

**METROPOLITAN STATE COLLEGE *of* DENVER**  
**Academic Affairs and Student Services Subcommittee**  
**Wednesday, March 16, 2011**  
**9:30 a.m. – 12:00 p.m.**  
**CN 301**

**AGENDA**

**I. CALL TO ORDER**

**II. APPROVAL OF MINUTES**

- a. Approval of January 19 and November 17 Academic Affairs & Student Services Subcommittee Meeting Minutes

**III. ACTION ITEMS**

- a. Global Environmental Field Problems Study Abroad Course– Ali Thobhani
- b. Theatre Program Fee Request – Joan Foster
- c. Linguistics major – Joan Foster
- d. BHS2 concentration – Joan Foster
- e. Sport Industry Operations Certificate – Kathy Heyl
- f. Tourism Management concentration – Kathy Heyl
- g. Events Management concentration – Kathy Heyl
- h. Sales Certificate – John Cochran
- i. Sabbatical Leave Recommendations – Luis Torres

**IV. REPORTS**

**V. INFORMATION ITEMS**

- a. General Studies Update – Joan Foster
- b. Faculty Evaluation Task Force Update -- Mark Potter
- c. Quick Start program report -- Judi Diaz-Bonacquisti

**VI. REQUEST FOR FUTURE AGENDA ITEMS**

**VII. FEEDBACK ON MEETING**

- d. Did we cover the agenda items?
- e. What should the chairperson do more (or less) of?
- f. What can we do differently at future meetings to improve their effectiveness for you?
- g. What two things do we need to pay more attention to?

**VIII. ADJOURNMENT**

**METROPOLITAN STATE COLLEGE *of* DENVER**  
**Academic Affairs and Student Services Subcommittee**  
**Wednesday, November 17, 2010**  
**8:30-11:00 a.m.**  
**CN 301**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order at 8:35 a.m.

**Board of Trustees present:**

Trustee Esquibel, Trustee Lucero, Faculty Trustee Nees

**Metro State Personnel present:**

Provost/Vice President for Academic Affairs, Vicki Golich; Vice President for Student Services, Kathleen MacKay; Associate Vice President of Academic Affairs, Sheila Thompson; Dean, School of Letters, Arts & Sciences, Joan L. Foster; Acting Dean, School of Professional Studies, Kathy Heyl; Deputy Provost, Luis Torres; Acting Associate Dean, School of Professional Studies, Bruce Morgenegg; Executive Director International Studies & Interim Chair of African & African American Studies, Ali Thobhani; Dr. Rebecca Forgash, Affiliate Faculty, Modern Languages, Sandy R. L. Kim

**II. APPROVAL OF MINUTES**

- a. Approval of October 20, 2010 Academic Affairs & Student Services Subcommittee Meeting Minutes

**Trustee Nees moved to approve the minutes, seconded by Trustee Lucero – approved unanimously.**

**III. ACTION ITEMS**

- a. Chinese Literature in Translation Study Abroad Course – Dr. Ali Thobhani

Dr. Thobhani informed the committee that Dr. Bruce Degi in the English department has developed the Chinese Literature in Translation Study Abroad Course as a result of attending a faculty exchange to Yunnan, China. He is excited about his experience and is going to lead this course, which will study Chinese literature and other aspects of the Chinese culture.

**Trustee Lucero moved, Trustee Nees seconded – approved unanimously**

- b. Japan: Culture, Communication, and Identity Study Abroad Course – Dr. Ali Thobhani

Dr. Rebecca Forgash, Asst. Professor of Anthropology, and Affiliate Faculty member, Modern Languages, Sandy R. L. Kim were present to provide details of the Japan: Culture, Communication, and Identity Study Abroad Course. Dr. Thobhani explained that the course is unique at Metro because two departments are involved – Anthropology and Modern Languages. The course is a six credit hour course because it will take three weeks to complete. There are pre departure sessions and post departure sessions planned that are included in the total hours.

**Trustee Nees motioned, Trustee Lucero seconded – approved unanimously**

**IV. REPORTS**

**V. INFORMATION ITEMS**

- a. The General Studies update will be presented at the January meeting, as well as a cameo presentation from the First Year Success Program. Trustee Esquibel will remind the Board members that the minutes from the ASA Meetings are on the web.

**VI. REQUEST FOR FUTURE AGENDA ITEMS**

**VII. FEEDBACK ON MEETING**

- a. Did we cover the agenda items?
- b. What should the chairperson do more (or less) of?
- c. What can we do differently at future meetings to improve their effectiveness for you?
- d. What two things do we need to pay more attention to?

**VIII. ADJOURNMENT**

- a. Adjourned at 8:45 am.

DRAFT

**METROPOLITAN STATE COLLEGE *of* DENVER**  
**Academic Affairs and Student Services Subcommittee**  
**Wednesday, January 19, 2011**  
**9:30a.m.-12:00p.m.**  
**CN 301**

**MINUTES**

**I. CALL TO ORDER**

**Board of Trustees present**

Trustee Esquibel, Faculty Trustee Nees

**Metro State Personnel present**

President, Steve Jordan; Provost/Vice President for Academic Affairs, Vicki Golich; Acting Dean School of Professional Studies, Kathy Heyl; Deputy Provost, Luis Torres; Associate Vice President for Student Services, Emilia Paul; Executive Director International Studies & Interim Chair of African & African American Studies, Ali Thobhani; Director, Program Review, Rick Moeller; Director, Health Center, Steve Monaco; Associate Vice President Admin & Finance/Controller, George Middlemist; Acting Associate Dean, Language, Arts & Sciences, Bruce Morgenegg; Director, First Year Success, Sandra Posey; General Counsel, Loretta Martinez; Associate Vice President of Enrollment Services, Judi Diaz-Bonaquisti; Chair, Chicana/o Studies, Ramon Del Castillo, Professor Stella Todd, Associate Dean, Language Arts & Sciences, Linda Lang-Peralta, Professor Arthur Campa; Professor Nancy Sayre; Professor Ann Diker; Professor Ruth Ann Nyhus; Data Specialist, First Year Success, Kyle O'Neal.

With only two Trustees present, the subcommittee will submit recommendations to forward to the board. Trustee Esquibel announced that Terrance Carroll will be his replacement after the Senate makes their appointments. Dr. Esquibel has enjoyed his tenure with the Board of Trustees, and thanked the committee for the opportunity to serve on the subcommittee.

**II. APPROVAL OF MINUTES**

- a. Approval of November 17, 2010 Academic Affairs & Student Services Subcommittee Trustee Nees moved to approve the 11/17/10 minutes, Trustee Esquibel seconded – approval recommended.

**III. ACTION ITEMS**

- a. Student Health Insurance – Steve Monaco
- Steve Monaco, Health Center Director, has been working with the Vice Presidents and Associate Vice President, Emilia Paul, to get a new insurance policy in place for Metro students. Metro is one of the last institutions to have a mandatory health insurance policy. About 26% of Metro students take advantage of the health insurance. Dr. Jordan asked Steve to think about what steps we could take to move away from mandatory insurance and still be in compliance.
  - There are 1,000 more students on the insurance plan this year than last year. Mr. Monaco explained the “opt out” system that is currently in place. Students must prove that they have alternative insurance in order to opt out of the program; it is an automatic charge. The new program would be an “opt in” approach. When a student registers for at least nine units, they will receive an email directing them to a link where they can purchase the college insurance or submit their proof of other insurance. The new program will have twelve months of coverage; Fall will cover five months and Spring/Summer will cover seven months. Graduating students will be covered until the end of the summer. The new program will save students money and

they will receive more benefits. Several groups will review the new proposal. This model is new and innovative.

