

Curriculum Alignment Steering Committee  
Draft Meeting Minutes  
September 13, 2007  
MDHE Large Annex Conference Room

**Members Present**

- Administrative Members
  - Jeanie Crain, Missouri Western State University
  - John Ganio, St. Louis Community College
  - Mike Grelle, University of Central Missouri
  - Fred Janzow, Southeast Missouri State University
  - Jeff Lashley, Moberly Area Community College
  - James Spain, University of Missouri-Columbia
- DESE Members
  - Lin Everett, Department of Elementary and Secondary Education
  - Kevin Lowery, Bolivar School District
  - Brian McDonald, Grain Valley R-V School District
  - Vickie Miller, Maryville R-II School District
- Mathematics Workgroup
  - Yungchen Cheng, Missouri State University
  - Mary Shepherd, Northwest Missouri State University
- Science Workgroup
  - Deborah Allen, Jefferson College
  - Chris McGowan, Southeast Missouri State University
- English Workgroup
  - Katricia Pierson, William Woods University
- Social Sciences Workgroup
  - Debra Greene/Roger Jungmeyer, Lincoln University
  - Richard Miller, Missouri Southern University
- Foreign Languages Workgroup
  - Madeleine Kernen, Missouri State University
  - David Smallwood, Southeast Missouri State University
- Engineering and Technology Workgroup
  - David Pope, Ozarks Technical Community College

**Members Absent**

- DESE Members
  - Connie Hurst-Bayless, Mehlville School District
- English Members
  - Karen Jones, St. Charles Community College

**Other Participants**

- MDHE
  - Robert Stein, Commissioner
  - Hillary Fuhrman, Research Associate
  - Chad Hampton, Research Associate

- B.J. White, Program Specialist

## **Welcome, Introduction, Presentation of Charge**

Commissioner Robert Stein called the meeting to order at 11:05 a.m.

The meeting started with the introduction of the participants. After the introductions, Commissioner Stein gave the welcome and thanked everyone one for their attendance and willingness to work on this crucial issue.

Commissioner Stein then gave a background of work that has been done in the past with general education. The General Education 42-hour Block was created by administration members at various institutions through out the state. The building of the Block was done with a top-down approach with administrators. The block took 3 years to complete and when the block was presented to the public, many faculty were displeased with the result of the work.

Dr. Stein then discussed Senate Bill 389 (SB389), of which curriculum alignment is one piece. Curriculum Alignment is mandated by law and institutions must work with the Commissioner on this effort in order to receive increases in state appropriations. SB 389 states that all approved public two- and four-year institutions shall work with the Commissioner of Higher Education to establish agreed upon competencies for all entry-level collegiate courses in English, mathematics, foreign language, sciences and social sciences. In addition, the MDHE made the decision to establish competencies for Engineering and Technology in order to tie in with the recommendation of the METS Coalition to better align curricula in METS fields. Dr. Stein stated that another intention of the law is to decrease the amount of remediation that takes place in Missouri.

SB 389 also directs DESE to align the competencies produced by the Steering Committee and Discipline Workgroups with their assessments. Currently, DESE is designing Course Level Expectations (CLE's) and creating new end of course exams for English II, biology, and Algebra I. Due to assessment timelines DESE is not able slow down or suspend their work. DESE did indicate when the curriculum alignment work is completed by MDHE; they will retrofit and ensure the alignment work is incorporated in their assessments and coursework. Finally, the bill indicates that the outlined competencies need to be completed by the beginning of the 2008-2009 academic year.

Commissioner Stein designed and constructed the organization of the curriculum alignment work. There are 6 discipline workgroups that are composed of faculty and are charged with identifying the entry-level general education courses in the discipline and developing and exit-level competencies for each course. Faculty volunteers comprise the workgroups to ensure their voice was heard. Dr. Stein noted that there is still room for volunteers on all workgroups and that more faculty are encouraged to join the workgroups now, with the labor intensive work still needing to be done. Ms. Hillary Fuhrman distributed a list that detailed the number of volunteers from each institution. Steering committee (CAS) members indicated they will recruit more volunteers and

especially volunteers from institutions with little or no participation. A request was made to send out a list that contains the names of the discipline workgroup participants.

Dr. Stein noted that the entry-level competencies should be focused on students that have no college credit in the discipline prior to entering collegiate work. The competencies are what a general student should know before in order to enter collegiate level courses. Commissioner Stein indicated that workgroups should prioritize focus on one course for entry-level competencies before they determine exit-level competencies for additional courses. CAS indicated that for math, College Algebra should be the priority course since it is a gateway course and one that many students take..

### **CAS Charge**

Dr. Stein the described the structure of CAS; it is composed of two members from each workgroup, members from secondary administration & DESE, and administrative members from postsecondary institutions. Dr. Stein then read CAS's charge and responsibilities:

The CAS is charged with coordinating the work of faculty disciplinary groups and identifying policies and procedures to ensure full implementation by public colleges and universities.

