <p>\$1M-VPR cash</p> |  <p>Lab Animal Research (LAR) Concept</p> | <p>June 2021</p> | <p>This project will construct a 10,000-12,000 gsf facility to house laboratory animals on South Campus in support of TMI, Animal Cancer Center, Pre-surgical Research Laboratory and VTH.</p> <p>Project is in design.</p> |
| <p>Center for Vector Borne Infectious Diseases</p> <p>Total Budget: \$22,900,000</p> | <p>\$25,000,000-bond funds</p> <p>General fund</p> <p>\$3M to IDRC Central Chiller Plant, \$900K bond interest added to project</p> |  | <p>Sept 2020</p> | <p>This project will construct a 41,000 gsf infectious disease research building on Foothills Campus, connected to the Regional Biocontainment Laboratory.</p> <p>Caissons and grade beams complete, structural slab and underground utilities ongoing.</p> <p>Project is approximately 25% complete.</p> |

| Project | Bonds/Funding | Occupancy | Status as of Nov 2019 |
|---|---|--|--|
| <p>Shepardson Building Renovation and Addition</p> <p>Total Budget: \$44,000,000*</p> | <p>\$35,000,000-state funds</p> <p>\$9,000,000-bond funds</p> |  <p>Shepardson Concept Study</p> | <p>August 2021</p> <p>This project will completely revitalize the Shepardson Building and add approximately 40,500 gsf of auditorium, classroom and laboratory space.</p> <p>*The first 2 phases of state funding have been approved (\$27M). Phase 3 funding is pending FY 20-21 Long Bill approval in May 2020 (\$17M).</p> <p>Building occupants have been relocated. Abatement underway.</p> |
| <p>Johnson Family Equine Hospital</p> <p>\$33,400,000</p> | <p>Funding from NWC COPs & Donations</p> |  | <p>March 2021</p> <p>This project will construct an approximately 86,000gsf Equine Hospital on South Campus.</p> <p>Project bids were over budget in October. Project is in redesign, with bids expected early Jan. Relocation and/or demolition of structures within the footprint is underway.</p> |

| Project | Bonds/Funding | | Occupancy | Status as of Nov 2019 |
|---|--|---|-----------------|---|
| <p>South Campus Infrastructure</p> <p>Total Budget: \$7,150,000</p> | <p>\$7,150,000-bond funds</p> <p>General fund</p> |  | <p>Dec 2020</p> | <p>Relocation of the Remodel and Construction Services shop is 80% complete. Utility relocation work is underway.</p> |
| <p>GeoExchange System</p> <p>Total Budget: \$21,300,000</p> | <p>\$19,100,000-bond funds</p> <p>Energy Savings</p> <p>\$2.2M from state CM funding</p> |  | <p>Nov 2020</p> | <p>This project will install a GeoExchange system in the recreation fields south of Moby Arena, and provide mechanical upgrades to the Moby complex. The existing central steam system west of Meridian Ave. will be retired.</p> <p>Design-Build team has been selected. Project is in design.</p> |
| <p>Lory Student Center Phase 3 Revitalization and Adult Learner & Veteran Services addition</p> <p>Total Budget: \$24,000,000</p> | <p>\$19,000,000-bond funds</p> <p>Student fees</p> <p>\$5M from LSC reserves</p> |  | <p>Aug 2022</p> | <p>This project will revitalize the north section of the Lory Student Center, focusing on MEP upgrades and finishes. Approximately 9,300 gsf will be added to accommodate the Adult Learner and Veteran Services (ALVS) program.</p> <p>Design-Build team has been selected. Project is in design. Anticipate construction start in May 2020.</p> |

| Project | Bonds/Funding | | Occupancy | Status as of Nov 2019 |
|--|---|---|-------------------|--|
| <p>CSU-CU School of Medicine Branch campus</p> | <p>\$10,000,000 Board of Governors reserves</p> |  | <p>April 2020</p> | <p>This project will finish 27,800 gsf of core and shell space on the 4th floor of the Health and Medical Center to provide classroom, offices and study space for medical students. Construction is approximately 57% complete.</p> |
| <p>Meridian Village Ph 1 Total Budget: \$130M</p> | <p>\$130,000,000- bond funds Housing and Dining Services</p> |  | <p>Aug 2022</p> | <p>This project will construct approximately 1000 beds for 1st and 2nd year students, with a satellite dining facility. Aylesworth Hall has been deconstructed. Schematic design is complete, moving into design development.</p> |

APPENDIX II

Correspondence

| CSUS Board of Governors Correspondence Received | | | | |
|--|---------------------|------------------|--|-----------------|
| <u>Date Received</u> | <u>Email/Letter</u> | <u>From</u> | <u>Subject</u> | <u>Response</u> |
| 10/23/19 | Email | Katherine Roe | PETA – Concerns about experiments on Wild Birds at CSU | 11/26/19 |
| 10/29/19 | Email | Tamra Meurer | Hughes Property Redevelopment | |
| 11/6/19 | Email | Mrs. W J Martin | President McConnell | 11/21/19 |
| 11/18/19 | Email | Bob Vangermeersh | CSU Athletics | 11/19/19 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Dear Dr. Roe,

Members of the Board of Governors of the CSU System are in receipt of your messages dated October 23, 2019 and this email is to acknowledge that they have received your messages.
Best regards,

Melanie

Office of the Board of Governors



COLORADO STATE UNIVERSITY
SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

From: Katherine Roe <KatherineR@peta.org>
Subject: Concerns about experiments on wild birds at CSU
Date: October 23, 2019 at 11:39:27 AM MDT
To: "ntuor.moore@gmail.com" <ntuor.moore@gmail.com>

Dear Ms. Tuor,

Good morning. On behalf of People for the Ethical Treatment of Animals (PETA), I am writing to share several ethical and scientific concerns about experiments being conducted at Colorado State University. Please see attached letter for more details.

Thank you.

Katherine V. Roe Ph.D.

Research Associate
Laboratory Investigations Department
People for the Ethical Treatment of Animals
501 Front Street Norfolk, VA 23510

KatherineR@peta.org
240-893-7292



PEOPLE FOR
THE ETHICAL
TREATMENT
OF ANIMALS

Washington, D.C.
1536 16th St. N.W.
Washington, DC 20036
202-483-PETA

Los Angeles
2154 W. Sunset Blvd.
Los Angeles, CA 90026
323-644-PETA

Norfolk
501 Front St.
Norfolk, VA 23510
757-622-PETA

Berkeley
2855 Telegraph Ave.
Ste. 301
Berkeley, CA 94705
510-763-PETA

Info@peta.org
PETA.org

October 23, 2019

Nancy R. Tuor
Chair
Board of Governors
Colorado State University

Via e-mail: ntuor.moore@gmail.com

Dear Ms. Tuor,

I hope this letter finds you well. On behalf of People for the Ethical Treatment of Animals (PETA) and our more than 6.5 million members and supporters, we're writing to share several concerns regarding experiments conducted by Gregory Ebel at Colorado State University (CSU). In these experiments, Ebel and his associates capture healthy American crows, American robins, and house sparrows from the wild; infect them with West Nile virus (WNV); and kill them. As detailed below, Ebel has violated Colorado state laws aimed at protecting wildlife and it seems that he has been less than honest in reporting the numbers of crows he has captured for his experiments. Furthermore, his experiments are limited in their applicability to human health and are not designed to find a treatment for WNV.

Since it's the duty of the Board of Governors to "foster development of Colorado State University" and since the board has endorsed the Colorado State University System goal "to support, enhance, foster, and protect the unique missions and integrity of its constituent institutions working individually and collaboratively to serve the students and the people of Colorado," we respectfully request that the board investigate the concerns outlined in this letter. If you find that the integrity of CSU has been compromised by Ebel's actions, we ask that you use your authority to request that CSU's Institutional Animal Care and Use Committee rescind approval of his deadly and wasteful experiments on wild birds.

