

Academic Council

October 6, 2020 – 1:00 - 3:00pm
Colorado Department of Higher Education
REMOTE ONLY

To join the webinar: [Join Zoom Meeting](#)
Password: 266379

Or join by phone:

+1 253 215 8782 or +1 346 248 7799 US Toll
Meeting ID: 944 9323 3425

Agenda -- **NOTES**

1. Greetings and Introductions

In attendance: Mohamed Abdelrahman (CSU-P); Mark Anderson (UNC); Josh Baker (CCCS-PPCC); Kent Buchanan (ASU); Tom Christensen (UCCS); Katherine Eggert (CU Boulder); Kurt Haas (CMU); Bill Henry (MSU Denver); Michael Lightner (CU System); Rick Miranda (CSU System); William Niemi (WCU); Mary Pedersen (CSU); Landon Pirius (CCCS); Kathryn Regjo (CMC); Linda Van Doren (EGTC); Christina Carrillo (CDHE); Beverly Jones (CDHE); Chloe Mugg (CDHE); Kim Poast (CDHE); Chris Rasmussen (CDHE)

2. Stakeholder Convening on CCHE Proposed Legislative Agenda Item: Reimagining Higher Education and Workforce Development (1:00 to 1:45pm)

- a. The proposed legislative agenda item would clarify policies that allow four-year institutions to offer and award quality short-term credentials along the way toward a bachelor's degree, and facilitate the development of stackable credential pathways through the unbundling of degrees. This would include development of a "quality standards framework" for certificate programs. The statutory change would allow public four-year IHEs to award an associate degree or other credentials to students who began their studies at their home IHE, but drop out before earning the bachelor's degree. Currently there is no mechanism in Colorado for "reverse transfer" if a student does not begin studies at a community college.
- b. The proposal envisions associate degree authority for universities under very narrow circumstances (e.g., 70+ credits, no enrollment for at least one full year, completion of all general education requirements) and not the creation of associate degree programs. It was suggested by one participant that universities could award associate degrees to students as recognition of their achievement along the way toward a bachelor's degree, even if they do not stop out of the institution.
- c. Certificates are eligible for financial aid so long as they meet a specific credit hour threshold. What is that credit hour threshold?
- d. What are the potential impacts to CCCS? Not a philosophical issue for CCCS, as it is "mostly along the way." Life happens on the way to a bachelor's degree, so if a student is able to earn a certificate or an associates degree "along the way," then they at least have something to show for their work and can possibly enter the workforce with this credential. The primary concern for CCCS is what is the definition of a certificate? Many of the certificates that CCCS offers and awards are considered "high skill, high demand" and are in areas that the workforce wants and needs. Most certificates meet that criteria, so they are FA eligible. It is critical that we think clearly about what the definition of "certificate" means in the state of Colorado.

