CMU ACADEMIC AFFAIRS COUNCIL – SUMMARY NOTES

October 7, 2016
3:00–4:30 p.m.
Grand Mesa Multi-Purpose Room

AA Council Members in Attendance: Dr. Cynthia Pemberton—Vice President for Academic Affairs; **Dr. Monte Atkinson**—Professor of Music (attending for Dr. Hofer); **Dr. Debra Bailey**—Dept. Head, Health Sciences; **Dr. Blake Bickham**—Dept. Head, Teacher Education; **Dr. Sonia Brandon**—Asst. VP, Institutional Research and Assessment; **Ms. Suzie Garner**—Dept. Head, Art and Design; **Dr. Kurt Haas**—Asst. VP, Academic Affairs; **Dr. Jeremy Hawkins**—Dept. Head, Kinesiology; **Dr. Jessica Herrick**—Dept. Head, Social and Behavioral Sciences; **Dr. Barry Laga**—Dept. Head, Languages, Literature and Mass Communication; **Mr. Mo LaMee**—Dept. Head, Theatre Arts; **Ms. Cindy Lueb**—Director of Sponsored Programs (by phone); **Dr. Carrie McVean Waring**—Dept. Head, Biological Sciences; **Ms. Christine Murphy**—Director of Instruction/Director of Developmental Programs, WCCC; **Dr. Steven Norman**—Dept. Head, Business; **Dr. Lori Payne**—Dept. Head, Computer Science, Mathematics, and Statistics; **Mr. Tim Pinnow**—Acting Asst. VP, Academic Affairs, Director of Graduate Studies/Director of Distance Education; **Ms. Sylvia Rael**—Director, Tomlinson Library; **Dr. Gary Ratcliff**—Director, CMU Montrose Center; **Dr. Bette Schans**—Director of Assessment and Student Learning; **Ms. Brigitte Sundermann**—Director of Manufacturing Technology and Interim Director of Engineering Programs; **Ms. Holly Teal**—Registrar; **Dr. Russ Walker**—Dept. Head, Physical and Environmental Sciences

Members Excused: Dr. Tim Brower— CU-Boulder/CMU Mechanical Engineering Partnership Program; **Ms. Tracy DeBellevue**—ePortfolio & Assessment Project Manager; **Dr. Calvin Hofer**—Dept. Head, Music

Announcements/Updates/Reminders:

Dr. Pemberton thanked all for coming and announced the following:

- Department Heads and Unit Leaders were reminded to share information discussed at Academic Council meetings with faculty and staff, and encouraged to refer to the Summary Notes as posted on the web site in order to keep all as informed and up-to-date as possible.
- Concurrent faculty discussion:
    - Once hired, concurrent faculty are faculty members of their respective departments.
    - Skype interviews (or use of other modalities) are fine as part of the hiring process.
    - It was clarified that yes, D2L should be used for high school courses also.
    - Dr. Pemberton referred to the CMU Course Comparability Manual: Expectations to Ensure Comparability across all Locations and Formats as our foundational resource regarding what needs to happen to promote consistency and insure course comparability across modalities and locations, including the same or comparable coursework, syllabi, faculty qualifications, and classroom experiences.

- Dr. Pemberton explained that the Facilities Request process will proceed this fall similar to how it has in the past.
    - Department and Unit Heads should begin the process now by examining their facilities including, but not limited to, paint, heating/cooling, carpet, water leaks, classrooms in disrepair, and/or chronic and/or cosmetic problems.
    - Inventories of facility concerns/potential facilities request items will be requested by Dr. Pemberton via email. Exact date and details to follow. Department lists will be consolidated into a campus-wide list.
    - President Foster, Vice President Pemberton, Vice President Glatt and Facilities Services representatives will do a walkabout to review submission first-hand and from there will initiate conversations regarding action(s) that may be taken. It will be helpful for Department or Unit Heads to note whether an item is needed for safety, maintenance, or aesthetic reasons in order for the repairs/changes to be prioritized.
- As Ms. Erin Rooks obtains names of interested MavScholars and ascertains their areas of potential academic interest. Based on this she will provide information to Department Heads. All are asked to get in touch with these potential students to provide more detailed information, adding a personal touch, making a positive recruitment contact.
    - Dr. Pemberton will be sending a communication piece to the parents of potential MavScholar recruits later this month.
    - Additionally, the idea of an academic "Signing Day" is being explored, similar to the way athletes are recognized when they make a decision to attend a certain school. More exploration, discussion and information will follow. Ms. Erin Rooks is helping to coordinate this effort.
    - Dr. Pemberton thanked all for being involved in the MavScholars Preview Day as well as the Career Fair.
- Ms. JoAnne Reis will be contacting Department Heads to set up 30-minute meetings with President Foster, Vice President Pemberton and Department faculty and staff in each Department (to be held before the end of the semester). These sessions will include discussion on the status of the University and other current topics/updates, as well as time for questions/answers.
- At the October 21st Council meeting, Ms. Whitney Sutton, CMU's Budget Director, will address the topic of budgeting.
    - Dr. Pemberton handed out three charts prepared my Ms. Sutton. Dr. Pemberton provided a high-level look at the information presented in the charts. (See Appendix A.) The charts display: CMU Budgeted Revenues by Source (This chart illustrates where money comes from at this point in time and highlights the importance of enrollment/tuition); CMU Budgeted Expenditures by Type and Expenditures by Program.
- The Positon Request process is well underway; information has been gathered from various sources and accuracy-checked. As of these notes (Tuesday 10/11) request recommendations have been forwarded from Dr. Pemberton to President Foster. To arrive at these recommendations Dr. Pemberton reviewed:

        - Each department's individual request and rationale, following-up on written request submissions with conversations as needed.
        - Data from OIR: APQPP (data by dept re: majors, graduates, FTE, etc.).
        - A data summary report that summarizes course load by dept/faculty for the past 3 semesters, as well as the CMU Workload/Credit Hour chart (see Appendix B) created to help interpret instances where load calculations are "unique" to specific depts. or courses – such as lab courses, music lessons, etc. (each load calculation was reviewed, comparing it to a 3 credit course = 3X50 min class/week for a semester and found that the calculations adhere to that model.
        - Staffing pattern information provided by Whitney (which allowed confirmation of estimated salary savings and/or new costs, and to review and consider potential salary compression issues)
    - There were a total of nearly $2M in requests (includes requests for replacements as well as new positions).
    - Dr. Pemberton indicated that the majority of her recommendations are "Yes" and, after decisions have been made, will do her best to explain the "why" behind decisions. There are many competing priorities for monies.
- Dr. Pemberton referred to the CMU Workload/Credit Hour chart [forwarded to Council members on 10/10/16 and attached here as Appendix B.] It is our goal to work with IR to determine if the "system" can allow for load nuances and thereby better reflect actual faculty workloads.

Dr. Bette Schans, Director of Assessment and Student Learning, reminded all that the 3-Year Assessment Summary Reports are due December 1.

Reports and Guests:

Ms. Jessie Barnett, Coordinator of Special Programs, Academic Affairs, discussed the following:

- Ms. Barnett provided a handout entitled "Academic Department/Program Website Reminders" which lists suggested academic department content, as well as suggestions and tips regarding posting and managing documents. (See Appendix C.)
- Comments were made regarding difficulty encountered by department faculty and staff when using the current web page software. One suggestion was to request a workshop with CMU's webmaster.
- Ms. Barnett reported that there are currently 229 individual active program sheets posted at this time; all older program sheets back to Academic Year 2005-2006 are also available through Academic Affairs' web pages.
- Ms. Barnett (working with Ms. Erin Rooks) distributed a handout with proposed changes in the Manual for Academic Department Heads related to annual updates to program sheets. (See Appendix D.) Questions and concerns can be emailed to Ms. Barnett at jmbarnett@coloradomesa.edu or Ms. Erin Rooks @ erooks@coloradomesa.edu. Absent feedback to the contrary, the proposed changes will be move forward and the manual adjusted accordingly.
    - Ms. Barnett noted that the text in the program sheet section entitled "About This Major…" does not need to go to the Curriculum Committee; Academic Affairs staff will send out a reminder in January to review and submit changes to

this text. Dr. Bette Schans can assist with drafting information concerning Student Learning Outcomes.
    - Program modification forms are to be used to make curricular corrections/changes to program sheets. This is routed to the Department Curriculum representative, then to the Curriculum Committee.
- A question was posed regarding the need for program sheets. Dr. Pemberton explained that efforts continue to move to a more paperless system, and the purchase of software is being explored to manage Curriculum information, Catalog, and Course Scheduling as they relate to each other. She noted that if the software is not funded in the Budget Request process for FY 18, she may be contacting departments regarding possible funding from roll-forward accounts, as this software will provide tremendous time and resource savings to all after implementation is completed.