State wildlife protection laws have been violated.

Ebel unlawfully captured 37 crows from the wild in 2018 for experimentation without the proper state permits. An investigation into these activities by Colorado Parks and Wildlife (CPW) resulted in the revocation of Ebel's 2019 license, and CPW issued him a warning, a citation, and monetary fines. It's our understanding that performing experiments on unlawfully captured birds also resulted in the National Institute of Allergy and Infectious Diseases' requirement that Ebel reimburse a portion of the grant funds that he had received for these experiments—although the agency stated that he had captured 42 crows from the wild in 2018. For more information about these events, you can review several news articles published in [The Denver Post](#), the [Coloradoan](#), [The Rocky Mountain Collegian](#), and [Boulder Weekly](#).

Affiliates:

- PETA Asia
- PETA India
- PETA France
- PETA Australia
- PETA Germany
- PETA Netherlands
- PETA Foundation (U.K.)

Ebel's experiments inflict pain on animals and cause them distress but don't provide data relevant to birds or humans.

The crows, robins, and sparrows held captive and killed at the Ebel Laboratory are highly intelligent animals with complex communication systems and intricate social relationships. Removing them from their natural habitat, confining them, and subjecting them to invasive experimental procedures leads to impaired immune system functioning, acute weight loss, cardiac dysfunction, behavioral abnormalities, and even DNA damage. This is all in addition to the adverse effects of deliberate infection with WNV, which can cause fever, ataxia, anorexia, multiple organ failure, and death.

Importantly, birds who are captured in the wild and held in a laboratory setting exhibit hyper-inflammation and disrupted innate immune responses to infection, necessarily altering their response to WNV infection. This severely limits the accuracy of data obtained from these studies and reduces the likelihood that they'll result in meaningful preventives or treatments for WNV in birds or humans. Additionally, most avian species, including those used in these experiments, exhibit innate immune responses to viruses that are different from those of humans, decreasing even further the likelihood that using them in a clinical setting will be productive.

Humane research methods to study WNV are available.

Several research groups have already successfully investigated WNV using data from human volunteers and by using modern *in silico* and *in vitro* methods. For example, *in vitro* research laboratories have measured the effect of serial passage on the evolution of RNA viruses, including WNV, in mosquito, avian, and mammalian host cell lines. *In silico* models of WNV have also been used to study the effects of positive selection pressure on its adaptation, mechanisms of infection in humans, and treatment development. Studies with human patients have identified genetic variants that increase susceptibility to the virus and elucidated the human immune response to it. Similarly, *ex vivo* studies of human primary cells have identified immunophenotypes associated with increased susceptibility to WNV infections.

Given the disregard that Ebel has exhibited for Colorado state laws and regulations, the negative impact that these experiments have on Colorado wildlife, the cost to CSU's reputation, the limited health benefits of the experiments, and the availability of alternative methods for studying WNV, we ask that you please investigate the concerns outlined in this letter and use your authority to end the continuation of these harmful and unjustifiable experiments at CSU.

Thank you very much for your time and consideration. I'd be happy to discuss this important matter with you in more depth.

Sincerely,

A handwritten signature in black ink, appearing to read "Katherine V. Roe". The signature is fluid and cursive, with the first name being the most prominent.

Katherine V. Roe, Ph.D.

Research Associate
Laboratory Investigations Department
People for the Ethical Treatment of Animals
501 Front St.
Norfolk, VA 23510
KatherineR@peta.org | 240-893-7292

October 29, 2019

TO: Fort Collins City Council, City of Fort Collins Planning Department, Planning and Zoning Board, CSU Board of Governors

RE: Hughes Stadium Re-Development

I am writing to express my position regarding the re-zoning of Hughes Stadium. This letter is in preparation for the upcoming City Council meeting scheduled on November 5th, 2019.

In January of 2018, a “request for master developer qualifications” was written and distributed to some. In this packet, CSU describes the purpose, process and goals for the RFQ regarding Hughes Stadium re-development. CSU’s stated objectives in this publication are as follows:

- Serves collective interests of CSU, Larimer County and the City of Fort Collins
- Affords opportunities for open space and environmentally conscious development
- Provides public access to adjacent trails and open spaces
- Maintains strong connections to existing off-site trail systems
- Maintains connections to bike trails and transit systems
- Provides opportunities for affordable, attainable and workforce housing
- Supports active and effective collaboration and input from surrounding communities
- Supports broader community needs such as neighborhood retail, senior or child care services, and community facilities such as libraries, parks and recreation.

I have been an active participant in several meetings to discuss concerns, offer alternative ideas, question proposals and more. When I review all the notes that I have taken throughout this very lengthy process, I am unable to find support of most of CSU’s stated objectives in force or even in consideration. I have, in fact, received a personal reply to the contrary from Cara Neth of CSU. She clearly indicated that the primary objective for the sale of Hughes has always been financially focused to underpin the costs associated with the new stadium. Additionally, she made it clear that as a state-owned property, city zoning is irrelevant and non-binding. As a long-term citizen of Fort Collins and as someone who has supported CSU in many ways, her statements on the behalf of CSU, are VERY disturbing.

Fast forward to the presentation of the City Planner’s proposal for a split LMN and RF zoning for this sacred parcel of land. Mr. Gloss provided concerning information as well during his proposal of this plan and the rationale to support his recommendations:

- Example #1 was Mr. Gloss’s description of using a “plumb bob” approach to show how the “lie of the land “ to neighboring areas supports a 50/50 split. Seriously? This split, if approved, needs to be professionally surveyed to determine with more accuracy what the true “lie of the land” should be. The only reason for this arbitrary split of 50/50 seems to ensure that the current building plans from Lennar can move forward without a hitch.
- Example #2 Mr. Gloss stated this property doesn’t fit the natural area criteria - in fact, it DOES and CAN meet all the criteria that he presented as far as access to nature, conserving values of scenic, cultural resources, offering educational opportunities, providing wild life habitats, maintaining a buffer to existing natural areas, etc.
- Example #3 Mr. Gloss cites a “recent study the air quality was actually worse on the east portions of Fort Collins than in the Foothills area”. This “recent study “ was conducted in 1985 and WELL BEFORE the development of several large communities on the west side of town even existed. There was also mention of other studies conducted, but requests to obtain this information have been unsuccessful to date. Furthermore, while these studies have not been completed or are not available, Mr. Gloss concludes in his presentation that the city’s

proposal of LMN / RF split was been “ found not to have significant impacts to the natural environment, water, air, noise, storm water, management of wildlife, vegetation, wetlands, natural functioning.”

The intimate relationship with the city planners, CSU, and Lennar brings to ones’ mind several questions of bias and conflicts of interest. We have received notice in fact, that “off-line communications between CSU, Lennar and the City have continued”. It has been widely publicized that CSU will gain added bonuses in their proposal from Lennar for in excess of 625 homes. When a public meeting was held in August 2019, citizens were given 5 options to choose between as possible outcomes. ALL of these options contained housing communities. The choice was basically the lesser of 5 evils. OPEN SPACE is what the citizens have repeatedly stated as their vision for the Hughes site. Citizens have offered alternatives to high density housing options. CSU and the City of Fort Collins Planning department have all but heard or taken these ideas and preferences into account.

On September 19, 2019 at the Planning and Zoning Board hearing, many citizens offered testimony to discuss similar and consistent concerns in reference to the re-zoning. This board took three and one-half hours to listen and deliberate what the citizens of Fort Collins have been saying over and over to the deaf ears of the City Planning department and CSU. They actually LISTENED AND HEARD and made a recommendation to zone this area as Residential Foothills. They addressed the community’s ask for open space, dark skies, limited environmental and traffic impacts, and more with their recommendation.