- The cost of the insurance is \$3,890 a year. The student body will receive a letter outlining the program in April and then an email with the new documentation; there will be a transition period from the previous insurance. Summer 2011 students will still be on the previous insurance plan.
  - Implementation of this program was recommended to the Board by Trustees Nees and Esquibel.
- b. Andean Civilizations Study Abroad course– Dr. Ali Thobhani  
Dr. Thobhani recommended that the subcommittee approve the Andean Civilizations Study Abroad course because the destination is not new to Metro State. The same faculty members are still involved. It is a course title change and a change in credit hours.
- c. Caribbean Cruise Culture Study Abroad course – Dr. Ali Thobhani  
Dr. Thobhani recommended that the subcommittee approve the Caribbean Cruise Culture Study Abroad course. Dr. Helen Sorenson has changed the focus of this course to study cruise culture more in-depth; she has done other courses in the Caribbean. Students take a cruise and study the economics of the cruise culture. This course will take place on the Winter break of 2011-12.
- d. Cultural Ecology of Yunnan, China Study Abroad course - Dr. Ali Thobhani  
Dr. Thobhani recommended that the subcommittee approve the cultural Ecology of Yunnan, China Study Abroad course. This course, as well as the next course listed, Land Use and Biodiversity of Yunnan, China Study Abroad course are offered at the same time. Both faculty members have taught the courses previously. Both courses together are a total of six credit hours.
- e. Land Use and Biodiversity of Yunnan, China Study Abroad course – Dr. Ali Thobhani
  - Trustee Nees moved to recommend, Trustee Esquibel seconded to recommend approval to the Board.

#### IV. **REPORTS**

- a. Risk Management related to Study Abroad – Ali Thobhani
  - Dr. Thobhani gave the committee a brief overview of study abroad programs. There are three types of programs: 1) Faculty-led courses; 2) Metro semester-long programs in London and Guadalajara; and 3) Third party programs.
  - On average, there are about 200 students every year that participate in study abroad courses. Currently, there are 55 students this semester. A large number of students enroll in programs offered by other institutions and organizations.
  - Faculty programs: 1) go through review at different levels. 2) Issues are reviewed and raised in any of the proposals. 3) Each proposal reviews state department advisories. 4) 5) Periodic training sessions for faculty on health, safety and related matters. 6) Each faculty led course has student evaluations; any concerns are addressed.
  - Student Focused: 1) Students are advised through the office; 2) provided mandatory pre-departure orientation; 3) behavioral expectations and code of conduct are reviewed; 4) Mandatory health insurance including emergency medical evacuation provisions; 5) health information forms for reviewed; 6) mandatory viewing of health and safety video; 7) Registration with the US Embassies
  - Institution focused: 1) Emergency communication plan, students have a 24 hour security number to contact and health or safety issues can be communicated, 2) Emergency task force to react to situations; 3) High-level meetings held if a program is scheduled in a country with State Department warnings or alerts; 4) Communications with the College Counsel for questions that come up with students or parents that have questions is available when needed.

- National standards and practices are monitored: the standards of good practice for short-term education abroad programs, overseas security advisory council, forum on education abroad, NAFSA and others.
  - Loretta Martinez, College Counsel, explained that these types of courses are the wave of the future; the short course is the most risky arena of international programs. The focus should be on the development process if the course is going to be a semester or four week course. Also important is the selection of students; they need to have the emotional and academic maturity to be abroad.
  - Financial aid is available to students. Any State Department warnings or public reports would trigger a review of the course. The college is part of a List Serve to communicate with other institutions that have similar courses that provide updates and concerns.
  - Mandatory health insurance is part of the cost of the course. When students sign up for third party programs, the college doesn't have any power over the selection of the student if the institution doesn't check with the college or have the student sign a release.
  - The college is looking into private companies that provide emergency evacuations, including political or disaster situations.
- b. Program Review One Year Follow-up; School of Professional Studies – Associate Dean Linda Lang-Peralta, Acting Dean Kathy Heyl
- Rick Moeller, Program Review Director, outlined the programs reviewed in the 2008-09 academic year. There is a program review follow-up a year and a half later that addresses any significant questions from the first review.
    - **Chicana/o Studies** – Ownership of courses and an official name change of the major was discussed. Space is an issue. The Journey Through Our Heritage program is a good recruitment tool.
    - **Health Care Mgmt** – The Health Care Management program is moving to the West Classroom by next October. Any issues have been taken care of.
    - **Human Performance & Sport** – The issues with the HPS program are being addressed. The Bachelor of Science degree has been approved; updates of syllabi are on schedule; Sport Industry will be moving forward in the curriculum process soon. There have been priority improvements with a new sound system in the dance studio and repair of equipment. The committee discussed aligning the UCD Masters program with Metro State's degree.
    - **Math** – The committee discussed the necessity of offering remedial courses. Peer study was discussed.
    - **Music Education** – The library collection is non-functional in the Music department, but it is being addressed; capital requests have been submitted including additional instruments and other equipment.
    - **Physics** – The Physics program works closely with UCD; both schools share equipment and space; they both exist and benefit because of the collaborative reciprocity arrangements. Large classes of 55 or 65 include both institutions. The committee discussed merging the two programs.
    - **Women's Studies** – The Women's Studies program has a major and a minor. The committee discussed why it isn't a department. The institute sees itself as a model for integrating academic and student services.
- c. Faculty Evaluation Task Force Update – Provost Golich
- The Faculty Evaluation Task Force was convened a year ago in January 2010 to address concerns with the faculty evaluation process. Decisions are grounded in best practices and research literature. The Task Force is recommending evaluating three primary roles: teaching, scholarly activities, and citizenship/service. They would like to recommend moving

evaluations to the academic calendar year. There is a pilot program this semester on the student rating of instruction document; the data will be available next year. The Task Force is recommending that the Center for Faculty Development collaborate with Academic Affairs to help train candidates for tenure and promotion and all faculty and administrators involved in the review processes on the new procedures.

d. First-Year Success – Sandra Posey

- Sandra Posey, Director of Learning Communities and First Year Success, presented a short film on the First Year Success program and its benefits to students and the college. The projected enrollment in AY 2012 is 3200 students.

**V. INFORMATION ITEMS**

a. HLC report on General Studies Focused Visit

- The Higher Learning Commission provided a report on their visit to review Metro State's general studies program and the learning outcomes associated with the program. There were no surprises in the report, but there is still work to do. Implementation is going to be the challenge. It will be on the March agenda for the Board of Trustees. The First Year Success Program will be a key element for success.

b. Meeting with Senator Johnston

- Dr. Golich reported on the meeting with Senator Johnston of the Colorado legislature. Two consortiums have received money to establish assessments for the national Core Curriculum project to which Colorado is a signatory; Colorado is currently a member of each, but they are considering dropping one membership. The state has begun to draft an RFP for K-20 assessment. There is a plan to establish a leadership council that will replace the P-20; however, there are fewer higher education representatives. Senator Johnston will speak to the governor about adding more reps from higher ed.

**VI. REQUEST FOR FUTURE AGENDA ITEMS**

**VII. FEEDBACK ON MEETING**

- Did we cover the agenda items?
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**VIII. ADJOURNMENT**

Adjourned 11:32 am.

**AGENDA ITEM III.a: Global Environmental Field Problems Study Abroad course**

**INFORMATION:**

The Earth and Atmospheric Sciences department, which is housed in the School of Letters, Arts and Sciences, proposes a three credit hour course titled Global Environmental Field Problems: The Mountains, Valleys and Coasts of Chile. The course has been approved by the College Committee on International Education, the Office of International Studies, and the Office of Academic Affairs. The Board of Trustees must approve all new study abroad courses.

