

## Academic Council

August 13, 2019 – 1:00 - 3:00pm  
Colorado Department of Higher Education  
1600 Broadway – Suite 2200, Denver, CO 80202

Call-in Number: 1-877-820-7831; Access code: 368215#

To join the webinar: [Join Skype Meeting](#)

### Agenda -- NOTES

#### 1. Greetings and Introductions

In attendance: Mohamed Abdelrahman (CSU-P); Mark Anderson (UNC); Josh Baker (CCCS-PPCC); Kim Barron (MSUD); Morgan Bridge (CMU); Helen Caprioglio (CSU-P); Tom Christensen (UCCS); Margaret Doell (ASU); Kathryn Eggert (UCB); Karen Ferguson (CSU-G); Michael Lightner (CU-System); Rick Miranda (CSU); William Niemi (WCU); Aparna Palmer (CMU); Landon Pirius (CCCS); Scott Reichel (Aims); Kathryn Regjo (CMC); Linda Van Doren (EGTC); Christina Carrillo (CDHE); Brandon McReynolds (CDHE); Kim Poast (CDHE); Chris Rasmussen (CDHE)

#### 2. Approval of June Meeting's Notes

[see handout: 2019-06-11- NOTES-AC.pdf]

Approval of notes was postponed due to insufficient time for Council members to review.

#### 3. Announcements and Discussion

##### a. CCHE Retreat Debrief (Kim Poast, Chris Rasmussen)

- Six new commissioners have been appointed by Gov. Polis. Four were present at the retreat in Durango. New commissioners are eager to contribute and very open to learning the job. They are innovative thinkers and come from diverse backgrounds. New commissioners are actively engaged in educational reform in their day-to-day jobs. There is a lot of interest in Concurrent Enrollment, OER, PLA, and stackable credentials.

##### b. Return on Investment Report presentation (Katie Zaback)

- Kim Poast provided a high-level summary of the report and distributed print versions of the executive summary. The full report, along with shorter snapshots and downloadable data, is available on the CDHE website at <https://higher.ed.colorado.gov/Data/Workforce/ROI.html>.

##### c. HELPS presentation (USDOL grant for health care apprenticeships) (Brandon McReynolds)

- Brandon provided details on a \$12 million grant from the US Department of Labor to Colorado to create 5,000 partnerships in the health care sector. The bulk of the grant funds will go to the Colorado Community College System for payment of apprentice stipends; additional funds and partners include CDHE and CDLE.
- A second-round grant application is likely to go forward from Colorado for apprenticeships in information technology. A conference call will be scheduled for institutions to obtain additional information.

##### d. Departmental Guidance on HB19-1206 (Developmental Education and Supplemental Academic Instruction)

- Chris walked through the “Dear Colleague” memo that was sent on July 31, outlining the main elements of the Act and the Department’s plans for implementation, including revision to CCHE policies on Developmental Education and Supplemental Academic Instruction.



- The Department has asked the Colorado Office of the Attorney General for clarification on the statutory provision of “no more than 10 percent of enrolling students shall be placed into pre-requisite developmental education courses.” For example, does the “10 percent” mean all students or only degree-seeking students? What does the word “enrolling” mean in practice? When determining what the “10 percent” will look like, will there be a conversation surrounding equity?
- CCCS clarified why “10 percent” is the particular number. It was negotiated between CCCS and the Department during the legislative process based upon CCCS’ data that has been collected over the last five years. CCCS has been working on their dev ed re-design since 2014. The Department will work with CCCS in determining language around “10%” that will be included in Commission policy.
- The Department will work with different stakeholder groups to determine what should be in institutional plans. Institutions will need to have plans submitted to the Department for review by August 1, 2021.
- Full implementation of those plans will need to begin August 1, 2022.
- The legislation and the revisions to Commission policy will mostly affect CCCS, local district colleges, ASU and CMU.
- The Act removes provision where four-year IHEs need CCHE approval to offer SAI courses (but the Department will still certain data and information about SAI courses for reporting and tracking purposes).
- There was concern surrounding the provision “that English language learners will complete gateway courses in English within three years.” It was pointed out that it can take up to 10 years to be academically fluent in a second language. The Department will seek clarification on this provision.
- The Department goal is for the Commission to approval changes to the Development Education and Supplemental Academic Instruction policies in early 2020.

e. Discussion of institutional approaches to Supplemental Academic Instruction

- Chris noted that institutions are developing innovative approaches to structuring and packaging Supplemental Academic Instruction (otherwise known as co-requisite remediation) in ways that don’t always align with the Department’s existing data collection and reporting mechanisms. The traditional approach by institutions has been to offer a 3 (or 4) credit gateway course in math or English, and then offer a 1 (or 2) credit SAI component with a different course number. New approaches include offering a 4 (rather than 3) credit course with the SAI component built in, and offering different versions of the same course (with different course numbers) with one version including a developmental component. The Department wants to support institutional innovation in this space and also ensure that they are collecting the data needed to produce statutorily required reports on remediation and student success. In that vein, Academic Affairs staff will consult with colleagues in Data and Research on reporting needs and mechanisms in the context of revisions the CCHE Developmental Education policy.

f. Discussion of academic program development in Cybersecurity

- Chris indicated that the department is considering holding a statewide convening on cybersecurity, which would give institutions the opportunity to discuss academic programs under consideration or in development and explore opportunities for collaboration. There are differences in perspective on what should be involved in a “cybersecurity” curriculum with varying degrees of focus on computer programming and architecture, on behavioral analytics and understanding the motives of hackers, and on other issues (which can depend on the primary employers hiring graduates from the institution).

- g. Complete College America Colorado Momentum Planning Academy – September 26-27, University of Denver
  - Registration will be open soon – we anticipate 14 institutional and system teams for the Planning Academy.
- h. Statewide Transfer Agreements update (agreements in development and plan to Revisit, Refresh, and Revise)
  - Chris and Christina reviewed the STAA 3Rs timeline document.
  - All 34 current STAAs will be opened for review over the next two academic years (2019-2020 and 2020-2021), and a five-year cycle of review will be put into place.
  - Breakdown of which agreements will be reviewed each semester was determined by date of initial launch, those most used (or infrequently used relative to the size of the major), those with known issues, and within academic clusters (e.g., arts/humanities, social sciences, natural sciences, agriculture).
- i. Fall Fac2Fac meeting – Friday, October 25, CSU-Pueblo
  - The first set of STAAs to be reviewed will be done at the fall Fac2Fac meeting. At that meeting we will also continue conversations about agreements in development (engineering, dance, computer science, journalism, and public health).
- j. “10-year rule” for Transfer and Application of Credit
  - Chris asked how institutions approach the evaluation and application of transfer credit from courses that were taken more than 10 years ago. Most institutions use a “10-year rule” with exceptions allowed. In most cases if a course was taken more than 10 years ago it must be reviewed by a department chair. The decision to award credit is often dependent on the particular course and the subject matter covered (for example, science courses often have a shorter “shelf life” than do courses in the arts and humanities). Students can also often appeal a decision on transfer credit.

4. New, modified, and closed programs

**New**

*Metropolitan State University of Denver*

- B.S. in Nutrition Science

*University of Colorado, Boulder*

- B.S. in Biomedical Engineering
- M.S. in Biomedical Engineering
- Ph.D. in Biomedical Engineering

**Modified**

*Metropolitan State University of Denver*

- B.A. in Recreation Professions added Outdoor Recreation concentration

**Closed Programs**

*None*