Unfortunately, at the upcoming City Council meeting on November 5th, all in attendance will **again** listen to Mr. Gloss present the City Planning Department’s recommendations of LMN / RF zoning with a 50/50 split. With apparent and total disregard, there will be little mention of the recommendations of the P & Z board because their recommendation of RF doesn’t support what CSU and other involved parties desire.

City Council members, elected by the Fort Collins community, have a duty to make a decision on this matter on behalf of the citizens of Fort Collins; NOT on behalf of Fort Collins Planning Department nor Colorado State University. I am asking that the council members will LISTEN AND HEAR what the Fort Collins community is stating and offering as we move forward.

My specific ask is this:

- 1) Support RF zoning as recommended by P & Z Board to maintain as much open space as possible
- 2) Maintain the transitional zoning until which time CSU agrees to abide by any determined zoning set forth for the entire parcel of 165 acres.

Thank you for your time and consideration. I am passionate that this unique property be given appropriate consideration for its future and that Fort Collins recognizes what value this area has to offer for years to come.

Sincerely,

Tamra Meurer
Fort Collins Citizen
80525

1719 Glenwood Dr.
Ft. Collins, CO 80526
October 31, 2019

Colorado Board of Governors
475 17th St. #1550
Denver, CO 880202

To whom it may concern:

I have just one question—what qualifications does Joyce McConnell have for being president of CSU? Looking on from the outside as a local resident and former CSU student, she is little more than a partisan who makes rather bizarre decisions regarding the best welfare of the current students on campus.

My first example of a poor decision rendered by Ms. McConnell was her action regarding the incident on campus of a “black face” silly event by students who, it seems, were just having fun with some make-up. Ms. McConnell interpreted this freshman silly incident as a thought-out, preconceived racial, hate-filled decision to do harm to others. As far as the objective actions were concerned, there seemed to be nothing of the sort in the mind of the students involved when they were playing around (as young people tend to do). What has happened to our culture that misinterprets every action as being harmful, hateful, racially motivated and discriminatory? It is a very sad, low point in our history and, sad to say, often involves our state universities.

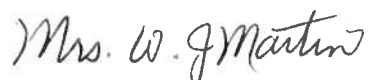
The second example is more recent. It is in regard to the on campus visit by Donald Trump, Jr. and Charlie Kirk, founder of Turning Point USA. As so often happens when conservatives/libertarians visit an institution of higher learning, the message is muted by relegating the visiting speaker to a venue on campus that holds very few people. That is exactly what happened to the Trump/Kirk team. The music building was designated as the host space and the room in the building for the discussions held about 400 people. There were 2000 more prospective listeners who were waiting outside in hopes that some kind of magical wand would be drawn and they would be awarded tickets to get in. Didn't happen.

Ms. McConnell's warning of protest groups against this event in an early communication wasn't needed and is further indication of her partisan leanings. Honestly, why can't our institutions of higher learning be open to all points of view and encourage open, honest debate about the serious issues facing our country? When my children were small and in public schools here, parents were told that schools were making every effort to teach these young ones to think clearly about the world they lived in. This can never be done if students are not allowed to see various sides of issues and search out the truth.

Our universities should be places where the whole person is educated and formed. Students should not be treated as robots who do the bidding of administrators or professors. They should be well rounded human beings when they leave these institutions and should not be mere parrots of information spoon fed them in a classroom.

Young people today would be better off not attending universities at all if they want to mature into wholesome, thoughtful human beings. If changes are not made, this may be what CSU will face in the future—fewer, good students.

Sincerely,



Mrs. W. J. Martin



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

November 21, 2019

Mrs. W. J. Martin
1719 Glenwood Dr.
Fort Collins, CO 80526

Dear Mrs. Martin,

This is to acknowledge that the Board of Governors of the Colorado State University System has received your letter, and I have been asked to respond on behalf of the CSU System.

The Board, and President McConnell, are in full agreement with you that universities should be home to the free and open exchange of ideas, as was demonstrated by CSU's work to ensure a safe and accessible venue for the event you mention, on the date that was requested by the sponsoring student organization. Event spaces on the CSU campus are booked months in advance on a first-come, first served basis, and this was the best space available to our campus Turning Point USA chapter on the date and at the time they requested. The group certainly had the option to hold their event at a different time when a larger space was available, but they chose not to do so. President McConnell and her staff went to great lengths to ensure that the student organization was able to exercise its right to bring in the speakers of their choosing, and the University also worked to ensure that others who wanted to exercise their own First Amendment rights to protest the event were able to do so safely, without disruption to the Turning Point event. To allow the exercise of free speech on a public university campus without regard for partisanship is not an option; it is the law, and one that the Colorado State University System takes quite seriously.

As to your initial question regarding President McConnell's qualifications: She has been a law professor, law school dean, and Provost of the University of West Virginia. She has a long and distinguished career as a senior university administrator and is a respected national leader in higher education. We are proud to welcome her as Colorado State University's new president and are confident she will work hard to uphold CSU's commitment to free speech and expression while leading it forward in all dimensions.

Thank you for the opportunity to reply.

Sincerely,

A handwritten signature in black ink that reads "Cara J. Neth".

Cara J. Neth
Director, Executive Communications
Office of the Chancellor
Colorado State University System

From: [Geary, Melanie](#)
To: bobvangermeersch@aol.com
Subject: RE: email message for the CSU Board of Governors
Date: Tuesday, November 19, 2019 2:02:00 PM
Attachments: [image001.png](#)

Thank you for your interest in the CSU System. Your correspondence will be shared with the Board of Governors at their next meeting.

Best regards,
Melanie

Office of the Board of Governors



COLORADO STATE UNIVERSITY
SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

From: bobvangermeersch@aol.com <bobvangermeersch@aol.com>
Sent: Monday, November 18, 2019 8:07 AM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: email message for the CSU Board of Governors

Dear Ladies and Gentlemen

Please forward the editorial below to each member of the Board.

><https://www.denverpost.com/2019/11/16/mike-bobo-csu-rams-rivalry-game-empty-seats-stadium-kiszla/>

Thanks

Bob Vangermeersch
Fort Collins CO.
970-223-0493

>

Kiszla: Rams coach Mike Bobo can't win a rivalry game, but what will get him fired are empty seats in CSU's \$220 million stadium

Colorado State finds way to lose after racing to 14-0 lead against Air Force



David Zalubowski, The Associated Press

Colorado State head coach Mike Bobo looks on late in the second half of an NCAA football game against Air Force Saturday, Nov. 16, 2019 in Fort Collins. Air Force won 38-21.

By Mark Kiszla | mkiszla@denverpost.com | The Denver Post

PUBLISHED: November 16, 2019 at 9:48 pm | UPDATED: November 17, 2019 at 8:22 pm

FORT COLLINS — Coach Mike Bobo is bad for football business at Colorado State.

“It’s very, very frustrating,” Bobo said. He was referencing the disappointment of losing 38-21 to Air Force. But Bobo might as well been talking about the sad state of a CSU football program that has lost its way.

What will get Bobo fired? Not 11 straight losses to rivals Colorado, Wyoming and Air Force, although that won’t put him on a tenure track. Those thousands of empty seats in CSU’s expensive new stadium are why Bobo must go.

RELATED: [CSU Rams drop fourth straight to Air Force, 38-21](#)

The crowd count Saturday night was generously announced at 24,914. But truth be told, the vibe felt more like the bad, old days before Sonny Lubick made everyone proud to be a Colorado State Ram.

In its third season, what Canvas Stadium really needs is a tarp. Put a trip to the hardware store on the honey-do list. We need a big tarp to hide the big embarrassment of all those empty seats.

At the urging of longtime CSU administrator Tony Frank, the Rams spent \$220 million on a 41,000-seat stadium built as a temple to hubris and extravagance.

How much interest is there in Rams football in this fair state? Frankly, my dear Tony, we don’t give a ...

In its third season, attendance has plummeted so far the next expenditure for the stadium should be a tarp to cover an upper deck that has become a lonely white elephant.