During the field experience, the students will visit the Andes mountains, inland valleys, and the Pacific Coast. Beginning in Santiago and ending in Chiloe Island, the students will visit national parks, universities, research centers, mountain tourist resorts, Chile's agricultural heartland, native communities, river basins, the coast and islands. The course objectives include broadening students' geographical knowledge regarding the current culture and society of Southern Cone countries, facilitating environmental research on Chile's diverse geography and unique ecology, facilitating students' understanding of Chile's current development model, providing students the tools to comprehend Chile's environmental framework of institutions, policies and science, enriching students' understanding of sustainable practices and mitigation/adaptation efforts related to climate change, and enabling students to study the political ecology dealing with hydrological energy projects.

The course will be led by Dr. Antonio Bellisario, Assistant Professor in the Department of Earth and Atmospheric Sciences. He is a regional planner with expertise in the political economy of development and change in the global south in general and in Latin America in particular. He was born and raised in Chile and has maintained extensive research and academic contacts with Chilean scientists. Dr. Bellisario has participated in international professional development programs and his current research interests include international environmental policy and planning and the urban experience under conditions of rapid socio-economic transformation. Dr. Jason Janke, Associate Professor in the Department of Earth and Atmospheric Sciences, will be the assistant instructor. His expertise in environmental science contributes to his decade long work in alpine environments. He focuses on applied research, especially those projects that utilize geospatial technology. Dr. Janke has directed field courses in Alaska, Hawaii, and the alpine regions of Colorado.

The program is proposed to run July 30 through August 13, 2011. The program cost to students is anticipated at approximately \$5,760, including room and board, airfare, excursions and tuition. Students are responsible for additional expenses including health/travel insurance, books, and other personal expenses. The minimum number of participants is 10 students and the maximum number is 16. Faculty salaries are paid by the Extended Campus office from the tuition collected.

**RECOMMENDATION:**

The Office of Academic Affairs recommends approval of the Global Environmental Field Problems: The Mountains, Valleys and Coasts of Chile course.

**AGENDA ITEM III.b.: Theatre program fee proposal**

**INFORMATION:**

The Department of Theatre is requesting a program fee increase of \$1.00 per credit hour which would increase its current fee of \$1.00 per credit hour to a new fee of \$2.00 per credit hour for courses beginning with the THE prefix. The guidelines for program fees require that departments post a notice to students about the proposed fee and the reason it is being requested. The following notice was posted on department “call boards” where production announcements are posted and on the department’s Facebook page, and announced in classes between late August and early October of 2010.

The Theatre department proposes to increase course fees by \$1.00 per credit hour. The current course fee is \$1.00 and would increase to \$2.00 per credit hour. The increase would be used to purchase course supplies for all Theatre classes including such things as safety equipment, paint, class construction supplies, makeup prosthetics, sewing supplies, and DVDs of performance classes. Please provide feedback to the Theatre department regarding this proposed class fee increase by October 10, 2010 to Stacey Nelms at [nelmss@mscd.edu](mailto:nelmss@mscd.edu).

The Department reports receiving no negative feedback and one positive comment from a student in response to the posting and announcements. Based on the current total credit hours generated through THE courses, the department anticipates approximately \$3,045 of additional revenue from this program fee increase.

The proposed fee has been reviewed and approved by Academic Affairs, Student Services, the Student Fee Review Panel of the Student Government Assembly, and the President’s Cabinet.

**RECOMMENDATION:**

The Office of Academic Affairs recommends approval of the Theatre program fee.

**AGENDA ITEM III.c.: Proposed Linguistics Major**

**INFORMATION:**

The primary goal of the Linguistics Major is to fill the gap in linguistics programs in Colorado. At the present time, the only institutions which offer either a major or a minor in linguistics are the University of Colorado at Boulder and Metropolitan State College of Denver. The Language/Linguistics Program in the English Department at Metro State currently has two separate linguistics minors which will be retained: one that focuses on linguistics and another that focuses on a foreign language. The proposed Linguistics Major is designed to prepare students for a graduate program in linguistics or a particular linguistics subfield, such as anthropological linguistics, sociolinguistics, psycholinguistics, computational linguistics, modern or classical languages, or ESL. Linguistics, by its very nature, focuses on the diversity of languages and the people who speak them. A Linguistics Major is a way of serving non-native English speakers, as well as the wide range of English speakers, because it emphasizes all languages and all varieties of English as legitimate objects of analytical study. The interdisciplinary nature of linguistics forces students to think in ways that are cooperative and creative.

Since the proposed Linguistics Major is a combination of two already-existing minors, the expense of creating a major is minimal. At the present time, the program has two full-time tenure/tenure-track faculty and one full-time temporary faculty, plus other English faculty who teach in specialty areas (History of the English Language, Old Norse, Old English, and Latin). In addition, the program utilizes courses taught in other departments, such as Modern Languages, Anthropology, Communication Arts and Sciences, Philosophy, and Psychology.

The Linguistics Major has been approved by the School of Letters, Arts, and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

**Proposed Linguistics Major (new courses in bold; all courses are undergoing syllabus changes):**

**I. Required:**

ENG 2010 Introduction to Linguistics	3
LING 3040 Morphology and Syntax	3
<b>LING 3043 Phonetics &amp; Phonology</b>	<b>3</b>
LING 4060 Modern Language Theory	3
	<u>Total 12</u>

**II. Language Requirement:**

At least 6 credit hours of a single foreign language at or above the 2000-level (the language courses must contain grammar). Students who have not taken enough high school language courses to enter at the 2000-level will be required to take the prerequisite 1000-level language courses. For Linguistics majors who are Modern Language minors, the student must take either (a) 6 credit hours of a different language than their minor at or above the 2000-level or (b) 6 elective credit hours from sections III and/or IV.

Total 6

**III. Choose 6 courses from among the following electives:**

ENG 3011 Analyzing English	3
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ENG 3020 History of the English Language	3
ENG 3030 Semantics	3
ENG 3050 Language and Society	3
ENG 3070 Old English	3
<b>ENG 3073 Old Norse</b>	<b>3</b>
<b>ENG 3075 Latin</b>	<b>3</b>
<b>LING 3080 Perspectives in Linguistics: Variable Topics</b> ( <b>LING 308A Conversation Analysis [sample new course]</b> )	<b>3</b>
LING 4010 Studies in Linguistics - Variable Topics (LING 401A Sociolinguistics [sample course already exists])	3
<b>LING 4011 Anthropological Linguistics</b>	<b>3</b>
<b>LING 4012 Psycholinguistics</b>	<b>3</b>
<b>LING 4013 Historical Linguistics</b>	<b>3</b>
<u>Total 18</u>	

IV. Choose 3 interdisciplinary courses from among the following electives (at least one must be 3000/4000-level):

ANT 2330 Cross-Cultural Communication	3
ANT 2500 Anthropology of Language	3
LING 4010 Studies in Linguistics: Variable Topics	3
LING 4011 Anthropological Linguistics	3
LING 4012 Psycholinguistics	3
LING 4013 Historical Linguistics	3
FRE 3150 French Phonetics: Theory & Practice	3
FRE 4540 Literature, Culture, and Translation	3
GER 3150 German Phonetics: Theory & Practice	3
GER 3300 Advanced German Grammar	3
GER 3410 Translation Techniques for Scientific Materials	3
GER 4410 Advanced Translation Techniques	3
SPA 3150 Spanish Phonetics: Theory & Practice	3
SPA 3650 Introduction to Spanish Translation I	3
SPA 4050 Introduction to Translation II	3
SPA 4310 History of the Spanish Language	3
PHI 2440 Logic	3
PHI 3120 Philosophy of Language	3
PHI 3330 Epistemology	3
PHI 3530 Philosophy of Mind	3
PSY 390R Psychology of Language	3
SLHS 2890 Language Acquisition	3
SLHS 3540 Phonetics and Phonological Awareness	3
SPE/WMS 2770 Gender and Communication	3
<u>Total 9</u>	

Total credits required for major 45

**RECOMMENDATION:**

The Office of Academic Affairs recommends approval of the Linguistics major.

