



## GE Council

May 9, 2016, 1:00-4:00pm  
Department of Higher Education  
1560 Broadway - Suite 1600  
Denver, CO

Webinar URL <https://enetlearning.adobeconnect.com/gecouncil/>  
Call in Number: 1-877-820-7831; Access code: 368215#

## AGENDA

- I. GREETINGS & INTRODUCTIONS
- II. Adoption of last meeting's notes [*See handout: [2016-04-11 - GE Council NOTES - draft.docx](#)*]
- III. INFORMATION ITEMS
  - A. GE Council - Summer Schedule
    - August 8 meeting - **CANCELLED**.
    - July 11 meeting - cancel?????
- IV. DISCUSSION/ACTION ITEMS
  - A. Math Pathways Task Force [Final Report & Recommendations](#)
    - Endorsement from GE Council?
  - B. STAA/DwD Math Requirements, Next Steps [*See handout: [..\..\Fac2Fac\2016 Spring F2F\NOTES - STAA-DwD Math Requirements - 2016 Spring F2F - final.docx](#)*]
    1. See handout: [Handouts\example -ANTHROPOLOGY.docx](#)
    2. Vet revised STAAs with faculty to confirm accuracy? If "yes," due May 18.
    3. Once confirmed, CEOs and CAOs sign off and CDHE posts new versions? Or can we do it administratively?
    4. UCCS: please confirm College Algebra is required for Psychology, BA.
    5. UCD: please confirm College Algebra is required for Psychology, BS.
  - C. Updated GT Pathways content & competencies timeline:
    - **Phase 1:** F2F participants provide feedback to CDHE on content area and competency criteria. CDHE posts draft revised content area and competency criteria on website. CDHE also posts attendance sheets for



each content area group from the fall 2015 F2F conference.

**DEADLINE: December 11, 2015 - tasks completed.**

- **Phase 2:** *On-campus faculty review*; includes all faculty at every IHE and in every department. Faculty feedback is provided to CDHE.  
**DEADLINE: March 1, 2016.**
- **Phase 3:** *FINAL review by Lisa & Shelly.*  
**DEADLINE: May 13, 2016.**
- **Phase 4:** *FINAL review by GE.*  
**DEADLINE: May 18, 2016.**
- **Phase 5:** *CCE approval June 2, 2016.*

D. Options for Review of GT Pathways Revised Syllabi

1. Revision, re-submission and re-review of GT-CO1, 2 & 3 and GT-MA1 courses slated for fall 2016.
2. Re-review at the campus level (do we need some kind of assurance that each campus has a mechanism/policy/process in place to do that and to get an idea of HOW institutions currently handle that)? What about a rotating 'oversight' role by looking at a small number of syllabi over a period of time
3. Completely online
4. Hybrid
5. Completely face-to-face
6. Comment at Fac2Fac was that the faculty involved with the redesign of the learning and competency objectives SHOULD be the gtPathways reviewers. May help with content issues in CO1, CO2, and CO3. However, there is a significant limit as to what the same faculty are asked to do when courses are re-submitted. I believe this comment points to the need for GT Pathways reviewer training in order to get consistent application of learning objectives.

E. Items on GT Pathways syllabi that should be standard? (feedback from Fac2Fac)

1. A standard statement about the course being a GT course could be a reminder to all instructors of all sections that they need to meet the GT requirements. Prevents drift.
2. Having 1 or 2 good examples would help. (Esp. for CCCS - tie in with Common Course Numbering System?)
3. Concerns about standard assignments and weights because of academic freedom.
4. What to reasonably require across instructors/sections?
5. What can be reasonably checked, by chairs or state or ??
6. How can peer reviewers turn down a syllabus for "not enough writing" when "enough writing" isn't defined?
7. Where is the 80% rule spelled out? (that have to meet at least 80% of approved topical outline). We think it's just CCCS schools.

F. Non-Regionally Accredited Institution Participation in GT Pathways

- HLC Criterion 4.A.3: The institution has policies that assure the quality of the credit it accepts in transfer.

- HLC Assumed Practice A.5.d: The institution makes readily available to students and to the general public clear and complete information including:
  - d. policies on acceptance of transfer credit, including how credit is applied to degree requirements. (Except for courses articulated through transfer policies or institutional agreements, the institution makes no promises to prospective students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until an evaluation has been conducted.)
- HLC Assumed Practice B.1.f: The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.

## V. ARTICULATION AGREEMENTS

### A. Phase 3 - Draft Agmt/Final IHE Review

- **ENVIRONMENTAL HORTICULTURE - LANDSCAPE BUSINESS** - STAA sent to participating schools with cc to GEC on 5/2/16. Deadline: Friday, May 27, 2016.
- **EQUINE SCIENCE** - STAA sent to participating schools with cc to GEC on 5/2/16. Deadline: Friday, May 27, 2016.

### B. English STAA/DwD [*See handout: [Handouts\English prescribed curriculum.pdf](#)*]

- Requires 9 Arts & Humanities credits from GT-AH1, 3 & 4 only, which prohibits students from taking AH2 courses with a HUM prefix. Was this the intent? Or was it simply to prevent students from taking courses with a LIT prefix?
- Chair of Humanities at ACC wants students to be able to take GT-AH2 courses with a HUM prefix.

VI. gtPATHWAYS APPROVED COURSES - NOTIFICATION OF CHANGES - none currently needing GEC review.

## VII. FOR FUTURE PLANNING (PARKING LOT)

### A. Fact Sheet for Pre-Collegiate Advisors

*Record notes here:*

The advantages/disadvantages of AP courses v. Concurrent Enrollment courses.

- CE courses can exclude students from receiving freshman scholarships if they don't get a high grade because they will then have a college transcript with too low of a GPA to qualify.
- CE courses are guaranteed to transfer - not necessarily so with AP courses.
- When a STAA exists, there is no need for an IHE-specific transfer guide.

**B. Update Current STAAs**

1. Revisit gateway math courses to ensure appropriateness. Also, current CCCS AS degree requirements prevent Intro to Stats from fulfilling the math requirement for an AS. GEC agreed (6/8/2015) that if it's only 1 or 2 four-year institutions that have a different math requirement from everybody else, it's okay to footnote them.
2. Over the four years of STAA development, some language and general education requirements have changed. Should there be an effort to bring all STAAs into a common, updated, more student-friendly format?

**C. Science Courses in Current STAAs**

1. When the original STAAs were made, the CCCS system had no GT-SC2 (non-lab) science courses, so there was no way to finish the Science requirement in 7 credits. Now that the CCCS system has non-lab GT-SC2 courses, it is possible to complete an associate's with 7 science credits. Older STAAs might benefit from revising these course options?

**D. GPA Calculation for Transfer Students**

1. Some 4-year institutions recalculate students' community college GPA upon admission.

**E. Track Transfer Complaints (quantity, nature of complaint, etc.)**

1. Provide regular updates to GEC (every 6 months? every 3 months? once a year?)

**VIII. OTHER BUSINESS?**