Ms. Kimberly Williams, Executive Director of Marketing and Communications, discussed the following:

- Ms. Williams expressed her unit's and staff's desire to better get CMU academic highlights in the news and to elevate the academic profile at CMU.
    - Ms. Williams provided a handout explaining the different roles of the Marketing and Communications staff members (See Appendix E).
        - She queried her staff about what they would like to express to the Council. Replies included giving them plenty of time/notice for a project; providing as much information as possible; taking advantage of resources (e.g., tips on how to be successful in front of a camera); keeping Department information up-to-date such as on the web site; and working with staff members and/or Ms. Williams to resolve problems.
    - Dr. Pemberton reminded all to continue to forward Kudos to her, and that she will share these with Ms. Williams for follow-up, and marketing and communications efforts.

Dr. Kurt Haas, Asst. VP Academic Affairs, discussed the following:

- Dr. Haas will be sending a link to information on articulation agreements, guides and MOUs with other institutions regarding transfers. See the following web pages: http://www.coloradomesa.edu/transfer/colorado-statewide-transfer.html and http://www.coloradomesa.edu/transfer/articulation-agreements.html.
    - Council members were asked to let Dr. Haas know if information is missing or of concerns regarding these items.
- A state Faculty-to-Faculty conference will be held on November 3 & 4 [the meeting notice was included in email with agenda.] (See Appendix F.). It is requested that 1-2 representatives from each discipline attend from each school; Dr. Haas will send a follow-up email and call for participants.
- Dr. Haas reported receiving feedback regarding the Maverick Milestone/transfer policy discussion at the previous Academic Council meeting including both pros and cons. He recommends that those interested meet to discuss this further; those interested in being part of that group are asked to email Dr. Haas at khaas@coloradomesa.edu. Initial plans are for one meeting.
- Historically, LLMC has worked with students who have pursued a Liberal Arts major. Dr. Laga may visit with students and then put them in contact with the Department of their interest.

- It was recommended to become familiar with the current one-page Liberal Arts General Studies advising sheet.

Mr. Tim Pinnow, Asst. VP, Director of Distance Education and Director of Graduate Programs, discussed the following:

- Mr. Pinnow referenced the item emailed along with the agenda, "Requested Options for Altering the Student Online Orientation Requirement." (See Appendix G.)
  - Feedback/suggestions included using drop dates as the deadline for students to successfully complete orientation; summer is too short to extend the deadline very long; one week would present a problem in summer as that is ¼ of a 4-week summer term; students can add without permission only the first week of classes, with instructor signature needed after that.
  - It was noted that about 60 out of 1200 students have trouble completing the orientation.
  - It was agreed by the Council to try Option 2 with rewording to indicate that the deadline to pass is the last day of the term to add/drop without a signature needed.
- Faculty use of D2L was discussed. Information will be shared with Department Heads to help them remind faculty of the expectations associated with D2L use.
- Mr. Pinnow clarified information related to the Quality Matters workshop which some Council members attended in the past.
  - That workshop serves as the first of two needed to qualify to be a Peer Reviewer.
  - A Quality Matters certified course must have gone through an approval process involving three reviewers: an external reviewer, a peer reviewer, and an expert in the field.

Academic Support Units

Ms. Cindy Lueb, Director of Sponsored Programs discussed the following:

- Ms. Lueb explained that additional lead time for her review of grant applications is needed to route the proposal for all subsequent reviews and signatures, including Dr. Pemberton's and President Foster's.
- Dr. Pemberton announced that the Director of Sponsored Programs search was not successful and that Ms. Lueb will continue working in her current role as Director. Exact duration to be determined. The search will be reopened in the near future.

Other Academic Support Unit reports and presentations were tabled until the next meeting due to time constraints.

Good of the Order/Kudos & Thanks

Discussion regarding Kudos & Thanks was tabled until the next meeting due to time constraints. The following Kudos & Thanks were highlighted in the agenda for this meeting:

- **Kudos and thanks to Ms. Brigitte Sunderman and Dr. Tim Brower for their organizational leadership during this past week's CMU-MET ABET accreditation visit.**

- **Thanks also to Dr. Steve Norman for leading our AACSB accreditation process launch and visit from our assigned AACSB mentor (Dr. Rami Maysami).**

- **Congrats and thanks to the Department of PES for their leadership providing the CMU Natural Resources of the West Seminar Series (Mondays 4:00 pm, Wubben 141. Monday's series featured:** Eric Brown, Environmental Programs Data Coordinator, Colorado Department of Public Health Tracking Program **speaking about *Environmental Hazards and Public Health.***

Veteran ADH Tips, Tricks and Suggestions

Presentations by Dr. Lori Payne (Department Head, Computer Sciences, Mathematics and Statistics) and by Dr. Barry Laga (Department Head, Languages, Literature, and Mass Communication) were postponed until the next Council meeting due to time constraints.

Next Meeting: October 21, 2016, 3:00 – 4:30 p.m., Grand Mesa Multi-Purpose Room (GMMPR)

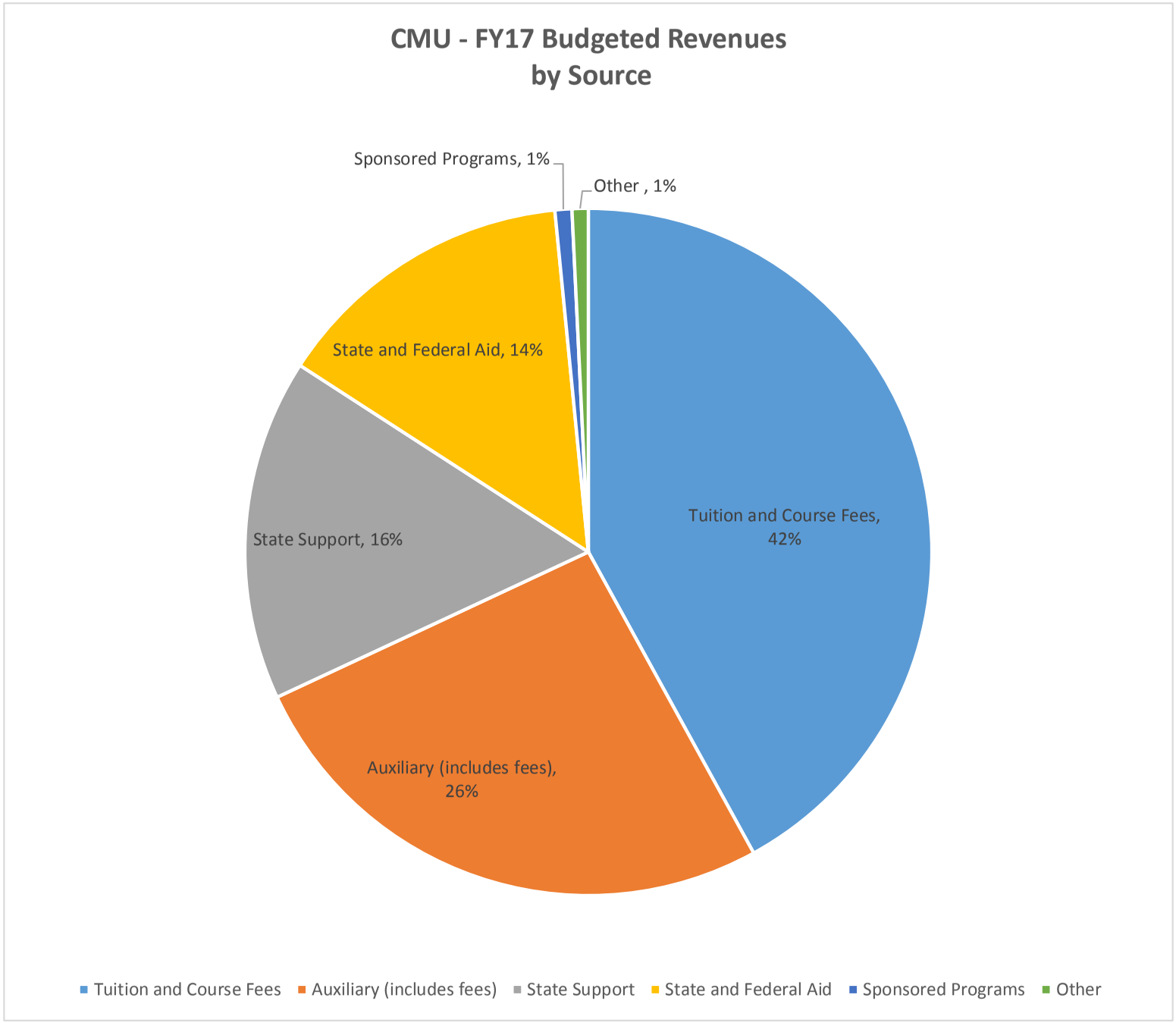
Future Meetings:

