



GE Council

January 13, 2014, 1:00-4:00pm
Department of Higher Education
1560 Broadway – Suite 1600
Denver, CO

AGENDA

- I. Greetings and Introductions
- II. Adoption of last meeting's notes: *see handout: 2013-12-09– GEC Meeting – Draft Minutes.*
- III. Information Items
 - A. Public Backlash against Common Core State Standards/Colorado Academic Standards
 - 45 states (including Colorado) and DC have adopted CCSS in Mathematics and English Language Arts (www.corestandards.org/)
 - The CCSS are embedded in Colorado's Academic Standards (<http://higher.ed.colorado.gov/Academics/P20/resource/StandardsFAQ.pdf>).
 - Faculty support for the standards would help. Resources include a blog (<http://isupportthecommoncore.net/>), Facebook page (<https://www.facebook.com/ISupportTheCommonCore>), and twitter feed (@isupportccss).
 - Melissa Colman, PhD, Executive Director, Teaching and Learning Unit at CDE (Colman_M@cde.state.co.us) seeks to identify supporters of the Common Core within the higher ed community so that CDE may engage them in its communications efforts. Can you assist with this?
- IV. Discussion/Action Items
 - A. Update on P20 Regional Partnerships and Planning for April 2014 Faculty-to-Faculty Conference
 - DHE is trying to schedule a statewide summit on Supplemental Academic Instruction on April 17, 2014 (the day before Fac-to-Fac). Should we cancel April GE Council and Academic Council meeting so folks who travel don't have to do it twice in one week?
 - Do we agree that the goals for revisiting GT-CO1, 2 & 3 and College Algebra, Intro to Stats and Math for Liberal Arts, are to ensure quality (and thus enhance student learning) and to ensure consistency between campuses (and thus enhance transfer and degree completion)?

- Is part of this revision to develop common competency/learning goals statements describing expected entrance and exit competencies that will be used across the system?
 - What about common activities or demonstrations that should be expected of students to show mastery? Are there assessments or individual items currently being used that faculty might consider embedding in GT-CO1 or College Algebra, for instance?
 - Should we follow a national model (or tweak one to suit our needs) to guide this work, like AAC&U's [LEAP initiative](#), Lumina's [Degree Qualifications Profile and Tuning](#) initiatives, Cal-PASS Curricula Guides for [Mathematics](#) or [English](#), or [WICHE's Interstate Passport Initiative](#)? Other?
 - Faculty have been asking for more robust competencies. Does it make sense to build off of the new 21st Century Learning & Behavior Skills embedded in the Colorado Academic Standards? They are:
 - **Information Literacy** (e.g. Find and Use Information & Information Technology)
 - **Invention** (e.g. Creativity and Innovation)
 - **Collaboration** (e.g. Communication)
 - **Critical Thinking** (e.g. Problem Solving, & Global and Cultural Awareness)
 - **Self-Direction** (e.g. Personal Responsibility, Civic Responsibility, Work Ethic)
 - The only statutory guidance is: "...The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology... [23-1-125(3), C.R.S.]" Statute does not define the competencies or preclude faculty from adding more of them. Statute is silent on content of courses.
 - Budget & Participation planning ideas [*See handout: Fac2Fac Budget-2014 Spring.docx.*]
- B. Discussion on state-wide cut scores for Advanced Placement exams [*See handouts: CLEP-AP-IB Exam Spreadsheets_6-12-2012.docx and Exploring Common AP Cut Scores Letter from Lt Gov.pdf.*]
- GEC agreed they would start this conversation on their individual campuses with admissions and institutional reporting reps.
 - CSU will share their data protocol (for collecting/analyzing differing cut scores) with Ian (request made to Kathy P. on 12/10/13). Ian will share the protocol with DAG to see if the protocol addresses readily accessible data at each IHE.
 - Ian will get a letter (from Exec. Director or CCHE) for GEC to use to leverage support for this discussion on their campuses.
- C. Names of "Common Degree Programs" on Front Pages of Current STAAs [*See handout: Name of "Common Degree Programs" on Front Pages of Current STAAs.*]
- How should we handle ensuring the information is correct? Do they need to be re-signed?
- D. CCHE Policy I, L: Statewide Transfer Policy [*See handout: i-partl_revision_2014-01-06_IKM.docx.*]
- Will be on Commission's March 7, 2014 agenda for approval.

- E. What do you think about these ideas that other states are doing that may help with completion and advising:
- Add a page to STAAs that reinforces the idea that “full-time is 15” and contains a structured schedule? [See *handout: Structured Schedule.docx*.]
 - Revise Institutional Transfer Guides like structured schedules so they not only indicate what courses to take as part of the associate’s, but what courses to take as part of the bachelor’s and during which semester?
 - Note also the new DHE webpage for all the guided pathways:
<http://higher.colorado.gov/Academics/Transfers/Students.html>

V. ARTICULATION AGREEMENTS

1. **Phase 4: Procurement of Signatures**

- a. **Geology** – Final STAA sent to IHEs on 12/16/13.