We were told if the Rams built it, they would come. But in the third year at Canvas Stadium, attendance is off a whopping 25 percent from its debut in 2017. This beautiful but lightly used facility would more aptly be called Tony's Folly.

Hey, a lot of us aging Baby Boomers think we need to purchase something cool and flashy to make us feel young. But a stadium? Wouldn't it have been cheaper for Frank to buy a red Corvette?

And here's the statistic that makes me wonder if Bobo will ever inspire CSU alums in Denver to reach for their car keys and drive up the highway to watch football: The Rams are averaging 24,296 fans per game this season. That's 3,000 fewer paying customers per date than the 27,600 average during the final season at Hughes Stadium, condemned as too old and inconvenient for a program that dreams the Big 12 or some other Power Five conference will offer a membership invitation.

Dream on.

The Rams jumped out to a 14-0 lead before the first quarter was 12 minutes old, with a 63-yard scoop and score of a fumble by linebacker Mohamed Kamara offering hope CSU might engineer an upset and win for the fourth straight time to get back to .500 this season.

Yes, it was a closer game than the final score indicated. But we should be well past the point of moral victories in the Bobo regime.

"It feels like a loss," he said. "A tough loss."

The Falcons scored four touchdowns in the final quarter to stake a claim as state champs, after sweeping CU and CSU on the road.

"You can use the language that you're the best team in the state of Colorado," said Air Force quarterback Donald Hammond III, adding it's language he will indeed use in the presence of Buffs and Rams when he crosses paths with them during the months ahead.

Fort Collins loves craft beer. Crummy football? Not so much.

Bobo's job is not only to win games but also justify the construction of a \$220 million facility the Rams didn't need but thought would be cool to have.

Against rivals CU, Wyoming and Air Force, Bobo's record is now 2-12.

Can you sell a football stadium on eBay?

APPENDIX III

Higher Ed Readings

[Why diversity initiatives fail](#)

The Chronicle of Higher Education; Nov. 6, 2019

Despite hundreds of millions of dollars spent on diversity initiatives and anti-bias training, there is little evidence to suggest that they have worked, and actually some evidence to suggest they have backfired. Newkirk argues that there are several factors at play here, including a continual chipping away of affirmative action and other civil rights policies; an air of complacency among college administrators (evidenced by 80 percent of college presidents responding “excellent” or “good” to a survey question regarding race relations on campus); and the challenge of retaining minority faculty and students in environments that don’t always feel welcoming.

[Top Fort Collins City Council members face ethics complaint](#)

KUNC; Nov. 15, 2019

Two Fort Collins residents opposed to the rezoning and sale of Hughes Stadium have filed an ethics complaint against Mayor Wade Troxell and Mayor Pro Tem Kristin Stephens, both of whom sit on the Fort Collins City Council and both of whom are employed at CSU. The complaint states that both should have recused themselves from a Nov. 5 vote on rezoning due to their employment with the university; however, both Troxell and Stephens maintain that they do not have financial or personal stakes in the CSU System-level issue and that there is no conflict of interest. The city ethics board will meet to review the complaint; no date has been scheduled.

[‘I used to be a proud Daniels Fund scholar.’ New application draws criticism for questions about patriotism, capitalism](#)

Chalkbeat; Nov. 16, 2019

A revamped Daniels Fund scholarship application asks applicants yes/no questions like, “I don’t feel much of an attachment to the USA,” and “differences in social standing are an incentive to work harder.” The scholarship covers four years of college at any accredited nonprofit college or university for recipients and has dispensed \$188 million in scholarships to date. The money comes from the estate of Bill Daniels, who made his billions in cable television, and the new application is in response to the anti-business sentiment in this country, according to Daniels Fund CEO Linda Childears.

[Kiszla: Rams coach Mike Bobo can’t win a rivalry game, but what will get him fired are empty seats in CSU’s \\$220 million stadium](#)

The Denver Post; Nov. 16, 2019

Mark Kiszla argues that Coach Mike Bobo’s job isn’t just to win games, but to justify the building of Canvas Stadium, and with average attendance this season down 25 percent from opening season, and down an average of 3,000 attendees from the final season at Hughes, empty seats will be why Coach Bobo is fired.

[November 2019 Chancellor’s Letter](#)

Check out the latest Chancellor’s letter and news from the CSU System.

[October 2019 NWC Quarterly Newsletter](#)

Check out the latest news from the National Western Center.

Why diversity initiatives fail
The Chronicle of Higher Education

During more than 30 years of my professional life, diversity has been a national preoccupation. Yet despite decades of hand-wringing, costly initiatives, and uncomfortable conversations, progress in most elite American universities has been negligible.

While racial and ethnic minorities make up roughly 39 percent of the national population, they are just 19 percent of full-time professorships. Put another way, whites make up 60 percent of the population but hold 81 percent of full-time professorships. Meanwhile, African Americans and Hispanics, who account for about 31 percent of the national population, are just 4 percent and 3 percent, respectively, of full-time professors. And while the percentage of faculty members who are from underrepresented minorities modestly ticked up at the tenure and tenure-track levels from 1993 to 2013, it mushroomed for part-time and nontenured positions over that span.

In recent years, protests around the country have highlighted the extent to which many of the issues that roiled campuses in the 1960s persist. In 2015, students of color at institutions like Princeton, Yale, Wesleyan, and the University of Missouri expressed their sense of alienation on their predominantly white campuses. Professors and administrators of color were few in number, they noted, and their history, culture, and daily experiences were not meaningfully addressed in the curricula or by academic leaders. While protests in the '60s had resulted in the creation of programs like black studies, most colleges have done little to meaningfully remake themselves in response to America's carefully constructed racial caste system, which universities played a role in legitimizing, and which has created and maintained systemic inequality.

Universities responded by pledging hundreds of millions of dollars to increase faculty diversity, including a \$50-million commitment by Yale, nearly \$23 million by Dartmouth, \$25 million by Johns Hopkins, \$60 million by Cornell, and \$165 million by Brown. Some, like Missouri, have for the first time hired diversity czars, while others have commissioned campus-climate surveys, consultants, and anti-bias training, or expanded the number of diversity officers in schools and departments. While these initiatives have helped power the multibillion-dollar diversity industry, there is little indication that they have resulted in more diversity or less bias. And there's some evidence that some of the anti-bias strategies can actually make matters worse.

“Strategies for controlling bias — which drive most diversity efforts — have failed spectacularly,” Harvard’s Frank Dobbin and Tel Aviv University’s Alexandra Kalev concluded in their study “Why Diversity Programs Fail,” published in *Harvard Business Review* in 2016. Dobbin and Kalev, both sociologists, examined three decades of data from more than 800 U.S. firms and interviewed hundreds of managers and executives. The study took an especially dim view of mandatory training, which was found to trigger a backlash against those it was intended to help.

“Everybody is quick to do unconscious-bias training and not interventions,” says Cyrus Mehri, a civil-rights lawyer who successfully litigated a number of landmark discrimination lawsuits

against companies including Texaco and Coca-Cola. Mehri, with the late civil-rights lawyer Johnnie Cochran Jr., is credited with devising what became known as the Rooney Rule, adopted by the NFL, which requires the inclusion of a person of color in the final candidate pool for head-coaching or front-office jobs.

“They want drive-by diversity,” Mehri says. “If diversity and inclusion is buried in the organizational structure, it’s not going to have a lot of power. When you keep choosing the options on the menu that don’t create change, you’re purposely not creating change. It’s part of the intentional discrimination.”

Meanwhile, in sharp contrast to the impressions of students and faculty of color, a 2018 Inside Higher Ed and Gallup survey of college presidents found that 80 percent believed race relations on their campus were excellent or good, an incongruence that indicates they see no need to change. Moreover, 61 percent believed that public attention and policy related to diversity in higher education would recede in the future, a sign that attention paid to diversity may be tied more to negative headlines than to a genuine commitment to social justice.