**AGENDA ITEM III.d.: Proposed Behavioral Science 2 Concentration**

**INFORMATION:**

In 2009, the Sociology, Anthropology and Behavioral Science Department began working on program revisions for the Behavioral Science major that would improve its rigor, facilitate program assessment, and respond to concerns expressed through the program review process. One of the revisions is the addition of a new concentration focused on serving students pursuing elementary education teacher licensure. The faculty in the Sociology, Anthropology and Behavioral Science Department collaborated with the faculty in the Teacher Education program to develop this new concentration. All courses included in the concentration are currently and routinely offered, so the program does not anticipate any impact on resource allocation.

The BHS2 concentration includes the following curriculum:

**REQUIRED GENERAL STUDIES COURSES – LEVEL I**

**Composition:**

ENG 1010	Freshman Composition: The Essay
ENG 1020	Freshman Composition: Analysis, Research, and Documentation

**Mathematics:**

MTH 1610	Integrated Mathematics I
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**Communications:**

SPE 1010	Public Speaking
<b>OR</b>	
SPE 1710	Interpersonal Communication

**Multicultural:**

EDU 3200	Human Diversity: Applications for Multicultural Education
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**REQUIRED GENERAL STUDIES COURSES – LEVEL II**

**Historical**

HIS 1210	American History to 1865
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**Arts and Letters**

ARTH/MUS 3060	Art and Music for ELE
ENG 2460	Introduction to Children's Literature

**Social Sciences:**

GEG 1000	World Regional Geography
PSY 1800	Developmental Educational Psychology

**Natural Sciences:**

SCI 2610	Integrated Natural Science I
SCI 2620	Integrated Natural Science II

No Senior Experience course is listed as students are expected to complete EDU 4190 Student Teaching and Seminar as part of the elementary education licensure program.

**General Studies Subtotal:** **33 hours**

**Required BHS2 Core:**

ANT 1310	Introduction to Cultural Anthropology
ECO 1040	A Citizen's Guide to Economics*
HIS 1110	Colorado History
PSC 1010	American National Government
PSY 3340	Cognitive Development and Learning
SOC 1010	Introduction to Sociology

\*ECO 1040 is recommended. Students may substitute ECO 2020 Principles of Economics – Micro.

**Core Subtotal:** **18 hours**

**Program Focus:**

8 courses (24 semester hours) from the approved list below, distributed as follows:

- Minimum 6 courses (18 semester hours) must be upper division
- Minimum 7 courses (21 semester hours) must be selected from the approved list in the following disciplines:
  - Geography (GEG)
  - History (HIS)
  - Political Science (PSC)
    - At least one course must be selected from each of the above disciplines
    - Only one lower division course may be included in the above disciplines
- 1 course (3 semester hours) selected from the following disciplines:
  - Anthropology (ANT)
  - Sociology (SOC)

**Program Focus Subtotal:** **24 hours**

**Total Hours:** **42 hours**

**COURSES APPROVED FOR PROGRAM FOCUS**

Anthropology – Approved Courses

ANT 1010 – Physical Anthropology and Prehistory

ANT 2330 – Cross Cultural Communication

ANT 2640 – Archaeology

**ANT 3310 – Ethnography of Native Americans\***

**ANT 3340 – Native Americans in Historical Perspective\***

ANT 3360 – Ancient American Civilizations

ANT 3380 – Exploring Folklore

Geography – Approved Courses

GEG 1100 – Intro to Physical Geography

GEG 1300 – Intro to Human Geography

**GEG 2020 – Geography of Colorado\***

**GEG 2200 – Geography of the U.S.\***

GEG 3000 – History of Geography of the U.S.  
GEG 3600 – Urban Geography

History – Approved Courses

HIS 1220 – American History since 1865  
HIS 1910 – History of Meso-America: Pre-Columbian and Colonial Periods  
HIS 1940 – Survey of African History  
**HIS 3090 – Native Americans in American History\***  
**HIS 3410 – American Colonial History\***  
**HIS 3430 – American Revolution and Early National Period\***  
HIS 3520 – Civil War and Reconstruction  
HIS 3570 – African American History I  
**HIS 3590 – American Immigration History\***

Political Science – Approved Courses

PSC 1020 – Political Systems and Ideas  
**PSC 3000 – American State and Local Government\***  
PSC 3100 – American Political Parties and Elections and Voting Behavior  
**PSC 3120 – American Constitutional Law\***  
PSC 3130 – American Presidency  
PSC 3140 – American Congress and Legislative Process

Sociology – Approved Courses

SOC 3220 – Prejudice and Discrimination in Contemporary Society  
SOC 3400 – Childhood and Adolescent Socialization  
SOC 3410 – Family in Transition  
**SOC 3420 – Education in a Changing Society\***

**\*Recommended Courses**

The BHS2 concentration has been approved by the School of Letters, Arts, and Sciences Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

**RECOMMENDATION:**

The Office of Academic Affairs recommends approval of the Behavioral Science 2 concentration.

**AGENDA ITEM III.e.: Proposed Sport Industry Operations Certificate**

**INFORMATION:**

The Department of Human Performance and Sport is proposing the Sport Industry Operations Certificate in response to student and industry demand. There are currently no other certificates in the Denver Metropolitan area for Sport Industry Operations or Sport Management. The Certificate provides a comprehensive career preparation for the sport industry for students who already hold a bachelor's degree. The Certificate provides the student with the knowledge and skills to be competent and qualified in the field of Sport Industry Operations, including real work experience through a field experience course. Because the Department already offers a concentration in Sport Industry Operations, all courses are offered a minimum of once per year, both on the main and south campuses. No additional faculty, funds or facilities are needed to offer this Certificate.

The Sport Industry Operations Certificate includes the following required courses, all of which are three credit hours, for a total of 21 credit hours:

HPS 2050 Sport Industry  
HPS 2070 Sport Venue Operations  
HPS 3100 Sport Industry Media Operations  
HPS 3990 Field Experience  
HPS 4600 Organization, Administration and Curriculum of Human Performance and Sport  
HPS 4660 Legal Liability for Physical Education, Coaches and Administrators  
MKT 3500 Sports Marketing

The Sport Industry Operations Certificate has been approved by the School of Professional Studies Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

**RECOMMENDATION:**

The Office of Academic Affairs recommends approval of the Sport Industry Operations Certificate.

**AGENDA ITEM III.f.: Proposed Tourism Management Concentration**

**INFORMATION:**

The hospitality, tourism and events industries continue to experience growth and the need for qualified managers across these industries will remain high in Colorado and beyond. The most notable changes and growth are found in the tourism and events industries, specifically in the areas of ecotourism, sustainability and events. Splitting the current Tourism and Events concentrations into two separate concentrations will more effectively meet the needs of the tourism and events industries. The scheduled opening of the Hotel and Hospitality Learning Center in 2012 will facilitate hands-on, real-life experience for students in these concentrations.

The Tourism Management concentration prepares students for planning, operating, managing, selling, and marketing tourism projects with tour operators, destination management companies, adventure travel businesses, ecotourism companies, cruise lines, volunteer services, convention and visitor bureaus, and sustainability organizations.