The following responsibilities are necessary to carrying out this charge:

- Define scope of work and outcome goals for curriculum alignment work
- Develop a time-line for completion of curriculum alignment mandates and goals
- Develop and implement a communication plan to publicize, allow feedback, and build support at the secondary and postsecondary levels concerning curriculum alignment activities
  - The CAS will develop liaisons at each institution to disseminate information to ensure each institution is aware of the curriculum alignment work
  - Information will be disseminated to K-12 through DESE consultants. There is a consultant assigned to each discipline workgroup
- Communicate with and coordinate the specific course-level work of the Discipline Workgroups
- Compile the work of the Discipline Workgroups and develop curriculum policy recommendations for delivery to the Commissioner and the Coordinating Board
- Define ramifications upon other Department of Higher Education policies and develop accompanying policy recommendations

### **CAS Constituent Reporting**

CAS determined that they should take the lead in informing key groups about their work and work of the Discipline Workgroups. The following table indicates the constituent and CAS member responsible for communicating with them.

<b>Constituent</b>	<b>CAS Member Responsible</b>
Reporting to discipline workgroups	All CAS discipline Workgroup Representatives
Developmental Education and Missouri Developmental Education Consortium (MoDEC)	David Pope and Workgroup Representatives
4-year Chief Academic Officers (CAO's) 2-year Chief Academic Officers (CAO's)	Mike Grelle & MDHE Jeff Lashley & MDHE
Arts and Sciences Deans	Chris McGowan
Secondary Principals	Vickie Miller
K-12 Teachers	Lin Everett
Missouri School Board Association (MSBA)	Vickie Miller
Missouri Community College Association (MCCA)	John Ganio & MDHE
Missouri Council on Public Higher Education (COPHE)	Jeanie Crain & MDHE
Missouri Assessment Consortium (MAC)	Mike Grelle
Missouri Association of Faculty Senates (MAFS)	Jeanie Crain
Upper-Division Faculty	Workgroup Representatives
General Education Coordinators	Chris McGowan

It should be noted that the MDHE will also be responsible for communicating with the Presidents, Chancellors, and CAOs, in addition to those Steering Committee members listed above in formal and informal communications.

In addition, the external role for the secondary administrators on the CAS is communicating with other administrators along with teachers and students within their district. Internally, the administrators are to provide feedback from a K-12 level. The post secondary administrators are responsible for providing external feedback to institutions and internally to give a perspective from an institutional level.

### **CAS Ground Rules**

When making decisions, a general consensus will be needed for proposal to pass. If the group cannot come to a consensus on the proposal, then a formal vote will be taken by the CAS.

### **Additional Discussion and Recommendations**

It was determined that CAS will have access to each workgroup's page and the CAS page via SharePoint. Workgroup and CAS meeting minutes will be available on the MDHE website on a page to be developed.

CAS was concerned that Arts and Humanities was not addressed in the bill or in the discipline workgroups. Ms. Fuhrman indicated the Arts and Humanities was initially included as a discipline workgroup, however, there were not enough volunteers to continue the group. The CAS indicated that curriculum alignment work should move on without them, but volunteers should be solicited again to resurrect the group. Arts and humanities will have to meet an altered timeline to be determined by the group and approved by CAS.

CAS was also concerned that communication/speech discipline was not included in the discipline workgroups. After much discussion, CAS decided that communication/speech discipline should be added to in the English workgroup and that the English workgroup should be renamed English and Communications.

The DESE members in attendance indicated how they would like the curriculum alignment information to be disseminated to them. DESE would like very clear targets and goals they can work towards. In addition, they want to make sure the competencies are measurable, so that they may be linked to assessments and end-of-course exams.

When determining the entry-level competencies, the workgroups should review the high school core to inform themselves on what high school students are currently required to take.

CAS stated that when determining exit-level competencies, the discipline workgroups should focus on the first course in a hierarchy of courses. After the exit-level competencies for the first course has been determined, then the workgroups can focus on the next course in the hierarchy, if warranted. In addition, they should also review courses that their institutions to determine which courses are most students enrolling. This information will be used to prioritize courses when developing competencies.

CAS determined a timeline for the development of the entry-level competencies and the prioritized courses for exit competencies.

### **Timeline**

- September 13-October 2007
  - Discipline work groups develop entry-level competencies.
- October 31
  - Draft of entry-level competencies from each discipline workgroup due.
- November-December 2007

- Discipline work groups develop exit-level competencies for prioritized courses.
  - Steering Committee discusses/reviews drafts of entry-level competencies and garners feedback from constituent groups.
- January 4, 2008
  - Draft of exit-level competencies for prioritized courses from each discipline workgroup due.
- January 2008 - February 2008
  - Discipline workgroups incorporate feedback from the Steering Committee and constituent groups into the entry-level competencies.
  - Steering Committee discusses/reviews drafts of exit-level competencies for prioritized courses and garners feedback from various groups.
- February 4, 2008
  - Steering Committee meets to finalize entry competencies.
- February 2008 – March 2008
  - Discipline workgroups incorporate feedback from the Steering Committee and constituent groups into the exit-level competencies for prioritized courses.
- March 15, 2008
  - Steering Committee meets to finalize exit-competencies for prioritized courses.
- April 15, 2008
  - Final drafts of entry and exit-level competencies for prioritized courses due for submission to the Commissioner and Coordinating Board.

CAS adjourned at 2:55 p.m.