Still, the campus turbulence around race has refocused attention on the unfinished business of diversity efforts begun in the ’60s, when black students demanded more faculty of color and curricula that moved beyond a Eurocentric canon. These demands came in the midst of spiraling urban unrest that in 1967 inspired President Lyndon B. Johnson to impanel the National Advisory Commission on Civil Disorders. A year later the panel largely blamed white indifference for the despair plaguing black America. A century after emancipation, it called on leaders of American institutions to address “pervasive discrimination and segregation in employment, education and housing, which have resulted in the continuing exclusion of great numbers of Negroes from the benefits of economic progress.”

Johnson moved quickly to enforce new laws. He substantially increased federal funding for schools, then used those funds as a lever to ensure compliance with Title VI of the Civil Rights Act forbidding discrimination based on race, color, or religion in public accommodations.

The results were “astonishing,” writes Joshua Zeitz, author of *Building the Great Society* (Viking, 2018). “Between 1965 and 1968, the number of black students in the South who attended majority-white schools rose from roughly 2.3 percent to almost 23.4 percent,” and would go on to peak at 43.5 percent in 1988. While Johnson’s programs and policies had begun to bear fruit, his transformative vision became a target for conservative politicians from Ronald Reagan to Paul Ryan, who worked tirelessly to dismantle key programs and policies that had begun to disrupt generational poverty.

By the end of the 1970s, affirmative action — which had begun to close the racial gap in income and education — had given way to cries by whites of reverse discrimination. In 1978, in *Regents of the University of California v. Bakke*, the U.S. Supreme Court narrowly ruled in favor of Allan Bakke, a white student who sued the University of California at Davis’s School of Medicine after he had twice been denied admission. In a 5-to-4 decision, the U.S. Supreme Court struck down the use of racial quotas in college admissions, ruling that they violated the 14th Amendment’s Equal Protection Clause.

Writing for the majority, Justice Lewis F. Powell said it was unfair to impose the burden of history on the innocent. The ruling meant that past discrimination of disadvantaged groups could no longer be considered in admission decisions. The burden of history, then, would not be shared by all but shouldered solely by its victims. The decision seemed to wipe the slate clean, as if history were unrelated to contemporary realities, and suggested that all members of society now operated on a level playing field. While quotas were deemed unconstitutional, diversity was viewed as a compelling state interest that enriched the overall college environment. Colleges could still consider race as one of myriad factors in admissions decisions.

The *Bakke* decision was followed in 1981 by the dismantling of federal antidiscrimination programs under the Reagan administration; affirmative action continued to be dismantled even after quotas were eliminated. By then, many of the gains made during the '60s, including school integration, had been erased, along with federal policies that had begun to close the education-and-poverty gap without whites' losing ground. Following *Bakke*, many, including Abigail Fisher in 2013 and 2016, have made similar claims in an attempt to undo policies helping those who had been systemically denied opportunity.

Columbia University President Lee Bollinger has been at the heart of this legal fight, and so last fall I visited him at his stately six-story limestone-and-brick townhouse in Morningside Heights. We met in a sitting room with high ceilings and wainscoting just off the main entrance, and he became animated when the talk turned to *Bakke*.

"We're deprived of the context that gave it a sense of mission," Bollinger said, referring to the diversity movement since that ruling. "Every college leader is told, 'Do not refer to history.' I think we have a meaningless, abstract conversation about diversity without a rationale."

Bollinger, a First Amendment scholar, had become president of the University of Michigan in 1997 and was soon initiated into the affirmative-action battles. In October of that year, Jennifer Gratz, a white student who had been denied admission to the University of Michigan's College of Literature, Science, and the Arts, served papers on the university. In *Gratz v. Bollinger*, she claimed that she had been denied admission as a result of reverse discrimination.

That same year, Barbara Grutter, another white student, was denied admission to the university's law school and decided to sue. Instead of settling the lawsuits, Bollinger chose to defend affirmative action as moral and just. "I decided we would fight this to the end," he told me. "This would be the centerpiece of my six-year tenure."

Bollinger came of age during the civil-rights era and was not prepared to reverse course. In 2003, a year after he moved to Columbia, the Supreme Court, responding to *Gratz v. Bollinger*, deemed as unconstitutional the university's use of a point system that accorded 20 points to members of underrepresented minorities. That same year it decided *Grutter v. Bollinger*, this time affirming diversity as a compelling interest in college admissions.

However, the *Grutter* decision was not enough to help universities recapture the progress made during the civil-rights era. Since *Bakke*, universities have been required to avoid discussing past discrimination even though it is precisely that history that is responsible for the inequality they

seek to address. Given the legacy of slavery and legal discrimination marked by “massive disadvantages” for African Americans and “massive advantages” for white Americans, Bollinger says, “you have to believe in a principle of justice.” He continues: “I think it’s a matter of intention. If it’s a pipeline issue, you have to work on the pipeline. The entire institution has to be behind it. Left to its own devices, it won’t happen.”

In 2005, Bollinger announced an \$85-million initiative for faculty diversity recruitment and retention. At Columbia’s Faculty of Arts and Sciences, from 2008 to 2018, the percentage of underrepresented minorities who were tenured or on the tenure track expanded from 8 percent to 9.2 percent. The greatest gains were in the humanities (7.7 percent to 10.4 percent), followed by the natural sciences (3.9 percent to 4.9 percent). The social sciences saw a slight dip (from 12.9 percent to 12.7 percent) over that span, while the percentage of underrepresented-minority doctoral students grew (from 11 percent to 14.9 percent).

During the fall of 2017, Columbia announced an additional \$100 million for its faculty-diversity initiative. In an interview, Dennis Mitchell, a dental-school professor turned vice provost for faculty advancement, described it as incentive-based — “no stick, all carrot.” Departments compete for target-of-opportunity faculty lines that allow them to recruit leading scholars from underrepresented groups. Resources ranged from \$125,000 annually for non-lab-based lines to \$250,000 for lab-based lines. Mitchell said that while the incentives are great, the university does not penalize programs that choose not to participate.

A 2018 report concluded that the target-of-opportunity hiring was having “a discouraging effect” on the program’s potential. The report was the conclusion of a study that sought to understand why, given the university’s commitment, progress in diversity hiring had not been greater. Because the lines are funded for only three years, with costs thereafter absorbed by the departments, some faculty members contend that the target-of-opportunity appointments compete with other programmatic priorities. The report recommended that diversity hiring become part of the mainstream “and not be seen as something departments do only for target of opportunity hires.”

Unfortunately, measures such as targeted diversity hiring were created precisely because diversity was not being realized through the normal process. The reasons for this are deeply entrenched. The faculty search process is typically run by a committee appointed by the chair of a department. That committee generally has wide latitude to reach out to anyone it deems desirable. Hiring, then, is a subjective process, and finalists typically mirror the networks of those leading the search. Searches often result in the hiring of friends and former colleagues, or of people whose backgrounds, scholarly interests, and sensibilities mirror those of the committee members. The candidates, then, tend to reflect the overwhelmingly white composition of the faculty. Add to this self-referential decision-making process the network of influential people who are asked to write letters of recommendation, and all but a small number of racial minorities are left out of the loop. For junior-level prospective candidates whose scholarship challenges white norms and views, the odds are especially long.

But even well-intentioned initiatives, like targeted hiring, can provoke resentment and speculation that a two-tiered system presents a lowered bar to underrepresented scholars, even

when they are otherwise overlooked. Moreover, once colleges put a high priority on diversity, many attempt to recruit the same cadre of proven stars in their fields while overlooking emerging scholars of color in the pipeline. As a result, the same superstars of color are recycled among colleges, while the overall number of underrepresented faculty members remains unchanged. The bidding wars over a relative handful of star scholars further incites resentment among some white faculty members and perpetuates the sense that racial minorities are the ones who receive preferential treatment. It's a vicious cycle that for decades has helped maintain the status quo.

