

**General Education Council**  
**January 11, 2021 - 1:00 - 4:00pm**  
Colorado Department of Higher Education  
Remote ONLY

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**AGENDA -- NOTES**

**I. GREETINGS & INTRODUCTIONS (1:00-1:05pm)**

1. Welcome (Chris Rasmussen)
2. Attendance (Christina Carrillo)

In attendance: Wayne Artis (CFAC-PPCC); Joann Brennan (CU Denver); Darcy Briggs (CCCS-ACC); Helen Caprioglio (CSU-P); Tony Contento (CSU-G); Vibhuti Dave (CSM); Margaret Doell (ASU); Maureen Durkin (CU System); Gus Greivel (CSM); Danen Jobe (CCCS); Carol Kuper (CCCS-MCC-SFCC); Mike Lightner (CU System); Calandra Lockhart (CCCS-OJC); Jeff London (CFAC-MSU Denver); Kelly Long (CSU); Nancy Matchett (UNC); Peter McCormick (FLC); Ruthanne Orihuela (CCCS-CCD); Aparna Palmer (CMU); Kathryn Regjo (CMC); Scott Reichel (Aims); Shaun Schafer (MSU Denver); Patrick Tally (CU Boulder); Chris Tombari (CCCS-CCA); Bitsy Cohn (Cohn Solutions Group); Christina Carrillo (CDHE); Kim Poast (CDHE); Chris Rasmussen (CDHE);

**II. Adoption of last meeting's notes (1:05-1:10pm)**

1. [\[See handout: 2020-11-09- GE Council - NOTES.pdf\]](#)  
Notes approved

**III. INFORMATION ITEMS**

1. Updates (and thank you!) on:
  - o Re-submission of GT Pathways courses (following 2016 revision to GT Pathways content criteria and competencies)

**IV. DISCUSSION/ACTION ITEMS**

1. All things COVID-19 and other challenges of our times....
  - a. General reports/observations/bright spots
    - How are IHEs handling vaccines and faculty? Who is making the determination for which people on campus are required to get the vaccine?



- IHEs are reviewing faculty who are teaching courses face to face versus faculty who are teaching courses solely online/remote to determine vaccine priority. IHEs are also cautioning how to prioritize the state's phase 1B population, as it's a very large group.
  - Other questions/issues were raised, which Kim said she would relay to colleagues at CDHE and CDPHE for follow up.
- b. CDHE "Return to Campus" Guidance and other guidance (CDHPE, CDE, county/local authorities) - questions/clarifications?
  - c. Events in DC, campus conversations, efforts at healing
    - Discussion of campus demonstrations and planning between now and Inauguration Day.
    - The Governor's Office is expecting large protests in Denver this weekend due to the events at the U.S. Capitol last week.
2. Report on December 3 CCHE meeting
- a. The revisions to [Policy I, Section L Statewide Transfer and GT Pathways Policy](#) were approved by the Commission, which codifies that GT Pathways is exclusively a lower-division curriculum (with the exception of the GT-CO3 category, which is often listed at the 300/3000 level).
  - b. The Commission has developed a comprehensive work plan, with priority focused on equity, advocacy, and long-term planning.
  - c. The Commission recognizes COVID-19 as an exceptional circumstance and has agreed to pre-approve institutional requests for a one-year extension of the HB19-1206 implementation date (from 2022-2023 academic year to the 2023-2024 academic year). Staff are developing a process for formal requests for a one-year or two-year extension.
3. Strong Start to Finish and HB19-1206 implementation
- a. CCHE resolution to pre-approve requests for one-year extensions of implementation date (to the 2023-24 academic year)
  - b. Guidance and process for institutional plans, extension requests, and waiver requests
  - c. Academic advising professional development modules
    - Modules are on track to launch in late spring/early summer
    - Our partners, Student-Ready Strategies (SRS), will have a group of volunteer advisors from across the state to beta test the modules before they are launched. Timeline for beta testing is May.
  - d. Redesign of STAA documents
    - Request for alum testimonials
      - As part of the STAA redesign, the Department will be including an alumni spotlight for each of the 38 STAAs/DwDs. The spotlights will include a photo and a quote from someone who has graduated from a Colorado institution with the specific degree. The quote would focus on what they're doing with their degree, why they entered