**Major Core Requirements (3 credit hours each)**

ACC 2010 - Principles of Accounting I  
HTE 1030 - Introduction to Hospitality, Tourism, and Events  
HTE 2860 - Sustainable Tourism  
HTE 3570 - Hospitality and Tourism Marketing  
HTE 3580 - Hospitality and Tourism Law  
HTE 3750 - Hospitality Promotions  
HTE 4250 - Hospitality for Profit  
HTE 4300 - Creative Hospitality Innovations  
HTE 4650 - Hospitality Human Resources  
HTE 4730 - Hospitality Negotiations and Sales  
HTE 4860 - Hospitality Security and Safety  
MGT 3000 - Organizational Management  
*Total Core Requirements*.....39 credit hours

**Tourism Management Concentration (3 credit hours each for a total of 18 credit hours)**

GEG 3300 Land Use, Culture, and Conflict  
HTE 1811 Destination Resources  
HTE 3201 Niche Tourism Markets  
HTE 3871 Cruise Tourism  
HTE 4201 Adventure Travel  
HTE 4211 Ecotourism Planning

Plus select one of the following two options:

Cultural Tourism Option (6 credit hours)

ANT 1310 Introduction to Cultural Anthropology  
ANT 3350 Vanishing Culture and People

Nature Tourism Option (4 credit hours)

CET 3320 Environmental Impact Statements (3 credit hours)

GEG 1610 Introduction to Planning (1 credit hour)

*Total Tourism Management Requirements.....22-24 credit hours*

The Tourism concentration has been approved by the School of Professional Studies Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

**RECOMMENDATION:**

The Office of Academic Affairs recommends approval of the Tourism Management Concentration.

**AGENDA ITEM III.g.: Proposed Events Management concentration**

**INFORMATION:**

The hospitality, tourism and events industries continue to experience growth and the need for qualified managers across these industries will remain high in Colorado and beyond. The most notable changes and growth are found in the tourism and events industries, specifically in the areas of ecotourism, sustainability and events. Splitting the current Tourism and Events concentrations into two separate concentrations will more effectively meet the needs of the tourism and events industries. The scheduled opening of the Hotel and Hospitality Learning Center in 2012 will facilitate hands-on, real-life experience for students in these concentrations.

The Events Management concentration prepares students for planning an event, meeting, conference, convention, special events, and trade show for both corporate and nonprofit organizations.

**Major Core Requirements (3 credit hours each)**

ACC 2010 - Principles of Accounting I  
HTE 1030 - Introduction to Hospitality, Tourism, and Events  
HTE 2860 - Sustainable Tourism  
HTE 3570 - Hospitality and Tourism Marketing  
HTE 3580 - Hospitality and Tourism Law  
HTE 3750 - Hospitality Promotions  
HTE 4250 - Hospitality for Profit  
HTE 4300 - Creative Hospitality Innovations  
HTE 4650 - Hospitality Human Resources  
HTE 4730 - Hospitality Negotiations and Sales  
HTE 4860 - Hospitality Security and Safety  
MGT 3000 - Organizational Management  
*Total Core Requirements*.....39 credit hours

**Events Management Concentration (3 credit hours each for a total of 18 credit hours)**

HTE 3010 Event Planning  
HTE 3571 Event Project Management  
HTE 3633 Catering and Menu Planning  
HTE 3750 Hospitality Promotions  
HTE 3761 Trade Shows and Expositions  
HTE 4202 Special Event Productions

Plus select one of the following two options:

**Niche Events Option (6 credit hours):**

HTE 1051 Wedding Planning  
HPS 2050 Sport Industry

Non-Profit Events Option (6 credit hours):

HSP 2010 Principles of Nonprofit Organization Administration

HSP 3510 Development and Administration of Volunteer Programs

*Total Events Management Requirements.....24 credit hours*

The Events concentration has been approved by the School of Professional Studies Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

**RECOMMENDATION:**

The Office of Academic Affairs recommends approval of the Events Management Concentration.

**AGENDA ITEM III.h.: Proposed Sales Certificate**

**INFORMATION:**

The proposed Sales Certificate allows Marketing majors, students in other majors, and students returning for professional/continuing education to add a sales component to their degree program. The Sales Certificate will signify to employers that the student has detailed knowledge of and experience in professional sales. It provides basic training to students to help them gain entry into professional sales positions.

<b>Required Courses</b>	<b>Semester Hours</b>
MKT 3000 Principles of Marketing	3
MKT 3250 Personal Selling	3
MKT 3160 Sales Management	3
MKT 4250 Advanced Selling	3
<i>Subtotal.....</i>	<i>12</i>
<b>Plus 6 hours from the following courses:</b>	
MKT 3100 Retail Marketing	3
MKT 3550 Sport Selling	3
MKT 3610 Business-to-Business Marketing	3
MKT 3980 Internship	3-6
<i>Subtotal.....</i>	<i>6</i>
<i>Total Hours required for the Sales Certificate.....</i>	<i>18</i>

An internship is recommended for those students who have limited sales experience. Eighteen credit hours of upper-division Marketing courses are required; twelve credit hours must be completed at Metro State College. Each course must be completed with a grade of “C” or better.

The Sales Certificate has been approved by the School of Business Curriculum Committee, the Faculty Senate Curriculum Committee, and the Faculty Senate.

**RECOMMENDATION:**

The Office of Academic Affairs recommends approval of the Sales Certificate.

**AGENDA ITEM III.i.: Sabbaticals Recommended for 2011-2012 Academic Year**

The following faculty is recommended for sabbaticals during the 2011-2012 Academic Year:

Dr. Thomas Altherr	History
Dr. Erick Lee Erickson	Economics
Dr. John Hathorn	Accounting
Dr. Kishore Kulkarni	Economics
Dr. Oneida “Zia” Meranto	Political Science
Dr. Jody Paul	Math & Computer Science
Dr. Douglas Petcoff	Biology
Dr. Stella Todd	Earth & Atmospheric Science

**AGENDA ITEM V.a.: General Studies Program Revision Update**

**BACKGROUND:**

The Board of Trustees has asked for regular updates on the revision of the General Studies Program. The Taskforce activities to date and to complete their charge are outlined below.

**INFORMATION:**

A timeline detailing the General Studies activities and communication methods is immediately below. This is followed by the College Catalog language describing the revised program.