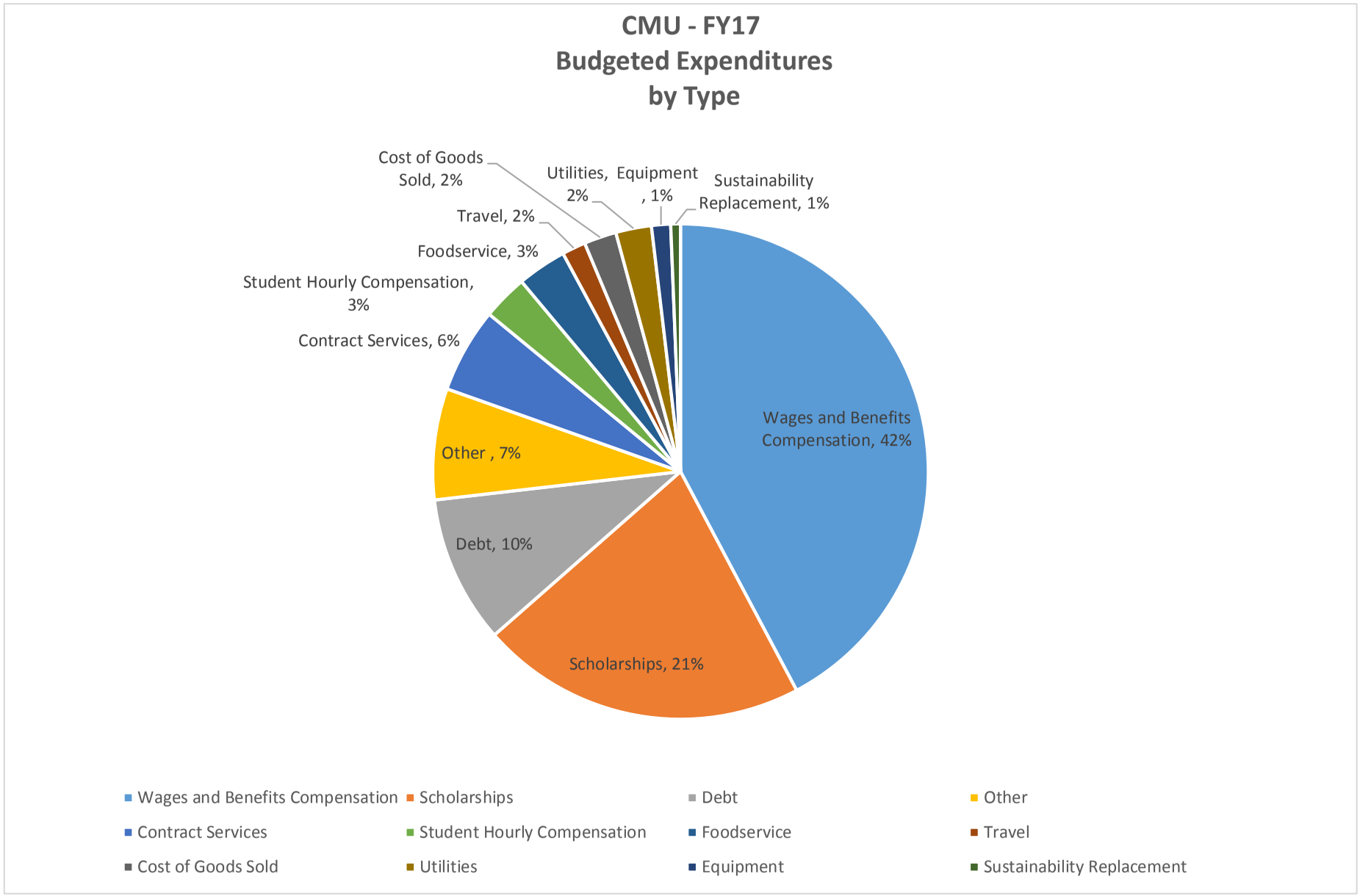
FALL 2016: Fridays, 3:00 – 4:30 p.m., Grand Mesa Multi-Purpose Room, unless otherwise specified: November 4 (WCCC room B171), November 18, December 2, Also, please hold December 9 for a possible meeting if needed.

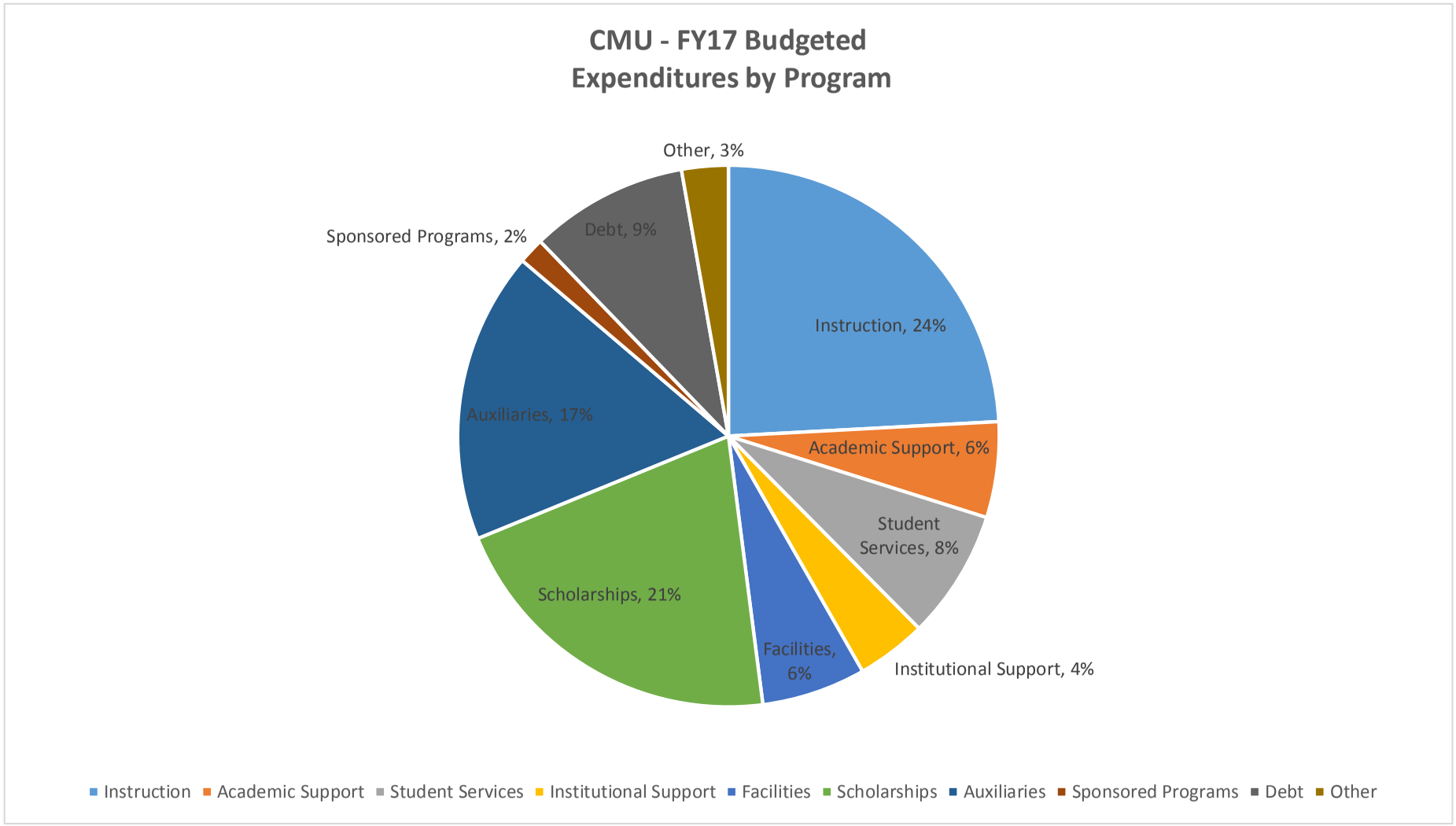
SPRING: 2017, Wednesdays, 3:00 – 4:30 p.m., Location TBA. Please avoid schedule conflicts during this meeting time.