- the field, and/or what they like about the career path they chose.
      - Students do not necessarily need to have completed the STAA/DwD to be considered for a testimonial; however, it would be beneficial if we could highlight a wide range of successes from across the state.
      - Christina will send out an email later this week with this information as well as which STAAs/DwDs still need alumni testimonials; however, it will not hurt to have options for the programs that already have testimonials.
    - Minor revisions to template language
      - As the Department and SRS continue to work on the STAA/DwD redesign, minor revisions to the standard template language will need to be made. For example, language currently refers to “updated Fall 2019 admissions guidelines...”
      - This topic will return for further discussion at next month’s meeting.
  - e. Academic advisor community meeting (SASS: Statewide Advisors for Student Success - Wednesday, January 27, 10:00-11:30 am) -- <https://csuglobal.zoom.us/j/97962301298?pwd=VlJFaDRnTGdVUHJYTldDVVhjc051UT09> (password: 097375)
  - f. Academic advisor/faculty convenings
  - g. Dev ed data - enhancements to collection and reporting (technical assistance from Allison Bell, Three Arrows Up Consulting)
4. HB20-1002 Implementation: Work-Based Learning and Prior Learning Assessment (2:00pm)
- a. Study of institutional capacity to engage in full-fledged assessment of prior learning (“test out” option for any course in the undergraduate curriculum)
  - b. Work-based learning and statewide transfer (technical assistance from Bitsy Cohn of Cohn Solutions Group)
  - c. PLA data - enhancements to collection and reporting (staff lead Carl Einhaus)
    - Council discussed the plan of work for HB20-1002 implementation and provided input to staff and the hired consultant, including these themes:
      - Consider some guiding principles for institutions in developing PLA policies/processes
      - Consider time limits for the test-out process - institutions must respond to student requests in a “reasonable amount of time” given that each new course that is requested for “test out” may require development of new tools and processes
      - Consider how to treat ACE recommendations in the assessment/evaluation process

- For sequence courses, such as world languages, if a student places into the third or fourth level, should they be given credit for every preceding course in the sequence?
- Be sure to involve faculty in all aspects of the work

## 5. STAA revisions

### a. Update on Business STAA

- The Academic Affairs team convened the statewide Business faculty for a two-hour meeting in October 2020. Revisions to the Business STAA that began in October 2019 were discussed. A summary of this meeting, with the recommended changes, was sent out for confirmation in November 2020.
- One 4-year institution did not agree with the proposed changes. Members of the Academic Affairs team, Danen Jobe (CCCS GE Council representative), the GE Council representative for this IHE and the Business faculty from this IHE met on January 5, 2021 to discuss their objections to the proposed changes.
- The main objections are around the proposed change to the math requirement. The group has recommended the math requirement be changed from MAT 121 College Algebra AND MAT 125 Survey of Calculus for a total of 8 credits to just MAT 121 College Algebra for a total of 4 credits. Footnotes have been added to inform students that they may be required to take Calculus at their 4-year institution and to seek advising at their intended transfer institution.
- The 4-year institution opposed to the change feels strongly that the Business STAA as it is now has adequately prepared students for transfer to their IHE. They feel changing the math requirement to MAT 121 College Algebra would hinder the students' ability to adequately prepare them for upper-division course work in a variety of concentrations in their Business program. They also feel that allowing students the opportunity to take electives at the community college level would limit students the ability to pursue a minor at the 4-year.
- The 4-year IHE would like to see the data on how many students have successfully completed the Business STAA over the years. Why does it need to be changed if it is one of the more popular STAAs in the state?
- How many 4-year institutions require Calculus for their Business degrees? Or will MAT 125 Survey of Calculus suffice? More clarity is needed from the 4-year IHEs about which level of Calculus is truly required for their Business programs.
- It was also noted that the vast majority of community college students will need to work their way up to their required Math course. Students who test into MAT 201 Calculus are the exception, not the rule. The credits students earn while they work their way up to their required math course will fall into their

elective credits (if opened up), thus not truly allowing students the opportunity to choose an “elective” course.

b. Update on others

- The Academic Affairs team has reviewed the STAAs/DwDs that were previously opened at the Faculty-to-Faculty conferences during the 2019-2020 academic year.
- There are three buckets: no changes, minor changes, and substantive changes.
- How to best involve faculty groups in determining how to move forward?
- The Academic Affairs team will come back to this Council with a plan on how to proceed with these previously opened STAAs/DwDs.

c. Data requests (Alex, Danen)

- Did not get to this item.

6. New and closed GT Pathways courses

New  
None

Closed  
None

**Reminder: GT PATHWAYS - Roll-out of new requirements.**

- 1) Course submission forms posted [here](#): Go to GT Pathways section; click on folder icon at “Submission/Verification Forms” bullet.