**TIMELINE**

<b>Semester</b>	<b>General Studies Taskforce Activity</b>	<b>Communication</b>
Fall 2009	<ul style="list-style-type: none"> <li>• Taskforce charged – weekly meetings</li> <li>• Researched:</li> <li>• past Metro work, model programs, AACU LEAP recommendations</li> <li>• Goals constructed</li> </ul>	<ul style="list-style-type: none"> <li>• Email</li> <li>• @Metro</li> <li>• Regular Faculty Senate reports</li> <li>• Town Hall Meeting</li> </ul>
Spring 2010	<ul style="list-style-type: none"> <li>• Taskforce – weekly meetings</li> <li>• Student learning outcomes constructed</li> <li>• Delegation of taskforce members attended AAC&amp;U General Education Conference</li> <li>• Program structure proposed</li> <li>• 3 votes by all-tenure line faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Attended departmental meetings</li> <li>• Email</li> <li>• @Metro</li> <li>• Faculty Senate reports</li> <li>• Town Hall Meeting</li> </ul>
Summer 2010	<ul style="list-style-type: none"> <li>• Taskforce – biweekly meetings</li> <li>• Taskforce &amp; other faculty determined category criteria</li> <li>• Curriculum forms developed</li> <li>• Preparation for HLC site visit</li> </ul>	<ul style="list-style-type: none"> <li>• Chairs meetings</li> <li>• One-on-one conversations</li> </ul>
Fall 2010	<ul style="list-style-type: none"> <li>• Taskforce – biweekly meetings</li> <li>• HLC Site Visit</li> <li>• Implementation plan</li> <li>• General Studies 2012 policy development</li> <li>• Vote by tenure-line faculty on proposed new policy</li> <li>• Workshops for faculty on how to propose General Studies curriculum</li> <li>• Assessment framework developed</li> </ul>	<ul style="list-style-type: none"> <li>• Email</li> <li>• Chairs meetings</li> <li>• Periodic Faculty Senate reports</li> <li>• Workshops on proposing General Studies courses</li> </ul>
Spring 2011	<ul style="list-style-type: none"> <li>• Taskforce –monthly meetings</li> <li>• Workshop for Faculty Senate General Studies Committee on how to evaluate General Studies curriculum proposals</li> <li>• Workshops on how to propose General Studies curriculum</li> <li>• Assessment plan fleshed out</li> <li>• Catalog language completed</li> <li>• Language drafted for College</li> </ul>	<ul style="list-style-type: none"> <li>• Emails</li> <li>• Chairs</li> <li>• Faculty Senate reports</li> <li>• Workshops on proposing General Studies courses</li> </ul>

## PROPOSED CATALOG DESCRIPTION

### Metropolitan State College of Denver General Studies 2012 Program

*A baccalaureate degree includes a broad-based education that prepares students for the more focused study of the academic major. The general education component of the degree equips each student with crucial intellectual skills in analysis, research and communication in addition to foundational skills. General education coursework offers an introduction to a broad range of studies in the natural sciences, the human condition, aesthetic experience and global cultural diversity.*

#### **General Studies Mission:**

*The General Studies program will encourage the habits of mind of an educated person that promote life-long learning. Students will acquire the essential knowledge and develop the critical skills that are of fundamental significance in a free society.*

#### **Structure of General Studies:**

The General Studies program is structured around the following 3 goals:

- Develop intellectual and practical skills
- Explore essential knowledge, perspectives, and methods in Arts and Humanities, History, Social and Behavioral Sciences, and Natural and Physical Sciences
- Understand the global interconnectedness of diverse individuals, communities and societies

Each goal is supported by a set of Student Learning Outcomes (SLOs) which are addressed by the courses in one or more of eight different categories. Students must complete the General Studies credit hours designated in each of the following course categories. All students must take at least one course that is designated Global Diversity. The Global Diversity course will fulfill both the global requirement and the appropriate number of credit hours in its category. The Quantitative Literacy, Written and Oral Communication category requirements must be met in the first 30 college-level credit hours.

#### **Course Categories:**

##### **Must be completed in the first 30 college-level credit hours**

- |  |
|--|
| <ul style="list-style-type: none"><li>• Written Communication (6 credit hours of course work) - must be completed in the first 30 college-level hours</li><li>• Oral Communication (3 credit hours of course work) - must be completed in the first 30 college-level hours</li><li>• Quantitative Literacy (3 credit hours of course work) - must be completed in the first 30 college-level hours</li></ul> |
|--|

**Should be completed in the first 60 college-level credit hours**

- Arts and Humanities (6 credit hours of course work)
- History (3 credit hours of course work)
- Social and Behavioral Sciences I (3 hours of course work)
- Social and Behavioral Sciences II (3 hours of course work)
- Natural and Physical Sciences (6 credit hours of course work)
- Global Perspectives (one course designated “global” from any category, it will fulfill both the global requirement and the appropriate credit hours in the home category)

**Course Categories and Student Learning Outcomes for  
Course Selection Criteria and Program Assessment**

**Course Category: Written Communication Student Learning Outcomes  
6 credit hours**

- Demonstrate effective use of technologies appropriate to the task and discipline
- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose
- Create persuasive and well-reasoned arguments that are appropriate to topic and purpose
- Communicate in writing with an awareness of audience, by using language conventions appropriate to the occasion and task
- Analyze texts, sources, and argumentation, identify cause and effect relationships and recognize fallacies of argument
- Use and document sources and evidence in an ethical manner

**Course Category: Oral Communication Student Learning Outcomes  
3 credit hours**

- Demonstrate effective use of technologies appropriate to the task and discipline
- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose
- Create persuasive and well-reasoned arguments that are appropriate to topic and purpose
- Communicate in speech with an awareness of audience, by using language conventions appropriate to the occasion and task
- Analyze texts, sources, and argumentation, identify cause and effect relationships and recognize fallacies of argument
- Use and document sources and evidence in an ethical manner

**Course Category: Quantitative Literacy Student Learning Outcomes  
3 credit hours**

- Demonstrate effective use of technologies appropriate to the task and discipline
- Apply mathematical techniques to the analysis of quantitative problems
- Communicate the mathematical process and results in text, graphics, and symbols

**Course Category: Arts and Humanities Student Learning Outcomes**

**6 credit hours**

- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose
- Create persuasive and well-reasoned arguments that are appropriate to topic and purpose
- Communicate in writing with an awareness of audience, by using language conventions appropriate to the occasion and task
- Identify important examples of texts, creative works, artifacts, or problems in the discipline including the cultural context.
- Analyze texts(s), artifact(s), or problem(s) using a point of view informed by the critical or aesthetic perspectives appropriate to the discipline.

**Course Category: Historical Student Learning Outcomes**

**3 credit hours**

**Course selection criterion – must cover a century or more.**

- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose
- Communicate in writing with an awareness of audience, by using language conventions appropriate to the occasion and task
- Demonstrate knowledge of one or more of the following areas: U.S. History, World History, Western Civilization, Regional History, State and Local History, History of a Culture, People or Group.
- Illustrate the historical continuum either graphically or in narrative form through, for example, the use of time lines.
- Differentiate between historical facts and historical interpretations, and explain that historical interpretations may vary.

**Course Category: Social and Behavioral Sciences I Student Learning Outcomes**

**3 credit hours**

- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose
- Analyze texts, sources, and argumentation, identify cause and effect relationships and recognize fallacies of argument
- Use and document sources and evidence in an ethical manner
- Describe how the methods of science are used to generate new knowledge
- Describe the forms and impacts of geographical conditions or social, economic, financial, or political practices on the human experience using analytical methods appropriate to the field. (SBS I)

**Course Category: Social and Behavioral Sciences II Student Learning Outcomes**

**3 credit hours**

- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose
- Analyze texts, sources, and argumentation, identify cause and effect relationships and recognize fallacies of argument
- Use and document sources and evidence in an ethical manner
- Describe human behavior and the scope of human diversity using analytical methods appropriate to the field. (SBS II)

**Course Category: Natural and Physical Sciences Student Learning Outcomes**

**6 credit hours**

- Demonstrate effective use of technologies appropriate to the task and discipline
- Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose
- Describe how the methods of science are used to generate new knowledge
- Use graphical, symbolic and statistical methods to organize, analyze and interpret data in a manner appropriate to the discipline.
- Describe the foundational knowledge and impacts of a field of science using analytical tools appropriate to the field.
- Use knowledge and observations to formulate hypotheses, identify relevant variables and design experiments to test hypotheses.
- Develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific data.

**Course category: Global Diversity Student Learning Outcomes**

**(Students must select one 3 credit hour course from a different category that also meets these Student Learning Outcomes. This course will count in both categories)**

- Exhibit knowledge of one or more regions or countries outside the U.S. including aspects such as the historical, political, social, cultural, legal, or business contexts of these regions or countries.
- Describe the implications of global interdependence, including its impact on societies from a governmental, technological, institutional, organizational, or individual context.

