

2025 - 2026 UNDERGRADUATE COUNCIL

January 13, 2026 | 3:30pm

UC Council Room

MINUTES

Present: Borum, Cosio, Couch, Epperson, Etheridge-Woodson, Karlin, Schuller, Sonnentag, Spivak

Zoom: Clavir, du Bray, Sedinger

Absent: Escudero, Guetler, Harris, James, Muralimanohar, Pepmeyer

Call to Order 3:31pm

Approval of Agenda approved without objection

Approval of Minutes from November 11, 2025 approved without objection

Chair's Report/Announcements (Karlin) – The spring commencement speaker applications are open.

Reports from Councils

LAC (Etheridge-Woodson) – The Liberal Arts Council meeting in February. New courses and items will need to be voted on and submitted to the LAC.

Assessment Council (Sonnentag) –The Assessment Council met yesterday and discussed the Power BI dashboard, including who should have access. It was proposed to grant access to Academic Affairs leaders and supplement access for others as needed. Upcoming curriculum workshops were also discussed.

Student Government Association (Escudero) – No report

Special Reports

New Business

- Approval of Interdisciplinary Studies: Student Designed plans for Capital Normal University 1+2+1 program 2025-202 (Clavir)
 - **MOTION:** Cosio moves to approve the six student designed plans, seconded by Mandy
 - **VOTE:** Motion approved unanimously
 - **MOTION:** Epperson moved to allow pre-approval that is a prescribed program under the current CNU MOU; the motion was seconded by Cosio.
 - **VOTE:** Approved unanimously
- Development of the Work-to-Learn Portfolio Framework (Karlin)
 - Karlin shared a proposal for the UNC Work-Based Learning (WBL) Portfolio Framework.
 - Executive Summary:
 - **Purpose & Context**
 - UNC seeks to implement a unified, evidence-based Work-Based Learning (WBL) Portfolio process aligned with CAEL standards and the Degree Qualifications Profile (DQP). This initiative

expands pathways for adult learners, supports equity, and complies with Colorado CPL policy.

- **Key Design Pillars**
 - Center on adult learners and expand pathways for prior learning.
 - Use evidentiary, transparent assessment practices (CAEL standards).
 - Align portfolio evidence with degree-level expectations (DQP).
 - Provide supportive advising and inclusive processes.
 - Ensure shared governance and sustainability.
- **Policy Highlights**
 - Credit Transcription:
 - Transcript notation for course equivalency or block credit.
 - Notation indicating “Assessed Learning-Not Classroom Instruction”.
 - Residency and credit limits (max 25% of degree).
 - Not eligible for graduate-level transfer
 - CR (Credit) grading; no GPA impact.
 - Credit will not duplicate previously awarded transfer credit, standardized exam, or challenge exams.
 - Compliance with Colorado CPL statutes and HLC standards.
- **Fee Policy:**
 - Assessment fees tied to services provided.
 - Sliding scale for Pell-eligible students.
 - Waivers for veterans, military, and equity programs.
 - Transparency requirements for publishing fees and waiver criteria.
 - Non-Refundable Policy
 - Annual equity review of fee structure.
- **Implementation Roadmap (12–18 months)**
 - Phase 1: Governance setup and standards adoption.
 - Phase 2: Develop rubrics, crosswalks, and training.
 - Phase 3: Pilot with adult learner cohorts; refine process.
 - Phase 4: Scale and integrate with advising and registrar workflows.
- Etheridge-Woodson shared that William Paterson University created a program catered to adult learners and that no such program exists across the state.
- Questions to consider:
 - What is rational?
 - Get more students?
 - Increase revenue?
- The large and growing population of adults without college degrees will need to be considered.

- By Colorado law, institutions are required to have a work-to-learn program that serves the general population.
- It was asked whether there is demand for this initiative and whether supporting research exists.
 - Karlin shared that her department sent a letter to individuals who did not complete their degree, inviting them to return.
- Moving forward, three options were discussed:
 - Option 1: Address the work as a whole.
 - Option 2: Address the work in separate groups.
 - Option 3: Address the work by individual area.
 - Members favored Option 1 to gain a better understanding of the overall process and suggested beginning with Business or Psychology as a pilot.
- It was asked whether this would be developed as a framework applicable to any degree or as an on-ramp through UNC.
 - It was noted that online degrees would also need to be considered and intentionally built into the process.
- Key considerations included:
 - Access to a clear process
 - Operational efficiency
- Karlin encouraged members to review the document and make revisions, and recommended consulting CAEL and DQP resources.
- The discussion will continue at the next meeting.

Unfinished Business

Comments to the Good of the Order
Adjournment 4:31pm