



GE Council

August 12, 2013, 1:00-4:00pm
Department of Higher Education
1560 Broadway – Suite 1600
Denver, CO

AGENDA

- I. Greetings and Introductions
- II. Adoption of meeting notes from May 13, 2012 meeting. In June, GE Council attended the Core to College State P20 Regional Partnerships State Summit instead of having a regular meeting. [\[See handout: May 13, 2013 GEC meeting draft minutes.\]](#)
- III. ARTICULATION AGREEMENTS
 - A. **Phase 4: Procurement of Signatures** - NONE
 - B. **Phase 3: Final Review**
 1. **Geology** – V.1 sent 7/25/13 to **GEC members** for review; deadline 8/9/13.
 - C. **Phase 2: ICIR**
 1. **Chemistry**
 - a. Draft CHEM agreement ready for **GEC review** (not the campus review yet). [\[See handout: STAA – CHEMISTRY – Phase 2, ICIR, V.1 – 2013-07-10.\]](#)
 - b. Some background info: May 6, 2013 meeting between John Lanning, Martha Jackson-Carter, Geri Anderson, Rhonda Epper, Ian Macgillivray, and Maia Blom to discuss:
 - Guarantee to community college student that gtPathways general education would transfer to the baccalaureate program as a ‘block’ even though the gtPathways courses and AS degree are not complete. The GEC felt the agreement should not be based on the reverse transfer of two courses to earn the AS degree as the foundation of ‘guarantees’ for the community college student.
 - The agreement may need to be called something other than ‘statewide transfer articulation agreement’ to identify the unique (so far) nature of this agreement.
 - The modified narrative portions of the agreement need to be reviewed by the GEC, rather than only focusing on the prescribed curriculum worksheet.

2. **Communication**
 - a. V.2 (incorporating CSU-FC proposed changes) re-sent to GEC 7/25/13; deadline 8/8/13.
 - b. What about the title of this agreement?
3. **English** –
 - a. UNC cannot make this agreement work; UCB is having a hard time making it work also because the curriculum has become more and more vague. UCB would prefer more specificity in the STAA curriculum – the goal of STAAs is to provide specific guidance on what a student should take for their degree. Larger discussion: The intent of the gtPathways curriculum is General Education, not specialized courses like “Literature & Film.” One of the issues with the gtPathways approved-courses list is that more and more courses are being approved for the gtPathways curriculum that really are not appropriate for a *Gen Ed* curriculum, e.g., Literature & Film. Often this course is an upper-division course and should not really be a part of a Gen Ed curriculum. Consequently, specific courses should be listed in the prescribed curriculum of the STAAs to help students have a solid basis in their major.
 - b. The CU System campuses (UCB, UCD, UCCS) and UNC will propose an alternative prescribed curriculum for ENG, one that has a bit more specificity.
4. **Geography** – V.2 (incorporating language from Spanish STAA re licensure tracks) sent to GEC 7/26/13; deadline 8/13/13.
5. **Philosophy** – V.3 (ICIR) sent to GEC on 2/22/13, deadline 3/8/13. Still need to hear from UCB, UCCS, and UCD. Reminder email sent 7/26/13. Still need to send courtesy copy to discipline group.

D. **Phase 1: Curriculum Worksheet Creation & Verification**

1. **Art History** – Degrees with emphasis recommended for inclusion in STAA for following campuses: CMU, CSU-FC, CSU-P, MSU Denver, UCCS, UCD, UNC, WSCU. Degree with emphasis not recommended for inclusion in STAA: ASU.
 - a. CSU-FC request: would like to see some changes in the wording of the footnote in order to further clarify the issue: Students planning on transfer to CSU will be required to complete a 200 level foreign language for completion of the BA in Art – Art History. Students will be expected to be prepared upon completion of the associate’s degree to take an intermediate foreign language or be able to pass the CSU Foreign Language placement exam at the sophomore level. It may not be possible to complete the BA in Art – Art History concentration in two years without this prior foreign language competency.
 - b. All campuses present at the first F2F in 2011 have verified the CWS. Some additional campuses were present at the spring 2013 F2F; the CWS was not discussed at this second F2F. Should Phase 1 verification stage be re-done or should this (revised) CWS move directly to Phase 2 (ICIR)?
[See handout: Art History – Phase 1 Draft CWS – 2013-04-05, V.3]
2. **Biology**
 - a. Not recommended to move forward *yet*. The discipline group agreed the basic structure of the agreement was fine and the prescribed curriculum in Phase 3 was okay. They concluded the labs should be more inquiry-based. Key faculty and CCCS reps will continue to meet and work out solutions. Rhonda Epper and Norma

Hollebecke will debrief and be in touch with Ian M. if any coordination from DHE is requested.

- b. Next steps?
3. **Physics** –recommended to move forward with some issues to work out:
 - a. PHY 213: Physics III: Calculus Based (a.k.a. Modern Physics) is a required course but there has never been enough enrollment in it for it to be taught. Idea is to offer it online and there are no objections to that. RRCC would be interested in developing an online course. The STAA won't work if there is not an online option.
 - b. First 60 splits the Chemistry sequence but many receiving institutions don't require the second course in the sequence.
 - c. Some receiving institutions require a Computer Science course and this should have a footnote.
 - d. Next steps?
4. **Music** – draft CWS, V.3 and notes sent to discipline group on 3/7/13 – deadline 3/29/13. Reminder email sent 8/1/13 to CMC and CSU-FC.
5. **Studio Art** – Degrees with emphasis recommended for inclusion in STAA for following campuses: CMU, CSU-FC, CSU-P, FLC, UCCS, UCD, and WSCU. Degrees with emphasis not recommended for inclusion in STAA: NONE.
 - a. All but one campus present at the first F2F in 2012 have verified the CWS. Some additional campuses were present at the spring 2013 F2F; the CWS was not discussed at this second F2F.
 - b. Should Phase 1 verification stage be re-done or should this (revised) CWS move directly to Phase 2 (ICIR)? [See handout: *Art Studio – Phase 1 Draft CWS – 2013-04-05, V.3*]
6. **Theatre** – draft CWS + notes sent to discipline group for verification on 12/17/12; deadline 2/8/13. Reminder email sent 2/25/13. Another reminder email sent 8/1/13. Still need to hear from UCCS.