	<b>Course Categories</b>							
	<b>Course selection criteria &amp; assessment categories are marked with a X</b>							
<b>Outcome statements</b>	<b>written communication</b>	<b>oral communication</b>	<b>quantitative literacy</b>	<b>arts and humanities</b>	<b>historical</b>	<b>social and behavioral science 1</b>	<b>social and behavioral science 2</b>	<b>natural and physical sciences</b>
	<b>6 credit hours</b>	<b>3 credit hours</b>	<b>3 credit hours</b>	<b>6 credit hours</b>	<b>3 credit hours</b>	<b>3 credit hours</b>	<b>3 credit hours</b>	<b>6 credit hours</b>
<b>Goal: Develop intellectual and practical skills</b>								
Demonstrate effective use of technologies appropriate to the task and discipline	X	X	X					X
Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose	X	X		X	X	X	X	X
Create persuasive and well-reasoned arguments that are appropriate to topic and purpose	X	X		X				
Communicate in speech, with an awareness of audience, by using language conventions appropriate to the occasion and task		X						

Communicate in writing, with an awareness of audience, by using language conventions appropriate to the occasion and task	X			X	X			
Analyze texts, sources, and argumentation, identify cause and effect relationships and recognize fallacies of argument	X	X				X	X	
Use and document sources and evidence in an ethical manner	X	X				X	X	
Apply mathematical techniques to the analysis of quantitative problems			X					
Communicate the mathematical process and results in text, graphics, and symbols			X					
Describe how the methods of science are used to generate new knowledge						X		X
Use graphical, symbolic and statistical methods to organize, analyze and interpret data in a manner appropriate to the discipline								X
Goal: Explore essential knowledge, perspectives, and methods in Arts and Humanities, History, Social and Behavioral Sciences, and Natural and Physical Sciences								
Identify important examples of texts, creative works, artifacts, or problems in the discipline including the cultural context				X				
Analyze texts(s), artifact(s), or problem(s) using a point of view informed by the critical or aesthetic perspectives appropriate to the discipline				X				
Demonstrate knowledge of one or more of the following areas: U.S. History, World History, Western Civilization, Regional History, State and Local History, History of a Culture, People or Group					X			
Illustrate the historical continuum either graphically or in narrative form through, for example, the use of time lines					X			
Differentiate between historical facts and historical interpretations, and explain that historical interpretations may vary					X			

Describe the forms and impacts of geographical conditions or social, economic, financial or political conditions on the human experience using analytical methods appropriate to the field (SBS I)						X		
Describe human behavior and the scope of human diversity using analytical methods appropriate to the field (SBSII)							X	
Describe the foundational knowledge and impacts of a field of science using analytical tools appropriate to the field								X
Use knowledge and observations to formulate hypotheses, identify relevant variables and design experiments to test hypotheses								X
Develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific data								X
Goal: Understand the global interconnectedness of diverse individuals, communities, and societies								
Exhibit knowledge of one or more <i>regions or</i> countries outside the U.S. including aspects such as the historical, political, social, cultural, legal, or business contexts of these regions or countries								
Describe the implications of global interdependence, including its impact on societies at levels such as governmental, technological networks, institutional, organizational, or individual								

**AGENDA ITEM V.b.: Faculty Evaluation Task Force Update**

**INFORMATION:**

The Faculty Senate reviewed the following documents, presented by the Faculty Evaluation Task Force, on March 2, 2011.

Thus far, the Faculty Evaluation Task Force (FETF) has focused its attention on revising the evaluation process for pre-tenure faculty through their 6th year. Our goal has been to devise a system that is “meaningful,” which means that it will be a system that:

- Uses valid methods to capture the quality of faculty work.
- Allows faculty the flexibility to make the best case for themselves.
- Reduces “busy work” that has up to now been part of the dossier process.

To meet this goal, the FETF has worked to piece together an evaluation system from scratch, making no assumptions about which components of the present system need to continue. Our recommendations are informed by the scholarship on faculty evaluation and by feedback we have received from faculty.

FETF members have identified several elements and procedures that they would like to see as part of faculty evaluation and have a clear idea as well of what remains to be decided. The faculty evaluation process that Metro State ends up with is still in its formative stages. Your input is encouraged to help shape the final product.

**Recommendations that have FETF support:**

1. Metro State will no longer use two separate and disconnected processes for evaluating faculty.
  - a. Annual evaluations that follow the calendar year will end.
  - b. Pre-tenure faculty will submit a portfolio for review every year through their tenure year.
  - c. Portfolio submission will follow roughly the academic calendar, with submission in the fall semester beginning in the faculty member’s second year.
  - d. 2nd-year, 4th-year, and 5th-year portfolios will be reviewed by the chair, dean, and provost; 3rd- and 6th- year portfolios will be reviewed by the department committee, chair, school committee, dean, college committee, and provost (with the president’s and trustees’ review also in the 6th year).
2. Faculty will be evaluated in three areas: Teaching, Scholarly Activities, and Service.
3. Departmental guidelines for each evaluation area will be informed by the definitions of Teaching, Scholarly Activities, and Service that the FETF has developed *in draft form*.
4. Departmental guidelines will establish expectations for reappointment, tenure, and

promotion.

5. Digital Measures will be available to faculty as the online portfolio tool to store and submit documents for review.
6. The College will use the Student Ratings of Instruction (SRI) instrument developed by the FETF and field tested and piloted throughout AY 2010/11.
7. Faculty will use a narrative statement in their 2nd, 3rd, and 6th-year portfolios to reflect on and present their professional growth and accomplishments. Narratives will be expected to be cumulative and to grow in length from one iteration to the next.
8. Online courses will be included in the evaluation of teaching using appropriate assessments and procedures.

**Recommendations/decisions that are in progress:**

1. Precise guidelines for the portfolio narrative.
2. How many and what types of artifacts to be included in each portfolio:
  - a. What documents will be *required* in faculty portfolios?
  - b. What documents will be *optional* for faculty to include in their portfolios?
  - c. What will be the maximum number of artifacts that faculty can include in their portfolios?
  - d. How will peer observation of instruction figure into portfolios (mandatory v. optional)?

Definition of terms:

- Dossier: A prescribed set of materials for review and evaluation that captures the entirety of the faculty member's production.
- Portfolio: A set of materials for review that includes both documents common to all faculty (e.g. the CV, SRIs) and documents that the faculty member chooses in order to feature his/her most significant accomplishments.
- Narrative: A reflective statement at the beginning of a dossier or portfolio that provides context, presents a self-assessment, highlights accomplishments, and indicates plans for the future.

Review Process for Reappointment and Tenure

	<b>Reviewers</b>	<b>Materials for review (this column is still under discussion)</b>
Fall 2 <sup>nd</sup> year	Chair Dean Provost	CV SRIs Narrative, 1-3 pages Additional materials upon request of chair, dean, or provost
<b>Fall 3<sup>rd</sup> year</b>	Department committee Chair School committee Dean Faculty Senate RTP Provost	CV SRIs Narrative, 2-5 pages Additional artifacts to highlight teaching, scholarly activities and service
Fall 4 <sup>th</sup> year	Chair Dean Provost	CV SRIs Additional materials upon request of chair, dean, or provost
Fall 5 <sup>th</sup> year	Chair Dean Provost	CV SRIs Additional materials upon request of chair, dean, or provost
<b>Fall 6<sup>th</sup> year</b>	Department committee Chair School committee Dean Faculty Senate RTP Provost President Trustees	CV SRIs Narrative, 3-8 pages Additional artifacts to highlight teaching, scholarly activities and service

**DRAFT Definitions—Categories of Evaluation**

At Metropolitan State College of Denver, we value the complete faculty member, who engages in all three primary professional responsibilities, namely teaching, scholarly activities, and service to the College, professions or the community.