Academic Council Meeting, October 7, 2016

APPENDIX A


CMU - FY17 Budgeted Revenues by Source
Sponsored Programs, 1%
Other , 1%
State and Federal Aid, 14%
State Support, 16%
Tuition and Course Fees, 42%
Auxiliary (includes fees), 26%
Tuition and Course Fees
Auxiliary (includes fees)
State Support
State and Federal Aid
Sponsored Programs
Other


CMU - FY17
Budgeted Expenditures
by Type
Cost of Goods Sold, 2%
Utilities, 2%
Equipment, 1%
Sustainability Replacement, 1%
Travel, 2%
Foodservice, 3%
Student Hourly Compensation, 3%
Contract Services, 6%
Other , 7%
Debt, 10%
Scholarships, 21%
Wages and Benefits Compensation, 42%
Wages and Benefits Compensation
Scholarships
Debt
Other
Contract Services
Student Hourly Compensation
Foodservice
Travel
Cost of Goods Sold
Utilities
Equipment
Sustainability Replacement


CMU - FY17 Budgeted Expenditures by Program
Other, 3%
Sponsored Programs, 2%
Debt, 9%
Instruction, 24%
Auxiliaries, 17%
Academic Support, 6%
Student Services, 8%
Scholarships, 21%
Facilities, 6%
Institutional Support, 4%
Instruction
Academic Support
Student Services
Institutional Support
Facilities
Scholarships
Auxiliaries
Sponsored Programs
Debt
Other

Academic Council Meeting, October 7, 2016

APPENDIX B

Department	**Load "Formula"**
Art & Design	Art does not have any special load calculations/ parameters. Almost all of our classes are 3 credits each and if we teach an odd number, it usually is done as an overload.
Biological Sci (same as PES)	<u>Load Credit for Labs:</u> 1 credit hour lab that meets for 3 hours lab time once per week= 2 hours load 1 credit hour lab the meets for 2 hours lab time once per week= 1.5 hours load 1 credit hour lab that meets for 1 hour 20 min lab time twice per week= 2.25 hours load 2 credit hour lab that meets for 2 or 3 hours lab time twice a week= 3 hours load 3 credit hour lab that meets for 3 hours lab time twice a week = 4.5 hours load <u>Teaching large lecture classes:</u> 96 students in a 3 credit course= 4.5 hours load (if possible to cover classes) <u>Research load release from courses</u> 0.2 hour load per student credit hour (if possible) Ex. 5 students at 3 credit hours each= 3 hours load, 2 students at 3 credit hours each=1 hour load
Business	No special load calculations.
CSMS	Virtually all classes are treated as load is the same as per credit hour, roughly 12 per semester, 24 per year. And, each credit hour is calculated to be the same number of minutes in the semester, regardless if offered in a week, over 4 weeks, 7 or 8 weeks as in summer, or in mods. In Computer Science, we have only one class with a separate lab class, and one class has a lab built in (so they meet two class periods for one credit hour). In Statistics, we have one similar course. Since it is only these few classes, we generally count it by credit hours, so again, one credit towards their load. I do try to keep in mind that they may well be teaching an extra lab hour, so if they end up one hour short over the year, I don't worry about it. However, that rarely happens. We do have to go over the calendar year, as we have classes that are 1, 2, 3, 4 and 5 credits, so some semesters, I just can't get it to exactly 24 credit loads. Many faculty will teach 14 credit hours in fall, then 10 in spring. Anything taught in J term is paid separately and not counted towards their load, same as with summer.
Engineering	The only class that in engineering that has a "special" load calculation is ENGR 224L – Material Science Lab. It is 1 credit hour, 2 contact hours, and has a **faculty load of 1.5**.

Health Sci	As per Health Sci Faculty/Dept Manual BSN: Theory classes = 1 hr load per 1 credit hour class, Clinical labs = 1.5 hrs clinical per 1 credit hour class. See info inserted end of document.
Kinesiology	Loads are pretty straight forward. We do not have any special load calculations/ parameters. All lectures and any overloads are paid based upon degree ($600 – BS/BA, $750 – MS/MA, $850 – PhD, EdD) for regular courses during fall and winter, whereas summer and J-term courses are paid at the $55/student/credit hour rate. We do have some unique position assignments that are figured into one's load though: • Erin Lally and I both receive a 3 credit hour release to oversee the athletic training program per accreditation guidelines • Mike Reeder and Brent Alumbaugh are only required to teach 3 credit hours/semester as part of the Human Performance Lab assignments
LLMC	-The standard load is 4/4. -If someone does not teach 4/4, then it's because of a service assignment that requires release time (i.e. DH, Composition Director, HLC honey drudge, editorial practicums, etc.)
Music	Academic Courses (MUSA) - these are calculated like any other academic course on campus: 3 credit course = 3 faculty load hours. Lessons (MUSL) - a one credit lesson = 30 minutes per week; a two-credit lesson = 60 minutes per week. -3 credits of lessons = 1 faculty load hour (90 minutes of contact time) Ensembles - based on contact time, even though students register for one credit per ensemble -Ensembles that rehearse 210 minutes per week = 4 faculty load hours -Ensembles that rehearse 150 minutes per week = 3 faculty load hours -Ensembles that rehearse 50 - 100 minutes per week tend to get 1 faculty load hour (these are small, chamber ensembles) -Marching Band rehearses 360 minutes per week (6 hours) + games days 7 - 8 hour days/5 homes games per year -director gets 6 load hours for this

	The following academic music courses (MUSA) do not follow the normal faculty load calculations where student credits equals faculty load hours: MUSA 437 Adv. Diction - Romance Languages MUSA 438 Advanced Diction Romance Languages: German & Russian MUSA 111 Music Technology MUSA 137 Class Voice MUSA 268 Beginning Jazz Improvisation MUSA 311 Advanced Music Technology Students register for one credit for these courses, but faculty receive 2 load hours. These courses meet twice a week for 50 minutes. These courses are arranged this way to give students the proper training, but stay under the 120 credit limit for a baccalaureate degree. 126 credit limit for Music Education.
PES	Lecture credit hours = work-load credit hours 2-hour lab period = 1.5 work-load credit hours (applies only to FT fac, PT = 1 wrkload cr per lab section) 3-hour lab period = 2 work-load credit hours (applies only to FT fac, PT = 1 wrkload cr per lab section) oversee internships/oversee independent study = no work-load credit hours structured research = one work-load credit hour for every 5 student credit hours overseeing 5 students at 1 credit hour each = 1 work-load credit hour overseeing 5 students at 2 credit hours each = 2 work-load credit hours etc. (This framework was established by Duane Hrncir, the last dean of natural sciences and math that we had.)
SBS	SBS does not have any special load calculations.
Tcher Ed	Pre-Intern/Intern Field Supervision: 1 Candidate = .5 load/semester. EDUC 499/599 Internship Courses (12 ch) (student teaching) = Program Coordinators are assigned as teacher of record but do not receive any load release. (See release for Program Coordinators).

	Program Coordinators = 2 hours of course load/semester. (work related to field placements and communicating with district and building administrators; training and working with field supervisors; on campus colloquium and mentor trainings supporting student teachers; regular meetings with student teachers; grading portfolios and final presentations of student teachers; report writing and data collection for each program; etc.)
Theatre Arts	A significant part of our curriculum is achieved through the production of plays, musicals and dance concerts. Theatre Arts faculty are given credit for their participation in our annual Main Stage productions. -Costume Design and Construction - 3 credit hours per show — In the catalogue students receive credit for -Scene Design and Construction – 3 credit hours per show — THEA 117,217,317,417 Play Production -Lighting/Sound Design and Construction – 3 credit hours per show — THEA 119, 219, 319, 419 Technical Performance -Director – 3 credit hours per show — THEA 147, 247, 347, 447 Drama Performance -Choreographer - Dance Concert/Musicals – 1-3 credit hours per show -Music Director – 1-3 credit hours per show — DANC 156, 256, 356, 456 Dance Performance Producer – 3 credit hours per semester — DANC 154, 254,354, 454 Dance Team Kris Dietrich50% load play production F16 - 6 hours S17 - 6 hours Jill Van Brussel 50% load play production F16 - 6 hour S17 - 6 hours Mike Legate 50% load play productionF16 - 6 hours S17 - 6 hours Jeremy Franklin 3 credit hours Director/Music F16 - 3 hours S17 - 3 hours Jeanine Howe 3 credit hours Director S17 - 3 hours Maridee Slater 3 credit hours Director F16 – 3 hours Maurice LaMee 3 credit hours Director S17 - 3 hours Megan Glynn 3 credit hours Dance Concert F16 – 3 hours Meredith Lyons 3 credit hours Dance Concert S17 - 3 hours Gabriele Cahill Director Dance Team MavettesF16 - 3 hours S17 - 3 hours

Faculty Work Load and Pay for CMU, DHS: The American Association of Colleges of Nursing (AACN) has780 **member schools of nursing** at public and private universities nationwide. These schools offer a mix of baccalaureate, graduate, and post-graduate programs. The dean or chief nurse administrator serves as the representative to AACN, though the association serves the entire academic enterprise, including faculty, administrative staff, and students. Faculty Work load formula for clinical teaching is based on a mixture of criteria. The clinical differs from labs by the fact that for 1 credit hour of clinical in a semester equates to the student and faculty working together 45 hours that semester. Because clinical teaching is based on hours, the students register for 1 credit hour that equals 45 hours of clinical. The Faculty are with the students in direct supervision for the 45 hours. The time to set up the clinical, arrange preceptors, complete necessary paper work for each clinical rotation each week and grade papers each week puts the faculty at 6 hours per week per 1 credit hour.