Faculty composition is just one of the issues that contribute to campus unrest across the country. In November 2015, student protests rocked Yale's bucolic campus — where students of color complained that they had been turned away from a “white girls only” fraternity party. Days later they received threats, and a forum on race was rescheduled. The culminating event was a mass email to students sent out by Erika Christakis, then an associate master of one of Yale's residential colleges. In response to an email from college officials urging students to avoid racially offensive Halloween costumes, Christakis appeared to downplay the need for such guidance, asking, “Is there no room anymore for a child to be a little obnoxious ... a little bit inappropriate or provocative, or, yes, offensive?”

The email stoked days of protests and brought the paucity of faculty members and administrators of color to the fore. As Richard Bribiescas, an anthropologist and Yale's vice provost for faculty development and diversity, later told me, “In the academic community, we live in a bubble. That bubble burst.”

Bribiescas and I spoke three years after the tensions had subsided. He said that while there had been some 65 appointments of faculty of color since 2015, the overall number of underrepresented faculty members had slightly decreased because of low retention. While the overall faculty numbers were slightly down, from 2015 to 2017 the percentage of African American faculty members remained largely unchanged, dipping from 3.5 percent to 3.4 percent; Hispanic faculty members slightly increased, from 3.4 percent to 3.8 percent, while Asian faculty members fell from 14 percent to 13.7 percent. The “unknown” racial category expanded from 3 percent to 5.4 percent. Bribiescas attributed the retention problem in part to the campus climate: “You have to feel you are wanted at the university.”

He is especially attuned to concerns of students of color, given his academic discipline and his own Mexican heritage. He recalls growing up in South Central Los Angeles when, as an 8-year-old, he was stopped by immigration authorities and questioned about his parents' immigration status. Later, in the 1980s, he was a student activist at UCLA during protests over racial issues. “Fraternities would throw beer and tortillas at us.”

Many of those racial attitudes persist. An epidemic of parties and other campus events featuring white students in blackface or flaunting other racially offensive stereotypes (such as a “Bullets and Bubbly” party at the University of Connecticut Law school) continue around the country. The U.S. Department of Education reported a 25-percent increase in reported hate crimes on campus between 2015 and 2016.

“It’s endemic,” Bribiescas said. “We started to think we’re leaving this behind, but it was just plastered over. Now, with social media, it’s being documented. It’s empowering.”

Among the other challenges for university presidents at legacy institutions such as Yale are alumni, who are overwhelmingly white and male and often less inclined to champion diversity. “Sometimes you have to take a hit from the press and the alumni,” Bribiescas said. “You have to admit you have a problem, that the school has a problem.” He cited as a model the former Harvard president Drew Faust, who conceded the university’s racial challenges.

Bribiescas was encouraged by the appointment of Weili Cheng as executive director of Yale’s alumni association. He is also inspired by Yale’s long-term investment in scholars of color through its Presidential Visiting Fellows program, which brings about 10 underrepresented scholars to campus each year, and by its Dean’s Emerging Scholars program, which provides funding for 15 doctoral students.

He challenges colleges to do more than hire diversity directors to deal with systemic issues that have stymied progress. Columbia’s Mitchell agrees. “You need intention and leadership,” he told me. “It’s not going to happen by mistake.” In 2002, while a Columbia dental-school professor, Mitchell was tasked with the challenge of addressing what he called “the lonely only” — the incoming class of 75 students had just one from an underrepresented minority.

Mitchell immediately set about designing a pilot pipeline program with the medical school, funded by the Robert Wood Johnson Foundation. Within six years, the percentage of underrepresented minorities at the college increased sevenfold, from 3 percent to 21 percent. And contrary to naysayers’ predictions, the college remained within the top three in the country for the quantitative scores of incoming students.

This fall a U.S. District Court dealt Harvard a win in the closely watched discrimination case filed in 2014 by Students for Fair Admissions. Allison D. Burroughs, the district judge, defended Harvard’s use of race-based admissions to ensure the inclusion of underrepresented minorities. “Ensuring diversity at Harvard relies, in part, on race-conscious admissions,” she wrote. “The use of race benefits certain racial and ethnic groups that would otherwise be underrepresented at Harvard and is therefore neither an illegitimate use of race or reflective of racial prejudice.” The group plans to appeal the decision.

Bollinger worries that even if Harvard eventually prevails, “each challenge chips away at the support for affirmative action and diversity, and that’s a pity.” He believes that diversity advocates are losing the battle of public opinion:

“We are not making the case that it’s reasonable and good for society. I think you have to have a civil-rights consciousness in order to have this really work. ... Every institution should speak to this. Instead we’ve hidden from it. ... We’ve allowed this loss of memory to take hold and the people who oppose it to set the agenda.”

But leaders willing to buck the tide of resistance to diversity from the courts, and the public at large, are apparently in short supply. Few presidents appear willing to go beyond symbolic

gestures to substantially expand the pool of underrepresented students and faculty of color; the chronically dismal numbers reported year after year are a predictable outcome of this apathy. If anything, the trend is moving toward a flattened diversity-for-all mantle that embraces diversity of all kinds while ignoring the history and legacy of structural racial disadvantage baked into the educational system.

The plodding pace of change makes clear the need for a diversity conversation that moves away from a rosy “we-are-the-world” ideal to one fired by a mission to combat systemic racial injustice and pervasive delusion about where we stand. Unless and until white America — including academics and those who claim progressive values — comes to terms with the reality of persisting injustice, diversity initiatives will continually fail.

Pamela Newkirk is a professor of journalism at New York University. This essay is adapted from her new book, Diversity, Inc. (Bold Type Books).

Top Fort Collins City Council members face ethics complaint

KUNC

Two Fort Collins residents have filed a complaint alleging Mayor Wade Troxell and Mayor Pro Tem Kristin Stephens unethically participated in a Nov. 5 City Council vote involving the site of the former Hughes Stadium.

The complaint claims both have personal and financial interests in seeing the approximately 160-acre site developed. Troxell and Stephens are employees of Colorado State University.

Stephens, elected in 2015, told KUNC she stands by her decision to participate in the vote.

“I want to ensure people that I always act ethically and I try to do my best,” she said.

Troxell could not be reached for comment by deadline.

Nick Frey, a complainant who opposes development of the site, said Troxell and Stephens should have recused themselves from the decision making process due to their employment with the university.

“I don’t think we can have a vote on something this critical to the community of Fort Collins that might have a shadow cast or doubt based on what reasonable people might think is a conflict of interest,” Frey said. “I think it warrants a review in an official manner.”

The land in question is owned by CSU, which is in the process of selling it to the Lennar Corp., a national home developer. Over the summer, the council began the process to transfer the land for that use and, on Nov. 5, Troxell and Stephens joined two other council members in a 4-3 vote to approve new zoning.

At that meeting, Troxell and Stephens said they did not believe their employment with the university was a conflict of interest.

“I do not have any financial (stake) to my benefit or detriment on this particular item,” said Troxell. “This is actually at the system level of Colorado State University and I am in no way involved with anything at the system level and those discussions at the Board of Governors.” Troxell is currently serving his third term as mayor of Fort Collins.

In 2014, when the council was dealing with another stadium issue, Troxell said he asked for an advisory opinion from the city’s Ethics Review Board. The board, he said, looked at “basically the same information that is pertinent to the (Nov. 5 rezoning) item.”

“The council adopted a resolution of the opinion that there was not a conflict for me to participate in these discussions,” he said.

Stephens said she also reviewed the city’s rules of conduct before voting.

“I have neither a financial or personal interest and I feel I can give an unbiased opinion on this issue,” Stephens said.

On Friday, Stephens said her decision was driven by a desire to create more affordable housing in the city.