E. **Phase 0: For Future Planning**

1. **Engineering** – Before Fall 2013 Fac2Fac, convene Engineering advisors, Associate Deans & key faculty- maybe use webinar or questionnaire- for guidance and to identify key points needing resolution. Volunteers: Todd R., Wayne A., Chris D. at UCCS and Mary S. at UCB.
2. **ECE & ELED** – These may need some revising once some 4-year institutions have created their new bachelor's degrees in ECE and ELED. The state has money to revisit ECE in 2014.

IV. Discussion/Action Items

A. Transcript Codes for gtPathways Courses

1. Is the GEC's collective understanding that all gtPathways courses should be identified on transcripts?
2. Are there GT-SC1 courses with an optional lab section so that students might get credit for having taken GT-SC1 but they took the section without the lab?
3. Anything else?

- B. Articulation Agreement Template (p. 5, section “Addendum to Agreement”)
1. The current wording in the first sentence of this section implies the 4-year school can require more than 120 hours for the degree. Suggest this change:

The guarantee that the number of credits required to graduate will be at the State-mandated ~~minimum~~ maximum for this baccalaureate degree program applies only to students who complete the AA/AS degree and the complete curriculum prescribed in this agreement.

C. gtPathways Course Categories & Reviews - Points for Clarification

1. ANT 130 (spring 2013 gtPathways review) – need to address discrepancy regarding this type of course – is it SS3 or SC1/2?

- a. Review Results for ANT 130 - Deferred:

- CONTENT VALIDITY:
 1. N/A.
 2. The lecture portion of the course MEETS each of the six (1a-1f) content criteria for state guaranteed transfer as a science course. Comments: The syllabus did a good job of providing detail to verify the content criteria are met.
 3. N/A.
- COMPETENCY REQUIREMENTS:
 1. Critical Thinking: Met.
 2. Mathematics: Not met. Comments: The nomination form is a little vague as to the mathematics skills required in the form, but does state the course uses calculations and statistics. The syllabus lacks details to verify the mathematics competencies.
- SUMMARY RECOMMENDATION: Deferred. Comments: The ANT 130 nomination form is for “Introduction to Physical Anthropology,” while the syllabus is for “Introduction to Biological Anthropology,” and the reviewers weren’t sure if the syllabus was consistent with the nomination form. The nomination form (sections C4-8) was filled out for all competencies, making it difficult to determine if the course was truly a science course. The resubmission of ANT 130 is the result of UNC seeking to change the gtPathways knowledge area from SS3 to SC2. Anthropology, especially a physical/biology anthropology course contains natural and physical science content. The ANT 130 nomination did not identify what changes had been made to the course to warrant changing from social science to physical science. There is a discrepancy across 2-yr and 4-yr institutions as to whether a physical/biological anthropology course should be SS3 or SC2, and it is the opinion of the chair (JAL) that consistency should be discussed at the GE Council level.

[See handouts: 1) *ANT 130 Nomination Form*; 2) *ANT 130 Syllabus*.]

2. Also, FOAN 180/180L – SS3 course but includes a lab. GEC needs to discuss.

- a. Review Results for FOAN 180 – Deferred:

- CONTENT VALIDITY:
 1. The content criterion for SS3: Met.
 2. The course DOES provide students the opportunity to use the social or behavioral sciences to analyze and interpret issues.
 3. The course DOES provide students with the opportunity to use the social or behavioral sciences to understand diverse perspectives and groups.
- COMPETENCY REQUIREMENTS:

1. Critical Thinking: Not met. Comments: The paper description on page 10 of the syllabus describes elements of critical thinking competencies but the paper described in [the] nomination form does not. It appears to be a different kind of paper. The weekly assignments appear more grounded in personal reaction than critical analysis. There is no provision for a lab in Social Sciences so critical thinking competencies apparent in lab component are not considered in course review. Lab component issue will be referred to General Education Council.
2. Written Communication: Not met. Comments: There is a lot of confusion about the nature of the paper: does not address primary/secondary source component; no mention of application of writing competencies. The weekly assignments do not seem to reflect the intent of the written communication competency. Syllabus lists critical thinking as a competency but not writing.
3. Technology: NA.

- SUMMARY RECOMMENDATION: Deferred.

[See handout: *FOAN 180 Nomination Form (including syllabus).*]

D. Requiring Students to Save Previous Coursework for Transfer

1. At least one institution maintains that reviewing previous coursework (syllabi, exams, homework) for transfer students is in the best interest of the students (to ensure adequate preparation for and success in subsequent coursework). The institution agreed not to do this for gtPathways courses. Is it common practice to do this for other (non-gtPathways) courses?

E. CCHE Policy I, L: Statewide Transfer Policy [See handout: *i-partl_revision_2013-07-23.docx*]

1. Recall that the last time GEC met (May 13, 2013), the Council discussed and gave feedback on sections 7.00 through 8.02.03. Ian still has that feedback recorded.
2. Today's tasks are to:
 - Re-evaluate section 7.01.03 based on CCCS possibly going with highest cut scores.
 - Re-evaluate section 8.01 based on new information.
 - Pick up where we left off with section 8.03.

V. Other Business?