Faculty teaching 1 credit hour	Students Register for 1 credit hour	Faculty Time per credit hour is 2 hour per 1 hour	Students complete 3 hours per 1 credit hour of clinical and 1.5 hours of preparation and assignments for each credit hour
Clinical 3 credits	Students register 3 credits	Faculty paid 6 credits: Working with agencies for placement, alternative clinical agencies when sites are full, Submitting criteria for agencies that are specific to the agency; Pre conference and post conference, Debriefing with students one on one after critical events, Grading papers, Giving clinical evaluations to each student.	Faculty are with students at all hours plus one hour before and one hour after each clinical
Clinical course online, Graduate level and Senior Capstone MLT and Surgical Tech program	Students are registered for credits 1-4	Faculty are paid 1-1 for credits as students are either licensed or working one on one with a preceptor with faculty oversight.	
Rad Tech	Students 1 credit	Paid Faculty 2-1 in first year of program; 1-1 in second year of Program.	
State Board of Nursing Chapter 2 rules: Students to Faculty Ratio must not exceed 10 -1			
Graduate Courses MSN and DNP	Faculty receive 1 credit release to practice for clinical practice for each 3 credits of graduate course	Teach 9 credits and have 3 credits for faculty practice	

	work taught except for capstone.		
Graduate Capstones	Chair of Capstone = 1 credit of work Second person on Capstone = 0.5 credits of work. Faculty who are the second advisors of a capstone on two students = 1 credit of work.		

State Board of Nursing Chapter 2 rules

3.10 The amount of time that the Director of Nurse Education Program (DNEP) is released from teaching responsibilities for nursing administrative duties must be adequate to meet the needs of the Nursing Education Program and students. The minimum amount of release time allowed for administrative responsibilities shall be: https://www.colorado.gov/pacific/dora/Nursing_Laws#Rules DORA Colorado Board of Nursing

A. Sixty percent (60%) in a Nursing Education Program with sixty (60) or fewer nursing students.
B. One percent (1%) per nursing student in a Nursing Education Program with more than sixty (60) nursing students.
C. Other related duties may necessitate additional release time.

Program Release time for Program Directors

BSN	60 % for first 60 students then 1 % for each student after	185 students 60 Percent release plus 135 percent or 1.9 FTE as Program directors	Currently we have Karen Urban at 12 credits release and she is teaching an OL
RN-BSN Program	60 % for first 60 students then 1 % for each student after	130 students	Diana Bailey is at 50 % release time and the only advisor for the RN-BSN program
PN Program	60 % for first 60 students then 1 % for each student after	35 Students	Genell Stites has 3 credits for release time, one could state that this should be 60 percent release for this program

LPN – AAS LPN – BSN	60 % for first 60 students then 1 % for each student after	40 students in two sites Grand Junction and Montrose	Genell Stites has both sites and has 3 credit for release time for the programs. Again the State Board could interpret this as up to 60 % needing 120% for PN and LPN-BSN programs
Rad Tech	Accreditation state administration time	19 AAS program 15 BAS program	Patti Ward has 3 credits or release time for Program Director and accreditation
MLT program	Accreditation state administration time	8 Students in MLT	Tracy Matthews 3 credits or release time for Program Director and accreditation
MSN program	Accreditation state administration time	30 MSN students	Sandy Forrest 3 credits or release time for Program Director and accreditation
DNP program	Accreditation state administration time	35 DNP program students	Debra Bailey covers this program under her Director of Health Science role 3 credits or release time for Program Director and accreditation
Surgical Technology	Accreditation state administration time		Lorrie Etenburn 3 credits or release time for Program Director and accreditation

Nursing clinical education is resource intensive for colleges and universities, but is critically important for the safe teaching of nursing as a practice discipline.

Nursing clinical instruction as practiced today is expensive in that it traditionally has been accomplished in small groups of students with close supervision because the learning experience includes assuming responsibility for direct patient care. In addition, faculty must have education and expertise in the specific specialty area in which they supervise students. Therefore, even schools with small student enrollment require multiple faculty experts to represent applicable specialties and to directly supervise learners as they provide care to human beings. AACN **(http://www.aacn.nche.edu/publications/white-papers/faculty-shortages)**

POLICY NUMBER: 60-04/Title: Calculation of full-time to part-time faculty for professional and practical nursing education programs. Date Issued: January 23, 2008, Date(s) Reviewed: References: C.R.S. 12-38-108. Purpose: **To set forth procedures for the calculation of full-time to part-time faculty ratios as outlined in Chapter II Rules, paragraph 3.4 (C)**

POLICY: It is the policy of the Board of Nursing to define the ratio calculation method of full-time to part-time faculty as set forth in Chapter II Rules 3.4 (C) as follows: The calculation shall be based on the number of full-time faculty teaching nursing courses in a program (RN-ADN; RN-BSN; or PN stand-alone) in an academic term (semester, quarter, module, etc.) to the number of part-time nursing faculty and/or ANIP teaching courses in that same program during that same defined academic term. It is the Board's position that this ratio calculation promotes and maintains adequate faculty consistency and measures programs accurately. Moreover, **the calculation does not combine various programs into one overall pool of instructors and, thereby, create an unnecessary hardship for the educational institutions.**

POLICY NUMBER: 60-07/Title: Ratio of Faculty to Student in Professional and Practical Nursing Education Programs, Date Issued: August 26, 2009, Date(s) Reviewed: References. Purpose: To provide guidance to Nursing Education Programs for determining safe faculty to student ratios

POLICY: The State Board of Nursing provides the following guidance and direction to Nursing Education Programs for the purpose of ensuring a safe clinical environment. This policy provides guidance regarding the ratio of faculty to students as set forth in Chapter II Rules and Regulation for Nursing Education Programs, Section 1.12 A as follows: The calculation shall be based on: 1) course objectives/ competencies; 2) the patient acuity in the direct care clinical environment; 3) limits on faculty to student ratio in the clinical agency contract, and; 4) competency level of the student.

A. A lower faculty to student ratio would be permissible in the following context:

1. Course syllabus has clinical competencies for a preceptor- student experience or for complex unstable patients with highly unpredictable outcomes.
2. Patient is complex with high acuity needs
3. Novelty of the situation for the student is higher.
4. Student level of independent functioning (competency) in the given patient care context is lower

B. A higher faculty to student ratio would be permissible in the following context:

1. Course syllabus has clinical competencies that promote care to more stable and predictable patients
2. Patient is more predictable with low to moderate acuity needs.
3. Novelty of the situation for the student is lower
4. Student level of independent functioning (competency) given the patient care context is greater

C. **The maximum faculty to student ratio when students are providing direct patient care should not be greater than one (1) faculty to ten (10) students. Nothing in this policy is intended to override the contractual agreement between the Nursing Education Program and the clinical agency.**

POLICY NUMBER: 60-08/Title: **Clinical Simulation Laboratory Experience Evaluation and Faculty Competency in the Clinical Simulation Experience,** Date Issued: August 26, 2009, Date(s) Reviewed: References: Chapter II Rules**.** Purpose: To provide guidelines for faculty competency in incorporating Clinical Simulation Laboratory and measuring the outcomes of the simulation experiences

POLICY: It is the policy of the Board of Nursing to provide guidelines to nursing education programs when incorporating Clinical Simulation Laboratory (CSL) experiences into the nursing clinical course curriculum. The Board offers further guidance for the responsibilities and qualifications for faculty utilizing CSL within the structure of a clinical nursing course.

• Faculty incorporating CSL experiences should use current and specific peer reviewed, clinical objective based scenarios (based upon evidenced based practice and evidence based education) that provide the student with appropriate cognitive, affective and psychomotor development. The scenarios should encompass debriefing and a peer reviewed post evaluation completed by both the students and the simulation faculty.

• Faculty instructors in the CSL environment should have documented simulation training and or mentorship from qualified vendor training, formal education in an approved education program, or other qualified training programs.

• Faculty is responsible for assuring adequate oversight and evaluation of students and facilitators in the CSL experience.

1.8 Clinical Laboratory: Laboratory setting for practice of specific basic clinical skills.
1.9 Clinical Setting: The place where Faculty and students, via a written agreement, have access to patients/clients for the purpose of providing nursing practice experience for students. Students and Clinical Faculty do not assume full responsibility for patient care.
1.10 Clinical Simulation: A care setting utilizing human simulation experience to create realistic, life- like scenarios where students engage in the practice of nursing skills and theory for the purpose of teaching and evaluating students. All simulation experiences shall be under the direction of licensed nursing Faculty qualified to oversee and evaluate the outcomes of the simulation experience for the student. The Faculty qualifications shall be documented in a manner approved by the Board.

3.7 Faculty composition of the Nursing Education Program must be as follows:

A. The number of Faculty shall be sufficient to prepare the students to achieve the objectives of the Nursing Education Program and to ensure patient/client safety.

B. There must be a minimum of two (2) full-time Faculty for a Nursing Education Program, one of whom may be the DNEP.

C. There must be a sufficient number of Faculty for each specialty area to provide adequate supervision to Clinical Faculty, ANIP and Preceptors.

D. For professional Nursing Education Programs granting a baccalaureate degree in nursing, all Faculty, excluding ANIP and Preceptors, must have a graduate degree in nursing and twenty-five percent (25%) of the full-time faculty should have a doctorate degree.

E. For professional Nursing Education Programs granting an associate degree in nursing all full-time Faculty, excluding ANIP and Preceptors, must have a graduate degree in nursing and equal to or greater than fifty percent (>50%) of part-time Faculty, excluding ANIP and Preceptors, must have a graduate degree in nursing.