Critics of developing the site call it a "crown jewel" that should remain untouched due to its proximity to nearby natural areas.

The city's ethics board must now meet within 30 days to consider the complaint's validity, according to city rules.

Both Troxell and Stephens also sit on the ethics board. An alternate review board will be created to review the complaint, comprised of other city council members, according to the city clerk's office.

A date has not yet been set for the hearing.

Meanwhile, a second reading of the Hughes site rezoning is slated for Nov. 19.

'I used to be a proud Daniels Fund scholar.' New application draws criticism for questions about patriotism, capitalism

Chalkbeat

Agree or disagree with these statements: “Government should decide how business profits are distributed.” “I don’t feel much of an attachment to the USA.” “Differences in social standing are an incentive to work harder.”

High-school seniors from across the West seeking prestigious Daniels Fund scholarships were asked to answer these and other questions on a newly designed application this year. Another question asked which flag evokes the strongest positive emotion: an American flag, Canadian flag, burning American flag, or Mexican flag.

The application’s contents provoked a strong reaction on social media Thursday and Friday — the scholarship application deadline. Some upset former recipients wondered whether the program has lost its way, and a foundation representative defended its rationale and values.

“I used to be a proud Daniels Fund scholar, then I learned their politics and then was just grateful,” Denver City Council Member Candi CdeBaca wrote on Facebook and Twitter. “I saw their 2019 scholarship application questions tonight after a student asked for a recommendation and now I’m straight up appalled and determined to fight as hard as we can for free college, period.”

She went on to say the application screens “low-income teen applicants to make sure they are patriotic enough to believe being poor is their fault.”



Daniels Fund CEO Linda Childears told Chalkbeat on Friday that the Denver-based foundation has always had the same focus on leadership, character, capitalism, and patriotism. But after reevaluating the program this year, the board decided to put “a finer point on it” in response to what she described as general anti-business sentiment in the country.

“Bill made his money in business,” Childears said. “He flew in two wars defending America. Patriotism was not a soft thing for him. We need to make sure we’re giving Bill’s money to kids he would be proud of.”

The Daniels Scholarship Program has provided more than \$188 million in undergraduate scholarships to more than 4,100 students from Colorado, New Mexico, Utah, and Wyoming over

the last 20 years. The scholarships cover four years of college at any accredited nonprofit college or university and can be life-changing for low-income students.

The money comes from the estate of cable television billionaire Bill Daniels. The program website describes Daniels Scholars as “honest, respectful, self-reliant, and compassionate. They are proud Americans who value our free enterprise system and are prepared to give the world their very best shot.”

In a statement on its website, the Daniels Fund said the new application seeks to identify scholars who share Daniels’ values.

Childears said the new application questions were developed in consultation with board members. They ask about personal qualities, like whether applicants can control their emotions or work to improve on their weaknesses, whether they think it’s acceptable to be five minutes late, or yell at other drivers in the car when no one can hear them. The questions probe how focused the applicants are, asking whether they can graduate college in four years and whether they might change majors.

And they also seek to assess how applicants view the United States and their place in it, asking whether they believe the economic system is rigged or whether it’s possible to live well here.

Not everyone agrees that the fund’s administrators are fulfilling Daniels’ wishes.

“As a Daniels Scholar, you learn all about the kind of man Bill Daniels was,” tweeted Royer Lopez. “If everything they taught us about him is true, he would be ashamed to see this.”

Childears said it “breaks her heart” that former scholars are criticizing the new application, and she doesn’t understand where their interpretations come from.

“We live in a world now where you say hello to someone, and it can be interpreted as offensive,” she said.

One of the questions probes whether applicants find telling white lies acceptable. But on Twitter, teachers and counselors said they were left wondering how to advise students to account for the politics of the people making decisions about the scholarships.

More than 2,000 people applied for this year’s scholarships.

Asked whether the pushback would lead to any changes in next year’s applications, Childears said, “We always evaluate. Our board will be meeting in a couple of days, and I’m sure this will be a topic of conversation. But what we will not change is the focus on character, service, leadership, patriotism, and capitalism.”

Kiszla: Rams coach Mike Bobo can't win a rivalry game, but what will get him fired are empty seats in CSU's \$220 million stadium

The Denver Post

Coach Mike Bobo is bad for football business at Colorado State.

“It’s very, very frustrating,” Bobo said. He was referencing the disappointment of losing 38-21 to Air Force. But Bobo might as well been talking about the sad state of a CSU football program that has lost its way.

What will get Bobo fired? Not 11 straight losses to rivals Colorado, Wyoming and Air Force, although that won’t put him on a tenure track. Those thousands of empty seats in CSU’s expensive new stadium are why Bobo must go.

The crowd count Saturday night was generously announced at 24,914. But truth be told, the vibe felt more like the bad, old days before Sonny Lubick made everyone proud to be a Colorado State Ram.

In its third season, what Canvas Stadium really needs is a tarp. Put a trip to the hardware store on the honey-do list. We need a big tarp to hide the big embarrassment of all those empty seats.

At the urging of longtime CSU administrator Tony Frank, the Rams spent \$220 million on a 41,000-seat stadium built as a temple to hubris and extravagance.

How much interest is there in Rams football in this fair state? Frankly, my dear Tony, we don’t give a ...

In its third season, attendance has plummeted so far the next expenditure for the stadium should be a tarp to cover an upper deck that has become a lonely white elephant.

We were told if the Rams built it, they would come. But in the third year at Canvas Stadium, attendance is off a whopping 25 percent from its debut in 2017. This beautiful but lightly used facility would more aptly be called Tony’s Folly.

Hey, a lot of us aging Baby Boomers think we need to purchase something cool and flashy to make us feel young. But a stadium? Wouldn’t it have been cheaper for Frank to buy a red Corvette?

And here’s the statistic that makes me wonder if Bobo will ever inspire CSU alums in Denver to reach for their car keys and drive up the highway to watch football: The Rams are averaging 24,296 fans per game this season. That’s 3,000 fewer paying customers per date than the 27,600 average during the final season at Hughes Stadium, condemned as too old and inconvenient for a program that dreams the Big 12 or some other Power Five conference will offer a membership invitation.

Dream on.

The Rams jumped out to a 14-0 lead before the first quarter was 12 minutes old, with a 63-yard scoop and score of a fumble by linebacker Mohamed Kamara offering hope CSU might engineer an upset and win for the fourth straight time to get back to .500 this season.

Yes, it was a closer game than the final score indicated. But we should be well past the point of moral victories in the Bobo regime.

“It feels like a loss,” he said. “A tough loss.”

The Falcons scored four touchdowns in the final quarter to stake a claim as state champs, after sweeping CU and CSU on the road.

“You can use the language that you’re the best team in the state of Colorado,” said Air Force quarterback Donald Hammond III, adding it’s language he will indeed use in the presence of Buffs and Rams when he crosses paths with them during the months ahead.

Fort Collins loves craft beer. Crummy football? Not so much.

Bobo’s job is not only to win games but also justify the construction of a \$220 million facility the Rams didn’t need but thought would be cool to have.

Against rivals CU, Wyoming and Air Force, Bobo’s record is now 2-12.

Can you sell a football stadium on eBay?

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Community focused | Statewide engagement | Global impact

The CSU System includes three campuses: [CSU in Fort Collins](#), [CSU-Pueblo](#), and [CSU Global](#).

The celebration of Veterans Day has special meaning for the Colorado State University System. We've made it part of our mission to serve those who serve our country, and we place high value on the leadership, experience, and maturity that military veterans bring to our campus as students, faculty, and staff. This work is in the DNA of land-grant universities like CSU, created by President Abraham Lincoln, who gave perhaps the shortest and most eloquent tribute ever to our nation's veterans, at Gettysburg: "The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who have fought here have thus far so nobly advanced."