2. **Phase 3: Final Review**

- a. **Communication** – V.1 sent to GEC on 12/23/13 for GEC review; deadline 1/31/14.
 b. **Geography** – V.2 sent to GEC for final *campus* review; deadline: 1/31/14.
 c. **Philosophy** – V.2 sent to GEC for final *campus* review; deadline: 1/31/14.

3. **Phase 2: ICIR**

- a. **Art History** – V.2 sent to GEC on 12/20/13; deadline: 2/7/14.
 b. **Chemistry** – V.3 sent to GEC on 1/2/14; deadline 2/14/14.
 c. **English** – UNC indicated they could make V.2a work. Still need to hear from UCB. DHE emailed UCB on 12/31/13.
 d. **Music** – Issues-resolved CWS sent to GEC on 12/04/13; deadline 1/31/14.
 e. **Physics** – V.2 sent to GEC on 12/30/13; deadline – 2/5/14.
 f. **Studio Art** – V.1 sent to GEC on 10/24/13; deadline – 11/22/13. V.2 with some additional footnotes will be sent out once the following comments from CMU and UCD are addressed.
 1. Comments from CMU & UCD:
 a. . . . any transfer student, as with other students who enter the studio art program at CMU as freshmen, have to pass a sophomore review to continue in the program as a junior. So, on the agreement there might be a footnote that may need to be added that a transfer student must pass this review upon matriculation at CMU to continue in the program.
 b. Question that arises out of previous comment: Why would a CC student transfer to a baccalaureate program without first knowing that they pass the portfolio review, audition, etc.? The articulation agreements are program/major specific and only hold for students who continue in the area/major defined by the articulation agreement. If the student can’t continue in the area/major after admission (can’t pass the review/audition), what benefits are there for the student?
 h. **Theatre** – Issues-resolved CWS sent 12/4/13 to GEC; deadline 1/31/14.

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

- a. **Biology** – CCCS (Scott Thompson) will verify that science courses offered fully online by any community college meet the standards of the CCCOnline science courses.
 - i. Latest concern expressed was, “If these labs that the 4-year faculty agree to are approved for these courses, will all sections of these courses that are taught online, through CCCS Online **or through individual community college campuses**, be required to use these approved online labs?”
 - ii. The response was, “Here at CCCOnline, all our science courses are taught from a master course thus standardizing the content in all sections - the instructors are not permitted to omit or change any content. As far as the campuses, most do not offer fully online science courses; however, if they do offer fully online science courses, it is their prerogative as to how to achieve the competencies and requirements as outlined by the CCNS [Common Course Numbering System].”
 - iii. Front Range Community College reports it does not offer any science classes with lab separate from CCCS online courses. “We offer hybrid classes in BIO, CHE, PHY where lectures are online and students meet on campus for labs once a week.”
 - iv. A “quick and dirty” analysis of SURDS data appears to reveal that taking community college science courses online appears not to have a negative effect on GPA in subsequent science courses at a four-year institution. [*See handout: Online Student Course Grades.docx.*]

Phase 0: For Future Planning

- a) **Engineering**
 - i. The group that conducted an initial analysis concluded it is probably best to let 2- and 4-year institutions work out inter-institutional agreements, similar to ones between CSM & RRCC/FRCC and UCCS & PPCC. Ian is unsure that DHE has the capacity to do anything to assist, other than encouraging these. If anyone has any ideas/resources, please share.
 - ii. In the meantime, what do you think about replacing the current agreement with this one and then getting rid of the current links to matrices and each institution links to degree requirements for each type of engineering degree they offer or whatever they feel is most appropriate (matrix, transfer student portal, etc.)? [*See handout: Statewide Engineering Articulation Agreement_2009-02_revised 2013-01-06.docx.*]
 - iii. Mines identified coursework NOT included in the previous Engineering agreement, but that would now be applicable. Mines requests time to run this by faculty. How shall we proceed?
- b) **Early Childhood Education** – Beginning sometime in the first quarter of 2014, CDE has money available from the federal Early Learning Challenge Grant to support 2- and 4-year faculty in the development of inter-institutional transfer agreements. These inter-institutional agreements could supplant or supplement the current ECE Statewide Transfer Agreement. It sounds like CDE may give money to institutions that agree to work on an agreement and neither GE Council nor CDHE need facilitate. More details to come. For more information

on this money, contact Nancie Linville, CDE's Office of Early Learning and School Readiness (303-866-6239) or linville_n@cde.state.co.us

- c) **Music Education**
- d) **Mass Communication**

A. Other Business?