F. For Nursing Education Programs granting a certificate in practical nursing, all Faculty, excluding ANIP and Preceptors must have a bachelors degree in nursing and equal to or greater than fifty percent (>50%) of the Faculty, excluding ANIP and Preceptors, must have a graduate degree in nursing.

G. DNEP and Faculty hired into a Board approved Nursing Education Program after June 30, 2014, must meet the respective qualifications as specified in these Chapter 2 Rules and Regulations, and the graduate degree in nursing and/or bachelor's degree in nursing

AACN Faculty work Load survey for Nursing 2015

Workload of Faculty	Mean Hours per week		95% CI	Survey (N)
Advising	7.3		7.1,7.4	3068
Teaching	14.7		14.3, 15.0	3066
Teaching Clinical	12.4		12.1,12.7	3067
Research	2.7		2.5,2.9	3072
Service	6.7		6.4,7.0	3066
Clinical Practice	1.8		1.7, 2.0	3,072
Hours per week on Regular activities, Office work	2.6		2.4, 2.8	3072
All work activities	48.3		47.8, 48.7	2914

Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from clinical sites have contributed to this emerging crisis.To minimize the impact of faculty shortages on the nation's nursing shortage, the **American Association of Colleges of Nursing** (AACN) is leveraging its resources to secure federal funding for faculty development programs, collect data on faculty vacancy rates, identify strategies to address the shortage, and focus media attention on this important issue.

- According to AACN's report on ***2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing***, U.S. nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing programs in 2014 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Almost two-thirds of the nursing schools responding to the survey pointed to faculty shortages as a reason for not accepting all qualified applicants into baccalaureate programs.
- According to a **Special Survey on Vacant Faculty Positions** released by AACN in October 2014, a total of 1,236 faculty vacancies were identified in a survey of 714 nursing schools with baccalaureate and/or graduate programs across the country (80.0% response rate). Besides the vacancies, schools cited the need to create an additional 124 faculty positions to accommodate student demand. The data show a national nurse faculty vacancy rate of 6.9%. Most of the vacancies (89.6%) were faculty positions requiring or preferring a doctoral degree. The top reasons cited by schools having difficulty finding faculty were insufficient funds to hire new faculty (61.3%) and difficulty in recruiting qualified applicants for open teaching positions (56.5%).
- Worsening faculty shortages in academic health centers are threatening the nation's health professions educational infrastructure, according to a report by the **Association of Academic Health Centers** released in July 2007. Survey data show that 94% of academic health center CEOs believe that faculty shortages are a problem in at least one health professions school, and 69% think that these shortages are a problem for the entire institution. The majority of CEOs identified the shortage of nurse faculty as the most severe followed by allied health, pharmacy and medicine.
- According to a study released by the **Southern Regional Education Board** (SREB) in February 2002, a serious shortage of nurse faculty was documented in all 16 SREB states and the District of Columbia. Survey findings show that the combination of faculty vacancies (432) and newly budgeted positions (350) points to a 12% shortfall in the number of nurse educators needed. Unfilled faculty positions, resignations, projected retirements, and the shortage of students being prepared for the faculty role pose a threat to the nursing workforce over the next five years.

Academic Council Meeting, October 7, 2016

APPENDIX C

Academic Department/Program Website Reminders
Academic Council, October 7, 2016

Program Sheet Trivia:

How many individual program sheets does CMU/WCCC have?

How many academic department websites currently link to the 16-17 program sheets?

How many previous years' program sheets are available on the website?

Please work with your department's web editors to review department and/or program websites.

Checklist to review suggested academic department website content:

- ❑ Is information about ALL programs included?
  (Majors, Concentrations, Minors, Professional Certificates, Technical Certificates)
- ❑ Has the department head contact information been updated?
- ❑ Does the department website include links to the program overview and program sheet for each program?
- ❑ Are "Catalog official" titles used in all references to each degree/award?
  (See "Programs of Study and Degrees Awarded" chart, 2016-17 CMU Catalog, p.10)
- ❑ Are major curriculum changes approved last year reflected?

Posting and Managing Documents Posted to the Website:

- Titles become part of URL of documents posted to the website
- Don't include spaces in document titles
- Use generic title so that the URL will remain consistent (important if URL is included in a printed document or a PDF posted to the website).
- Avoid using dates in document titles for posting to web unless archiving outdated documents is desired.
- Delete/un-publish old documents in addition to removing/unlinking.
- If a revision to a posted document is needed, "edit" the existing document in Cascade rather than uploading a new document.

Examples:

http://www.coloradomesa.edu/academics/documents/GraduatePoliciesProcedures.pdf

http://www.coloradomesa.edu/purchasing/documents/CMUPurchasingPolicies.Pdf

http://www.coloradomesa.edu/purchasing/documents/CMU%20Purchasing%20Policies%206_10_16.pdf

Academic Council Meeting, October 7, 2016

APPENDIX D

Proposed Revision to Manual for Academic Department Heads

Section V. Curriculum

E. Annual Updates to Academic Program Documents

In late winter, various academic documents must be updated to reflect curricular changes that have been approved during the academic year. The general timeframe for each of the documents is as follows:

1. Program Sheets

- By July 1 each year, editable, track-change versions of active program sheets are available to faculty at: R:\Curriculum\Program Sheets for Curriculum Program Modifications. Needed changes to program sheets should be submitted along with a program modification form to the appropriate curriculum committee by the published deadlines (early February deadline to make change to program sheets for the following academic-year).
- Early February: ~~Group 1 p~~Program sheets ~~(~~with no curriculum changes in the past year~~)~~ are ~~sent~~ revised to reflect the upcoming academic year's dates and any global policy changes by Academic Affairs staff prior to being posted to the website.~~to academic departments for review, with response due back to staff 10 days later.~~
  - If changes are needed to the "About this major" section of a program sheet that is not being modified through the curricular process, ADHs can access the program sheet on the R drive and email the revised program sheet to Academic Affairs staff by February 1.
    - In mid-January, ADH's will be reminded via email to submit any changes to the "About this major" section.
    - If no revisions are submitted by the deadline the dates and global policy change updates will be made and the program sheet posted to the website
- Early March: ~~Group 2 P~~program sheets ~~(~~with curriculum changes in the past year~~)~~ are: revised to reflect the upcoming academic year's dates and any global policy changes by Academic Affairs staff prior to being posted to the website .The curricular changes are reviewed by the ADH prior to submission to the curriculum committee and once approved by the committee those changes are made by AA staff and forwarded to the Registrar's Office for Degree Works programming. ~~sent by Academic Affairs staff to academic departments for review, with response due back to staff two weeks later.~~
- General Guidelines:
  - All needed changes to an individual program sheet should be made at the same time. Avoid making modifications to a program sheet at multiple curriculum meetings if possible.
  - If a program sheet modification has been approved by the curriculum committee and further changes are needed, request the updated program sheet from Academic Affairs staff rather than starting with the current program sheet on the R drive.
  - If a modification to a program sheet is being submitted to the curriculum committee, any needed changes to the "About the Major" section should be made at the same time.
  - Examples of changes that can be made without going through the, curriculum committee approval process:
    - Revising the "About this major" description, including SLOs
    - Correcting errors in Catalog information (e.g.., correcting course titles to reflect official titles as shown in Catalog)
    - Correcting obvious typos, arithmetic errors, misspellings
  - Examples of changes that must go through the curriculum committee approval process:
    - Changes +Required courses,
    - Lists of electives
    - Suggested course sequencing
    - Policy clarifications
    - Title of a major or concentration

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Academic Council Meeting, October 7, 2016

APPENDIX E

MARKETING & COMMUNICATIONS

Lowell Heiny Hall, Fourth Floor
Office Hours: 7am–6pm, Monday thru Friday

COLORADO MESA UNIVERSITY

Mike Mansheim,
Director of Marketing (ext.1412)

- Develop and execute multi-media advertising campaigns that grow awareness, improve public perception and generate applications to our diverse programs
- Drive the success of CMU's web, mobile and social experience to strengthen relations with prospective and current students, alumni, parents and donors
- Grow CMU's presence across paid, earned, social and owned media channels
- Assist high-profile, high-traffic and revenue-generating units including The Maverick Store, the CMU Foundation, the CMU Alumni Association to further support the university's growth and reputation

"On any given week, our team has upwards of 20 active, time sensitive projects. (We complete over 1,200 projects campus-wide each year.) The more information you can provide at the beginning of a project, the better off we all are. It's great to know what your communication challenge is, what audience you're trying to reach and what budget (if any) you have. Lead time is critical. No one on our team likes to say "no", but we're often faced with very tight deadlines and competing priorities. We want to tell your story, so let us know what's happening in your respective areas. Without your support, it's impossible for us to promote the great work each one of you and department faculty are doing for the university."