We will never forget, and for the CSU System that means doing all we can to support our veterans in gaining the education they need to achieve their goals once their military service has ended. To measure how well we're doing, we listen to what our students tell us and to one particular national ranking: the *Military Times* "Best for Vets" college rankings, which come out around this time every year. I'm enormously proud to be able to report that our flagship Fort Collins campus moved up four places in the ranking this year – to No. 2 in the country. And CSU-Pueblo, which only made the rankings for the first time a year ago, is now at No. 36. CSU Global, the country's first fully accredited online university, is also a leader in innovative options for veterans and an academic home for a large number of military personnel who are stationed overseas and want to pursue an education in the few free hours they have available.

CSU has done well in supporting student veterans because we flipped the model used by most

universities in the country: instead of focusing on the trauma veterans have experienced and the challenges they face, we focus on the exceptional capabilities they bring to our campus and how much we have to learn from their experience. Like all our students, veterans have their own set of needs, and we strive to support them. But the truth is, our university benefits in profound and lasting ways from the presence of those who have served – and this has been true throughout our University’s history. CSU institutions have been shaped by our veterans and service members – our alumni who have won the Congressional Medal of Honor and others like Lt. Col. John Mosley, who became a Tuskegee Airman, and General Lew Walt, who commanded U.S. Naval forces in Vietnam and became Assistant Commandant of the Marine Corps.

And above all, we are shaped by the women and men in uniform on our campus today who carry on that legacy of courage and sacrifice. They put their lives on the line for all of us, and we owe them an exceptional CSU System experience.

- tony

Tony Frank, Chancellor
CSU System



Post



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The latest at the CSU System

- The three CSU System universities: Fort Collins, Pueblo, and Global had a combined record enrollment in 2019-20, highlighted by strong first-generation student enrollment across the System and real growth in student success. [Read more.](#)
- CSU System is among 165 public and private universities that signed onto an amicus brief for the Deferred Action for Childhood Arrivals (DACA) case heard by the Supreme Court this week. [Read more.](#)
- The second annual [CSU System Water in the West Symposium](#) sold out and drew more than 375 people to the Gaylord Rockies Resort and Convention Center to hear from 26 experts across sectors on solutions to some of our biggest water challenges. [Read more.](#)

Campus spotlights

- Joyce McConnell, 15th president of **CSU**, is being inaugurated in Fort Collins today, 10:30-11:30 a.m.! There are watch parties on campus, and a livestream of the ceremony is available at col.st/inauguration.

- **CSU Global** and [Freedom Learning Group](#) (FLG) have partnered to create an innovative initiative to assist military spouses in earning high-quality academic credentials while gaining meaningful and mobile employment in the education sector. [Read more.](#)
- **CSU-Pueblo** and [Arapahoe Community College](#) (ACC) have entered into a dual enrollment memorandum of understanding (MOU) for a Cybersecurity and Software Development transfer articulation agreement. [Read more.](#)

The higher education landscape

- Gov. Polis announces roadmap to build on college affordability efforts for Colorado. [Read more.](#)
- The Supreme Court heard arguments on Tuesday regarding the DACA program. [Read more.](#)



Read the latest issue of STATE

STATE is the magazine of the CSU System. The summer 2019 issue includes:

- [CSU's Denver Broncos Sports Management Institute](#)
- [Ecotourism in Todos Santos](#)
- [Employer partnerships and workforce development](#)
- [A vision for the People's University of the Southwest](#)

And more! Dive in to the latest issue [here](#) or email chancellor@colostate.edu to receive the print copy bi-annually in June and December.



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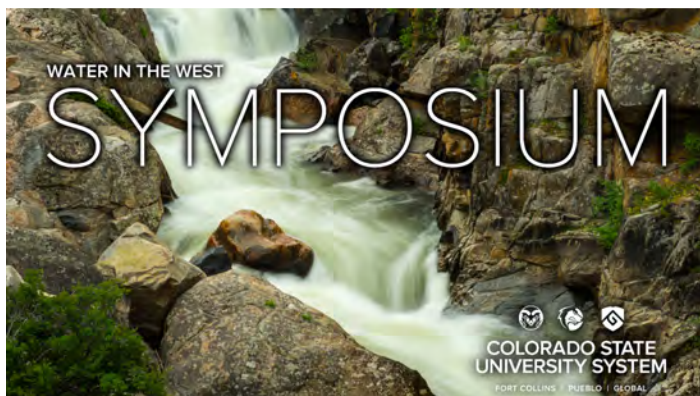
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The Colorado State University System is proud to be one of the key partners in the reimagining of the National Western Center (NWC). Read on for updates about CSU's activities within the NWC, as well as stories spotlighting neighbors, partners, and collaborators of this landmark project.

IN PARTNERSHIP WITH:



Water in the West Symposium sold out!

UPCOMING EVENTS

[CSU System Water in the West Symposium](#)

Nov. 6-7

Gaylord Rockies Resort & Convention Center

Youth Memory Project Open House

Nov. 20

10:30 a.m.-12:30 p.m.

Bruce Randolph School

The CSU System Water in the West Symposium kicks off this week, Nov. 6-7, 2019, at Gaylord Rockies Resort & Convention Center. We hope to see you there to hear from Walter Robb, former U.S. Secretary of Agriculture Tom Vilsack, and a lineup of [nationally renowned speakers](#) focused on innovative solutions to water challenges across all sectors. Tickets are sold out; please email waterinthewest@colostate.edu to be added to the waitlist.



CSU Women in Construction students team up to support Denver residents

Seventeen students from CSU's [Women in Construction](#) club and Women Engaging in Construction Mentoring program traveled to north Denver's Swansea neighborhood to volunteer with Denver-based nonprofit [Extreme Community Makeover](#), continuing a partnership with the organization that began in 2016 as part of the University's commitment to engaging and supporting communities surrounding the future CSU Campus at the National Western Center.

Joined by CSU faculty, staff, and other community members, student volunteers completed home improvement projects for six families – including yardwork, landscaping, fence repair, painting, and graffiti and debris removal – on Columbine Street, between 47th and 48th Avenues.

[Read more.](#)

[Mayor Hancock's Sustainable Denver Summit](#)

Dec. 5
Colorado Convention Center

[Coors Western Art Young Guns Reception](#)

Dec. 12
6-9 p.m.
National Western Complex

[NWC Citizens Advisory Committee](#)

Dec. 12
Jan. 30
5:30-7:30 p.m.
National Western Complex,
Centennial Room

[Coors Western Art Red Carpet Reception](#)

Jan. 7
5:30-9 p.m.
National Western Complex

[Boots 'N Business](#)

Jan. 10
10:30 a.m.-1:30 p.m.
National Western Complex

[National Western Stock Show](#)

Jan. 11-26
National Western Complex

[Citizen of the West](#)

Jan. 13
5-9 p.m.
National Western Complex

[CSU Day at the National Western Stock Show](#)

Jan. 18
National Western Complex

[Extreme Sports: Beyond Human Limits Exhibit](#)

Open through April 12



Denver Museum of Nature & Science

[Beer Here! Exhibit](#)

Open through Aug. 9
History Colorado

CSU vet students and partners host health clinic for Denver pets, families

For the fifth year, students and faculty from CSU's [College of Veterinary Medicine and Biomedical Sciences](#) hosted the Focus on Health Community Clinic, a free and open-to-the-public event designed to bring veterinary care, community education, and health resources to pets and families living in Denver's Globeville and Elyria-Swansea neighborhoods.

The annual clinic will be one of many permanent programs offered at the future CSU Campus at the National Western Center.

[Read more.](#)



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Our mailing address is:
475 17th Street, Suite 1550
Denver, CO 80202

This quarterly newsletter is sent to CSU partners and to individuals who have expressed interest in CSU's role in the National Western Center redevelopment and the university's activities in Denver.

The intent of the publication is to share news and updates about the NWC, showcase local and national stories related to the redevelopment, and to spotlight partners, residents and professionals active within the project.

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