The timeline for re-submission of GT Pathways courses is as follows:

Due Date	GT Pathways Content Areas & Courses
February 28, 2017 <ul style="list-style-type: none"> <li>• Written Communication</li> <li>• Mathematics</li> </ul> TOTAL: ~160 courses	<ul style="list-style-type: none"> <li>• GT-CO1: ~14 courses</li> <li>• GT-CO2: ~26 courses</li> <li>• GT-CO3: ~20 courses</li> <li>• GT-MA1: ~100 courses               <ul style="list-style-type: none"> <li>○ Math for Liberal Arts/Quant Reasoning: ~16 courses</li> <li>○ Stats (&amp; Probability): ~9 courses</li> <li>○ College Algebra: ~15 courses</li> <li>○ Pre-calc &amp; Calculus I, II, III: ~41 courses</li> <li>○ Trig (&amp;Analytic Geometry): ~6 courses</li> <li>○ Finite: ~3 courses</li> </ul> </li> </ul>
May 15, 2017 <ul style="list-style-type: none"> <li>• Natural &amp; Physical Science w/Lab</li> </ul> TOTAL: ~169 courses	<ul style="list-style-type: none"> <li>• GT-SC1: ~169 courses               <ul style="list-style-type: none"> <li>○ BIO: ~48 courses</li> <li>○ CHEM: ~46 courses</li> <li>○ PHYS: ~75 courses</li> </ul> </li> </ul>
November 24, 2017 <ul style="list-style-type: none"> <li>• Natural &amp; Physical Science w/Lab (continued) and Natural &amp; Physical Science - lecture only</li> </ul> TOTAL: ~143 courses	<ul style="list-style-type: none"> <li>• GT-SC1: ~33 courses               <ul style="list-style-type: none"> <li>○ GEOG: ~5 courses</li> <li>○ GEOL: ~22 courses</li> <li>○ Other (meteorology, oceanography, etc.): ~6</li> </ul> </li> <li>• GT-SC2: ~110               <ul style="list-style-type: none"> <li>○ BIO: ~16 courses</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ CHEM: ~19 courses</li> <li>○ PHYS: ~14 courses</li> <li>○ GEOG: ~1 course</li> <li>○ GEOL: ~14 courses</li> <li>○ ASTRONOMY: ~12 courses</li> <li>○ ENV: ~10 courses</li> <li>○ Other (meteorology, oceanography, etc.): ~6 courses</li> </ul>
<p>May 15, 2018</p> <ul style="list-style-type: none"> <li>• Arts &amp; Expression</li> <li>• Ways of Thinking</li> </ul> <p>TOTAL: ~164 courses</p>	<ul style="list-style-type: none"> <li>• GT-AH1: ~104 <ul style="list-style-type: none"> <li>○ ART: ~36 courses</li> <li>○ MUS: ~30 courses</li> <li>○ THE: ~23 courses</li> <li>○ DANCE: ~5 courses</li> </ul> </li> <li>• GT-AH3: ~60 <ul style="list-style-type: none"> <li>○ PHI: ~49 courses</li> <li>○ REL: ~10 courses</li> </ul> </li> </ul>
<p>November 24, 2018</p> <ul style="list-style-type: none"> <li>• Literature &amp; Humanities</li> <li>• World Languages</li> </ul> <p>TOTAL: ~176 courses</p>	<ul style="list-style-type: none"> <li>• GT-AH2: ~114 <ul style="list-style-type: none"> <li>○ What are the right categories to put here?</li> </ul> </li> <li>• GT-AH4: ~62</li> </ul>
<p>May 15, 2019</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Economic or Political Systems</li> </ul> <p>TOTAL: ~222 courses</p>	<ul style="list-style-type: none"> <li>• GT-HI1: ~146 courses (all HIS)</li> <li>• GT-SS1: ~76 courses <ul style="list-style-type: none"> <li>○ ECON: ~33 courses</li> <li>○ POL: ~29 courses</li> </ul> </li> </ul>
<p>November 24, 2019</p> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Human Behavior, Culture, or Social Frameworks</li> </ul> <p>TOTAL: ~188 courses</p>	<ul style="list-style-type: none"> <li>• GT-SS2: ~23 courses (all GEOG)</li> <li>• GT-SS3: ~165 courses <ul style="list-style-type: none"> <li>○ ANT: ~28 courses</li> <li>○ SOC: ~41 courses</li> <li>○ Women's, LGBT and Gender Studies: ~20 courses (a little overlap with SOC &amp; PSY)</li> <li>○ PSY: ~30 courses</li> </ul> </li> </ul>

Please note this timeline is flexible and CDHE will allow for individual institutions' time constraints and other specific circumstances. Eligible Courses must be part of the institution's general education core and must be offered at least once every two years (for Colorado Community College System, course can be offered anywhere in the system). Courses can be submitted on the forms provided [here](#) under "GT Pathways" and in the folder labeled "Submission/Verification Forms."