Dana Nunn,
Media Relations Director (ext.1868)

- Work with campus, local, state, regional and national news reporters to promote and showcase positive stories about the university as well as mitigate potentially less favorable stories
- Organize, coordinate and implement photo opportunities, press conferences, speaking engagements, ceremonies and other public relations events.
- Monitor and disseminate CMU and higher education media coverage
- Write, edit and/or proofread Marketing Office communication, ensuring adherence to brand guidelines, editorial style, messaging strategy, and fact-checking.
- Coordinate, write and/or edit campus announcements and emails to faculty, staff and students.

"Communication. There's never enough. I can help you spread the word about your event, accomplishments, projects and/or research, but I first need you to tell me what's happening. Give me the ammunition to pitch your story — at the very least, the who, what, where, when and why/how. And I need a little advance notice to be effective. Please, when your mailbox seems flooded with emails from me, remember that I am just the messenger for the all "faculty and staff" communications. If you have questions about the subject of an email, please check and see if there is contact in the body of the email and respond to them."

Katlin Birdsall,
Social Media and Creative Content Manager (ext.1277)

- Collect, create and organize content to promote the university across CMU's main social media channels (Facebook, Instagram and Twitter)
- Interact with prospective and current students, parents, alumni and business/community members through CMU's social media channels
- Write engaging stories for CMU owned publications to keep interested parties engaged with university
- Serve as editor of the Maverick Magazine and office fact-checker
- Edit/proofread all materials including posters, brochures, new webpages, and recruitment materials.
- Create and update faculty profiles on the CMU website

"If you engage in social media, please be a CMU brand ambassador by liking, commenting or sharing on our social media posts. Send me your story ideas for use in social media posts, the Maverick magazine and/or Inside CMU. We'd like to feature more of what our faculty is doing. Your faculty profile is important to current and prospective students. Please make sure you're filling out the correct form, your information is current and your picture is the real you at your best."

Andrea Keck,
Digital Communications Manager and Web Master (ext.1686)

- Oversee the CMU, future students and foundation websites
- Develop, design, and maintain the CMU website
- Assists with the development and execution of e-commerce stores and digital presentations to support University initiatives
- Assist with the design and development of the University's internal portal, MAVzone
- Provide technical assistance, training and advice to academic and administrative departments in the development of department-specific websites/pages
- Plan and create communication for student recruitment through the Customer Relations Management System, Recruiter
- Act as the Marketing Office's expert in all things digital

"Our website has over 2500 pages. You and your department contributor (someone who has been trained in the CMS) are the content experts. Please keep your content up-to-date and purge outdated material. If you have technical issues, CMS questions or need some design assistance, I'm here to help. Please send me the exact URL so I can get to the referenced page quickly. We care deeply for how the institution is portrayed through different mediums, so we've set specific graphic standards. If I say "no" to a request, there is a reason and I will be happy to discuss it with you."

Laura Bradley
Performing Arts Communications Coordinator and Box Office Manager (ext.1954)

- Promote CMU as the cultural center of the West Slope, keeping local and statewide media informed
- Maintain a daily presence on social media via Facebook, Twitter, YouTube and Instagram for events and student and faculty achievements
- Design of publications and print/digital advertising, as well as provide content for over 40 page on the university website
- Provide a high level of customer service through donor relations and student trained box office operations.

"I am constantly looking for material to show what's going on in the arts. Email me information about special class projects, travel, fund raisers and any special achievements. Timing is always a challenge. When it comes to publications and promotions, remember to factor in the time needed for design, proofing, printing and distribution. As the Manager of the Box Office there is information that I want all faculty to be aware of. The box office is open 10am–2pm, Tuesday through Friday. Main Stage shows in the Robinson Theatre are reserved seating, and there is a Student/Faculty Rush the first Thursday of any Main Stage show. Tickets are non-refundable.Please remember that my staff is comprised of students, many having their first job experience. We do our best to get everyone trained quickly but the beginning of the year can be challenging! The best way to reach me is by email."

Jeremy Smith,
Senior Graphic Artist and Creative Projects Manager (ext.1371)

- Maintain brand standards for CMU, WCCC, Maverick Athletics and The Maverick Store brand including the development of marks and logos for the brands and approval of materials when marks/logos are used
- Develop CMU and WCCC promotional materials for organizations, programs, departments, and events
- Provide graphic support and direction for outside entities when working with the university
- Conceptualize and execute printed materials for the schools use in student recruitment including brochures, view books, postcards, ads, workbooks, swag, and screen displays
- Work with various vendors to produce materials that promote the University – everything from banners, tents, and wall murals to athletic uniforms and bus wraps.
- Organize photo shoots and other assets used in the schools marketing materials.

"Promotion of your event or program should not be a last minute thought. It takes time to conceptualize, design, produce and implement effective materials. Please allocate enough time in your planning to allow us to do our job well. Everything that includes a university logo should be approved by the Marketing Office before use. We would prefer to help you with all your marketing needs, but if you need to make your own materials please ensure that the information is accurate, spelling and grammar are correct, high quality images are used, and it sheds a positive light on the institution. Brand standards are important to the creation of a consistent, positive and memorable public image.That is why we've established graphic standards and work hard to ensure they're maintained."

Lisa Smith,
Graphic Artist & Creative Projects Coordinator (ext.1401)

- Conceptualize, design and produce communication and marketing materials.
- Provide support to social media coordinator and webmaster.
- Prepare shot lists for photography; perform occasional photography.
- Manage design projects and coordinate all steps of printing process from competitive bid to delivery

"We're here to help promote your department. Let's meet to discuss your ideas, brainstorm together and create a professionally designed piece. Supplying all relevant information such as date, time, location and description always expedites the process."

Bronson Henriques,
Videographer and Media Asset Coordinator (ext.1258)

- Direct, produce and/or oversee video production for the Marketing Office
- Cover with video/still photography interviews, speakers and major events for internal and external promotion
- Provide photography for marketing publications and event promotion
- Provide technical assistance, training and advice to academic and administrative departments in the development of department-specific videos
- Maintain library of video assets

"CMU videos are used to inform and entertain current students, recruit potential students and to capture events in a way that only video can. We tell the stories that make you proud to be a part of the Maverick family. All of our videos are posted on YouTube and can be viewed by clicking on the YouTube link on the CMU website home page. Please remember if you are in need of video/photography services give us enough time to schedule everything accordingly."

Kimberly Williams,
Executive Director of Marketing & Communications (ext.1625)

- Manage projects and priorities
- Serve as marketing liaison and strategist with President's Office and the Management Team
- Initiate and develop relationships with community members and community organizations to promote the university and its programs.
- Participate as an active team member in marketing and communications work
- Tasked with exploring the possibilities

"Every student, faculty and staff member is an important client. The possibilities are infinite, but time and budget are not. The ideal is to have a great partner in the communications and marketing development process, with each of us bringing a wealth of knowledge and talent from our respective fields."

Academic Council Meeting, October 7, 2016

APPENDIX F

COLORADO
Department of Higher Education

CLEP & DSST
Faculty Conference
November 4, 2016

Invitation to Participate

To: **GE COUNCIL (& Faculty)**

What: CLEP & DSST Faculty Conference

When: **Friday, November 4, 2016**, 8:30 am – 4:00 pm
Registration/Light Breakfast will commence at 8:30am; conference program will begin at 9:00 am.

Location: CCCS Lowry Conference Center
Building No. 697
1061 Akron Way
Denver, CO 80230
303-620-4000

Purpose: To decide if the CLEP and DSST exams (and the ACE recommended cut scores) under consideration (*see table below*) can be used to award GT Pathways credit.

GT Pathways Content Area(s)	CLEP Exam(s)	DSST Exam(s)
GT-HI1: History	• History of the US I	• The Civil War & Reconstruction • A History of the Vietnam War
GT-SS1: Economic or Political Systems GT-SS2: Geography GT-SS3: Human Behavior, Culture or Social Frameworks	• American Government • Intro Psych • Intro Sociology	• Ethics in America • Introduction to World Religions • Human/Cultural Geography • Lifespan Developmental Psych
GT-AH2: Literature & Humanities GT-AH4: World Languages	• Analyzing & Interpreting Lit • French – Level 2 • Spanish – Level 2	
GT-CO1: Written Communication	• College Composition • College Composition Modular	
GT-SS2: Natural & Physical Sciences (w/o Lab)	• Biology	• Astronomy • Environment & Humanity
GT-MA1: Mathematics	• College Algebra • College Mathematics	• Fundamentals of College Algebra • Principles of Statistics

Invited Guests:

Kathie Montognese *- CLEP, Senior Assessment Manager, College Board*
Emily Paulsen *– CLEP, College Board*
Kate Hill *– DSST, Director, Test Development, PROMETRIC*
Mary Beth Lakin *- Director, College and University Partnerships, American Council on Education (ACE)*
Patrick Hutchinson *-ACE Faculty Reviewer & General Education Program Chair at New England College of Business*
Barbara Plake *- Professor Emeritus, University of Nebraska, Psychometrician and past consultant to ACE on cut score settings on CLEP exams, and member of technical advisory committees for College Board.*

GEC Reps: Please be sure to recruit faculty members who are able to address the exams listed above. It should be a priority to invite those faculty members who have taken the CLEP and DSST exams.