**Teaching**

**Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth.**

Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition,

however, can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board in the varied departments and disciplines of an entire college. Good

teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction. Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom, however, that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, or to do good, for example.

At the instructional level, the most important responsibilities of a teacher to his/her students are the following:

- a) To demonstrate knowledge and/or relevant experience (content expertise): Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
- b) To re-order and re-organize this knowledge/experience for student learning (instructional design): Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.
- c) To communicate and 'translate' this knowledge/experience into a format accessible to students (instructional delivery): Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
- d) To evaluate the mastery and other accomplishments of students (instructional assessment): Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.
- e) To provide guidance for students as they pursue undergraduate and postbaccalaureate education and/or employment (advising in and beyond the classroom).

### Scholarly Activities

**Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.**

Purposes include, but are not limited to: advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; aiding society or disciplines in addressing problems; or enhancing knowledge of student learning and effective teaching.

Typically, to be considered scholarship, findings should be disseminated to either peer review by disciplinary scholars or professional or governmental organizations; or critical reflection by a wider community, including corporations or non-profit organizations, for example.

In addition to these scholarly activities, and depending on the specific Department Guidelines, this category may also include activities in which the faculty member shares other knowledge with members of the learned and professional communities; continued education and professional development activities appropriate to professional status or assignments; and other activities specific to the faculty member's discipline or assigned responsibilities.

**Service**

**Service is participation in the shared governance and good functioning of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, or non-profit and governmental agencies.**

**AGENDA ITEM V.c.: Overview of Fall 2010 Metro State Quick Start Program**

**INFORMATION:**

**BACKGROUND**

Students entering college who need remediation is a problem at Metro State and other institutions across the nation. We have been monitoring these issues through our self-reflection in the Equity Scorecard, developed recommendation through the Hispanic Serving Institution Task Force, and have made progress in some areas.

In fall 2009, Metro State enrolled 2,249 first-time to college students (excluding transfers and readmits). Of these, only 972 had minimum and valid ACT scores and did not need to take the Accuplacer. 1,277 needed to assess in Reading, English and/or Math. Overall, our students are overwhelmingly testing at the college level, or just below, with the exception of Math.

- 84% of all students (516 of 610) who assessed in Reading placed at the Reading 090 level or above.
- 86% of all students (643 of 745) who assessed in English placed at the English 090 level or above.
- 46% of all students (677 of 1196) who assessed in Math placed at the Math 090 level or above.

However, when we analyzed the numbers of our students taking any level of remedial courses, the numbers are astounding.

- 80% placed in remedial Math.
- 63% placed in remedial English.
- 39% placed in remedial Reading.

**QUICK START SUMMARY**

In February 2010, Derrick E. Haynes, Judi Diaz Bonacquisti, and Mary Lou Vanvoorhis met with the Community College of Denver (CCD) administration to develop groups of remedial Metro only Quick Start (QS) courses for students. These classes consisted of a grouping of English 060-090 and Reading 060-090 classes in an accelerated one semester format. All classes were to be delivered in a hybrid format (in class instruction combined with online WebCT type interactions/assignments). QS accelerated courses would save Metro students one semester of coursework, and allow them to take and complete the appropriate remedial courses within one semester. In fall of 2010, the program began with 65 students.

**PROGRAM FORMAT**

- **Classroom activities** – Students participate in classroom instruction along with participation in structured activities delivered through the online Desire to Learn (D2L) course management system. Students participate in 5-10 hours of online learning through D2L.

- **Learning Lab** – All students are required to participate in 25 hours of tutoring in the AAA099 learning lab. Participation in the lab is tracked and counts for an academic grade.
- **Academic Support** – Academic support is provided through a close collaboration between CCD Instructors and Student Academic Success Center (SASC) Staff (Derrick E. Haynes). Instructors provide Derrick with information about students who are displaying signs of academic struggles. Derrick then contacts the students to provide academic support. All students in the program are invited to participate in workshops provided by SASC. Beginning in April 2011, Chivonne Torres, the new Associate Director of Student Academic Access and Retention will coordinate the program.
- **Programming After the Semester** – All students who complete the program will be registered into the First Year Success (FYS) program by and advisor in the Advising Center.
- **Classroom Learning** – Classroom learning takes place during 2.5 hours of face-to-face instruction, with 28 class meetings during the semester.

FALL 2010 SEMESTER HIGHLIGHTS

- Metro offered eight pairs of classes (4- English 060-090 and 4- Reading 060-090) for the Quick Start (QS) program. The success rates are included in the table below.

Total Number of Participants	65
Average Grade Point Averages for QS Class	Reading 060 – 2.9
	Reading 090 – 2.4
	English 060 – 2.4
	English 090 – 2.5
Pass rates – Reading/English 060 to 090	Reading 85%
	English 81%
Retention Rate (registered spring 2011)	80%
Ethnic breakdown	78.4% (51) Ethnic Minority 21.5% (14) Caucasian

- Both of the cohorts (fall 2010 and spring 2011) are very diverse. The percentages for both are as follows:
  - Fall 2010 78.4% (51) Ethnic Minority and 21.5% (14) Caucasian
  - Spring 2011 75.8% (22) Ethnic Minority and 24.1% (7) Caucasian
- The format of the Quick Start program is unique, and there is currently no way to directly compare students in the program to another comparison group of students. This is due to the accelerated nature of courses (two accelerated classes completed in 16 weeks), which are offered in a hybrid format (in class and WebCT content). In an effort to measure the success of the program, students who took Reading and/or English 060 in fall 2009 and took the corresponding 090 course in the spring 2010 semester was examined to identify their rates of success. The findings are as follows;
  - Of the 55 students, who were registered for REA060 in the fall of 2009, 21 (38.2%) registered for REA090 in the spring of 2010. Out of these 21 students, 14 (66.6%) were of ethnic minority.

- The 103 students, who were registered for EGL060 in the fall of 2009, 54 (52.4%) of them registered for EGL090 in the spring of 2010. Out of these fifty four, 25 (46.30%) were of ethnic minority.

The pass rates for non-Quick Start students are significantly lower. However, given the inability to identify comparable groups for similarity, these numbers can only be considered practically significant. More importantly, these data suggest the highly at risk students are being successful in completing remedial courses. Meaningful data (for a year) will not be available until after fall 2011 census.

In addition to quantitative data, three focus groups were conducted in November 2010 to assess the program. The focus of the assessment was to gain additional information to make necessary changes to the program for the spring semester. A summary of the focus groups is below.

- Students found the QuickStart program to be exceedingly beneficial. It gave them the opportunity to practice good time management, and provided them with the skills they felt they need for college-level courses in only one semester.
- Most students were registered into this program by their academic advisors
- Students felt that the description of the program lacked a few important details:
  - The hybrid format of the course
  - Clarity of the option of taking only REA or only EGL through the QuickStart Program
- Students reported that peer interaction with the others in this program was limited and they did not spend time together outside of the classroom (whether for academic or social reasons)
- Students agreed that their level of comfort in writing and reading improved significantly after participating in the program
- Students would advise future participants in the program to keep up with their work and to not miss any classes, since the fast pace of this program makes it easy to get behind (and consequently, difficult to catch up).

Results were used to rework spring 2011 recruiting information to highlight the academic rigor and hybrid format of the courses. An outside consultant will be hired to explore all aspects of the program later in the spring 2011 semester. The results of the focus groups, consultant report and success rates will provide a well rounded view of the program.