- e. Also need to think critically about the funding formula model. Is this just about completion? Pool of money would get smaller. Definition of certificate and how it affects the funding formula could possibly negatively affect CCCS.
 - f. Will students know how to use this new credential they have received? Connection to the workforce is not completely clear? Who defines “workplace value”? Credentials from four-year IHEs that are not known in the marketplace could become a confusing entity. There were concerns expressed about potentially limiting the authority/ability of institutions to do what they are already doing with certificates.
3. Approval of September Meeting Notes
[see handout: 2020-09-08- NOTES-AC.pdf]
Approved with amendment to page 2, first bullet under “What barriers exist to developing and launching three-year degree programs?”
4. Announcements and Discussion Items
- a. All things COVID-19 and other challenges of our times....
 - General reports/observations/bright spots?
 - Kim reported that some may have received a new COVID tracking sheet from either CDHE or CDPHE. This is a quick survey about weekly on-campus COVID cases. The survey will likely come from Inta.
 - Movement for social justice – curricular approaches, other supports
 - Presidential election – planning for before and after November 3
 - b. Proposal to change CCHE policy to allow concurrent enrollment students to qualify for in-state need-based financial aid
 - Concurrent enrollment students not eligible for Pell or Title IV aid
 - A lot of unknowns of what the long-term impact will be for these students.
 - Lots of questions about this policy. Cooperative agreements across the state differ dramatically between local education providers (LEPs) and IHEs. There’s no cap on state aid whereas there is a cap on federal aid. Could a small pilot program among several IHEs work after obtaining additional information? Ideally suited for innovation to see if it works. We won’t know until we try.
 - c. Proposal to CCHE to support policy innovation
 - Kim presented a draft of a CCHE policy that would enable institutions to apply for exemptions to other CCHE policies to engage in experimentation. The policy is modeled off of the former USDOE Experimental Sites Initiative, which enabled demonstration projects that often led to lasting changes in practice. Council members expressed support for the proposed policy.
 - d. Proposed revisions to CCHE Policy I, L to clarify that GT Pathways is exclusive to lower-division courses
 - Chris presented a draft of revisions to the policy reflecting the interest of GE Council to clarify the lower-division nature of GT Pathways. GE Council noted that CO-3 courses should be an exception, as many of these courses are listed at the 300/3000 level. The proposed revisions also include adding a definition for “Prior Learning Assessment”. Council suggested that the definition be revised to say “faculty evaluation of learning that occurs outside of the institution...”
 - e. Proposed revisions to CCHE Policy I, X, to clarify that “portfolio review” includes faculty assessment of courses taken at institutions that are not Colorado public colleges and universities
 - The proposed revision of the policy adds “performance in a course taken at another institution” as one form of prior learning. Discussion ensued about how institutions evaluate courses from other institutions that are on a transcript, specifically courses taken at private institutions and public institutions in other states. Some institutions require original transcripts, even if the courses were transferred into a Colorado public institution and credit was awarded for GT Pathways. It was suggested that this was required by HLC, and that institutional policies often

specify procedures for evaluation “third party credit” which can be different from how institutions approach other forms of prior learning (the analogy was used of an “out of network institution”).

- Chris suggested that learning evaluated by faculty at a Colorado IHE and transcribed as fulfilling GT Pathways requirements should not be re-evaluated when a student transfers to another Colorado IHE, and that courses taken should not be evaluated different from other forms of prior learning, such as through portfolio review. It was noted that transcript evaluation is usually done by the registrar’s office and faculty often are not closely involved, as they would be with other forms of prior learning assessment. Chris said he would consult with HLC on the issue of evaluation of original transcripts.

5. New, modified, and closed programs

New

Colorado State University – Pueblo

- Undergraduate Certificate in Data Analytics
- Undergraduate Certificate in Communication and Information Design
- Undergraduate Certificate in Foundations of Business
- Undergraduate Certificate in Health and Fitness (for Department of Corrections)
- Undergraduate Certificate in User Experience
- B.A. in Art and Creative Media
- B.F.A. in Art and Creative Media
- B.A. in Media Communication
- B.S. in Media Communication
- Post-Graduate Certificates for Teacher Licensure
 - Early Childhood Education Licensure
 - K-6 Elementary Education Licensure
 - K-12 Art Licensure
 - K-12 Culturally & Linguistically Diverse Education Licensure
 - K-12 Instructional Technology Licensure
 - K-12 Music Licensure
 - K-12 Physical Education Licensure
 - K-12 Special Education Generalist Licensure
 - K-12 World Languages: Spanish Licensure
 - Middle School (6-8) Mathematics Licensure
 - Secondary English Licensure
 - Secondary Mathematics Licensure
 - Secondary Social Studies (History) Licensure
 - Secondary Social Studies (Political Science) Licensure
 - Secondary Science (Biology) Licensure
 - Secondary Science (Chemistry) Licensure
 - Secondary Science (Physics) Licensure
 - Secondary Science (Physical Science) Licensure

Modified

None

Closed Programs

None