**** Each **four-year institution** is encouraged to send one (1) faculty member from *each of the six content areas listed above* to participate in these discussions.

**** The **Colorado Community College System** (not each individual community college) is encouraged to send a twenty-four (24) person delegation consisting of four (4) faculty members from *each of the six content areas listed above* to participate in these discussions.

**** **Aims and Colorado Mountain College** are encouraged to send one (1) faculty member from *each of the six content areas listed above* to participate in these discussions.

GEC Reps: Please send a list of your institution's delegation, by close of business, Wednesday, October 21, 2016, to:

Maia Blom, Colorado Department of Higher Education
303-862-3017
maia.blom@dhe.state.co.us

Your institutional lists should include:

1. **first and last name of each attendee,**
2. **their title,**

3. their *email address*, and
4. the content area & discipline they are representing.

All this same information (and more!) can be found on the CDHE website: http://highered.colorado.gov/Academics/Transfers/Conference/schedule.html .

Should you have any questions or concerns, please contact Maia Blom, 303-862-3017, maia.blom@dhe.state.co.us.

HOTEL INFORMATION

A block of 25 rooms has been put on courtesy hold for November 3 & 4, 2016 for F2F participants. Room rate is $99/night.

DoubleTree by Hilton Denver
3203 Quebec Street
Denver, CO 80207
303-321-3333

Deadline for reserving a room: October 21, 2016. So book early, book often; book soon! ☺
Use this link to make your reservation:

http://doubletree.hilton.com/en/dt/groups/personalized/R/RLDV-DT-FAC-20161103/index.jhtml?WT.mc_id=POG

Tax-exempt status: a valid tax exemption certificate is required at check-in along with the tax-exempt form posted on CDHE website.

DIRECTIONS TO Colorado Community College System - Lowry Campus:

Lowry Conference Center
Building No. 697
1061 Akron Way
Denver, CO 80230
303-620-4000

From I-70

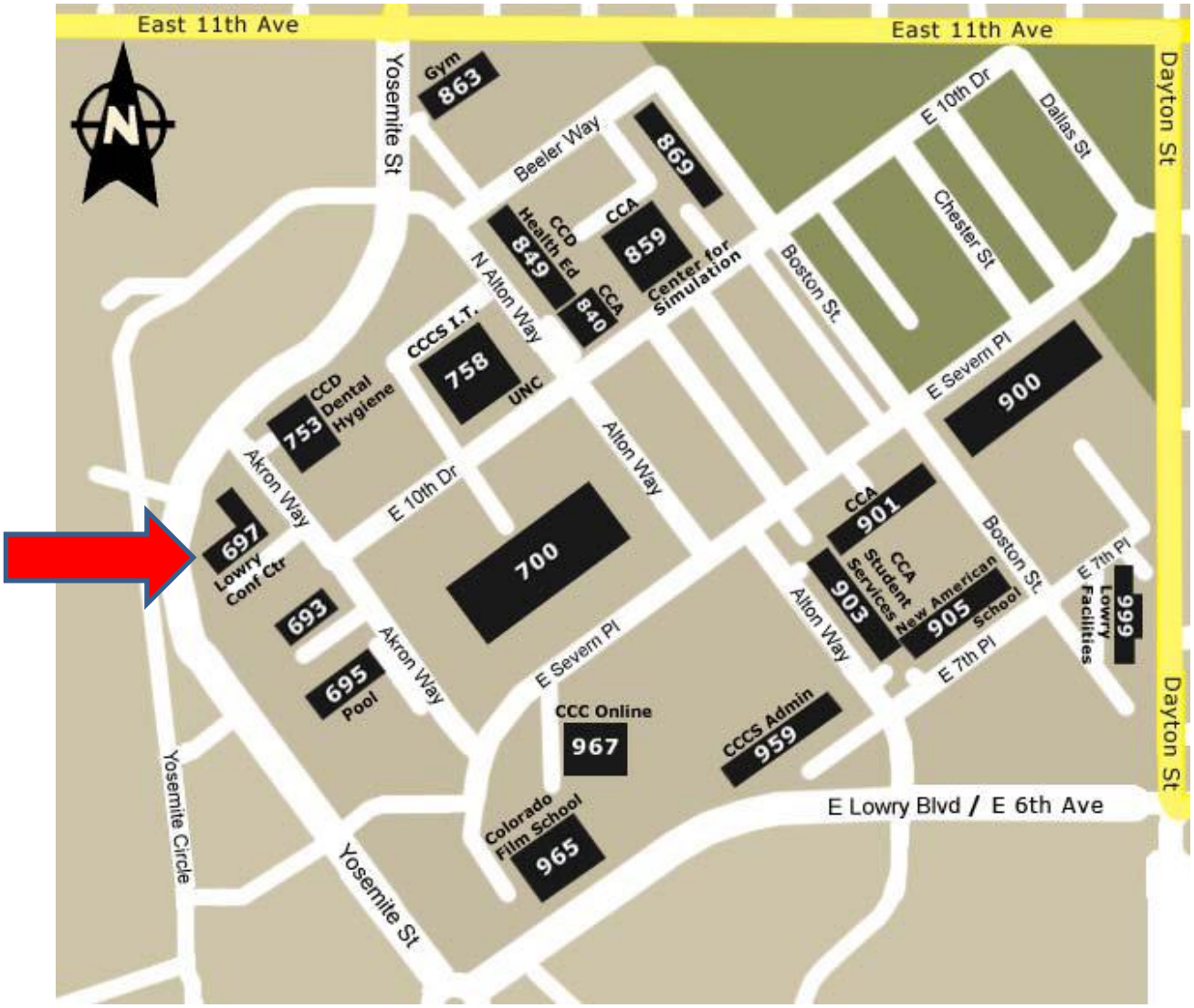
- Take Exit 278.
- Follow signs for Quebec Street (going south); continue straight on Quebec St.
- Turn LEFT on E. Colfax Avenue
- Turn RIGHT on Yosemite Street
- Turn LEFT on Akron Way
- 1061 Akron Way will be on the right.

From I-225

- Take the 6th Avenue exit.
- Follow 6th Avenue West – it becomes Lowry Blvd. after Dayton St.
- Follow Lowry Blvd.West to Yosemite St. (a traffic circle) – turn RIGHT on Yosemite St. (going North).
- Turn RIGHT on Akron Way.
- 1061 Akron Way will be on the right.

From West Central Denver:

- Take 6th Avenue East; cross Quebec St and continue onto Lowry Campus.
- Turn RIGHT (South) on Uinta Way.
- Turn LEFT (East) at the traffic circle, onto Lowry Blvd.
- Continue on Lowry Blvd to next traffic circle, Yosemite St.; turn LEFT (North) on Yosemite.
- Turn RIGHT on Akron Way.
- 1061 Akron Way will be on the right.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East 11th Ave
Yosemite St
Gym
863
Beeler Way
869
E 10th Dr
Dallas St
Dayton St
CCD Health Ed
849
CCA
859
Center for Simulation
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840
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Chester St
Boston St
CCCS I.T.
758
UNC
CCD Dental Hygiene
753
E Severn Pl
900
Akron Way
E 10th Dr
Alton Way
CCA
901
697
Lowry Conf Ctr
700
CCA Student Services
903
New American School
905
Boston St
E 7th Pl
Lowry Facilities
666
693
Akron Way
695
Pool
E Severn Pl
Alton Way
E 7th Pl
CCC Online
967
CCCS Admin
959
Yosemite Circle
Colorado Film School
965
E Lowry Blvd / E 6th Ave
Yosemite St
Dayton St

Academic Council Meeting, October 7, 2016

APPENDIX G

Requested Options for Altering the Student Online Orientation requirement. Academic Council: 10/7/16

Option 1. Students are required to complete an orientation in the learning management system (d2l) environment prior to be allowed in the course shell for online and blended courses. Students must pass the orientation assessment with a score of 80%. Students will have 5 attempts to pass the assessment with the required score. Students who do not pass with 80% will not be allowed into the course, but may re-enroll for online or blended courses in the next semester and re-take the orientation.

Option 2. Students are required to complete an orientation in the learning management system (d2l) environment prior to be allowed in the course shell for online and blended courses. Students must pass the orientation assessment with a score of 80%. Students will have unlimited attempts to pass the assessment during the first week of the term. Students who do not pass with 80% will not be allowed into the course, but may re-enroll for online or blended courses in the next semester and re-take the orientation.

Option 3. Students are required to complete an orientation in the learning management system (d2l) environment prior to be allowed in the course shell for online and blended courses. Students must pass the orientation assessment with a score of 80%. Students will have unlimited attempts to pass the assessment until the day prior to the drop date for the term. Students who do not pass with 80% will not be allowed into the course unless approved by the instructor, but may re-enroll for online or blended courses in the next semester and re-take the orientation.