

Liberal Arts Council Meeting
Campus Commons 2201
April 29th, 3:30-5:00p.m.
Agenda

Present: L. Amor, C. Bebee, B. Casey, N. Geisendorfer, M. Harris, S. Mannello, N. Matchett, M. McKeown-Kelly, C. McMahan, H. Muller, A. Roger, J. Smith, T. Smith, A. Steele, T. Wood
Zoom: M. Berg, J. Cherico, R. Dineen
Absent:
Guest: Joe Elkins

Call to Order 3:30pm

Approval of the Agenda approved without objection

Approval of the Minutes of the Last Meeting ([4/15/2025](#)) approved without objection

Reports

- Chair's Report (Muller)
 - LAC Faculty Senate Report [AY 24-25](#)
 - Spring 2025 Meeting Schedule
 - April 29th (ISR – WCWL, IS/MS CCC)
 - Initial AY 25-26 Goals
 - MATH FARs Angela and Nancy G coordinate LAC support for AY 25-26 Direct Assessment
 - Casey asks if he can mirror them to better understand the process.
 - Muller states that the first council meeting Fall 2025 can be all about assessment, reviewing data from AY 24-25 and planning for AY 25-26.
 - Develop Outreach Plan to Arts and Humanities LAA/AH 1,2,3,4 for AY 26-27 Direct Assessment
 - Identify FARs in Fall 2025
 - Director of Assessment Report LAW/CO 1,2,3
 - DA Follow-up with LAW units (Chad, Heidi, and Tara)
 - Review NPS Unit DA Reports
 - Review of Summer IA Student Survey Pilot
 - Focused Review of Course Mapping on Syllabi
 - Review Website Update
 - CCCs Identify Exemplar Syllabi for Website
 - Model Course Approval
 - Teaching Syllabi
 - CCCs and Elected Reps proactively work with units with courses in re and final ISR
 - CCCs and Full Council Develop/Revise/Finalize Orientation Materials
 - Ongoing Outreach on CO2-CO3 (Tara and Heid)
 - Retroactive Foundational Skills Credential?
 - Curriculum Workflow
 - PSCI 240 – Globalization LAB2/IS
 - Return to unit after HSS CCC -needs model syllabus
 - MAS 260 – Corridos: Music, Identity, Cultural Expressions, and Social Narratives in the Borderlands LAB3
 - Heidi at HSS CCC provided feedback that mapping would not meet SBS expectations

- Tom's HSS CCC feedback highlighted what would be needed for MS designation.
- Standing Reports
 - GE Council (Matchett)
 - No meeting since last LAC, but we submitted all our newly approved gtP courses from this cycle. The state asked for syllabi which is new, but I don't expect any problems given the thoughtfulness of our process.
 - Also, we have confirmed all our CLEP/AP/IB & DSST scores with the state.
 - AVP of Undergraduate Studies (Matchett)
 - CCC appointment updates: all new and reappointments sent to Senate were confirmed. There are still several vacancies of which Deans are aware. I will work with the incoming VPES-DUS to fill the seats as early as possible in the fall.
 - WLWL: two seats in Languages (terms are 25-28 and 24-27)
 - HLH: One seat in Lit/Hum (term is 24-27)
 - PTA: two seats in Ways of Thinking (backfill 23-26; new term 25-28)
 - The restriction of SCI 265 to ELED majors was uncontroversial (though it needed to include SPED majors too).
 - I looked into Brian's question about whether "Course Descriptions" are required on syllabi: It's a bit roundabout
 - U Regs Curriculum 3-3-501(2)(b)(I) says "New or modified course proposals must include a model syllabus containing the title, description, learning outcomes, and any other required elements that must be included in all teaching syllabi (see 2-3-501 Course Syllabus). (my emphasis)
 - BP 2-3-501 Course Syllabus does not explicitly include course description (only prefix, number, title and outcomes/objectives). I will recommend an update to APC but since teaching syllabi need to be consistent with the model, I still think descriptions are covered.
 - Also, BP 2-3-402(1) Teaching Responsibilities says "At the beginning of each term, instructional staff are responsible for stating the approved course descriptions..."
 - Nancy Karlin (EBS/Psych and M Lucille Harrison award winner this year) has been elected as chair of UGC and is eager to coordinate with LACouncil. I encourage this partnership since the LACurriculum is embedded in every undergraduate program.
 - Muller will reach out to Nancy K. about working together next year.
 - Working with LAC has been among my favorite activities as AVPUGS. I truly appreciate how hard everyone has worked over the past 6 years to clarify policies and improve practices and communications.
 - Curriculum Category Committee Reports
 - Written Communication & World Languages (Austin) – Item under new business
 - History, Literature & Humanities (Smith) – No report
 - Philosophy & the Arts (Casey) – Art history specialist agreed with pending recommendation about the student request.
 - Social & Behavioral Sciences (McMahan) – No report
 - Mathematics & Natural Sciences (Steele) – No report
 - International & Multicultural Studies (Muller) – Item under new business
 - Ad Hoc Committee Reports
 - Assessment & Curriculum (Muller)
 - Report from Director of Assessment (Bebbee)
 - Assessment Appreciation Luncheon, Monday, May 12, 11:45-12:45 in

Spruce A

- Bebee wanted to highlight how the work of this council is one of the reasons the HLC visit went so well.
- Outreach & Communications (Muller)

Unfinished Business

- Indirect Assessment [Student Survey](#) (OIRE to pilot in summer LAC courses)
- LAW2/CO2-LAW3/CO3 ([Communications](#), Support Outreach and Website Update in Process)
- Foundational Skills [Credential](#) (Nancy and Heidi – Summer 2025)
- Website Update (Nancy, Heidi, Chad, and Berniece – Summer 2025)
- Mapping on Course Syllabi (Fall 2025)

New Business

- Student Request: [Madelyn Hill](#), PTA CCC Review Syllabus for LAA1/AH1 (continue from 4/15)
 - Recommendation from 4/15 discussion
 - Couch stated that it will be converted to 2.67 credits.
 - They will still need to make up the credits to reach 120 credits
 - MOTION: Casey moves to accept the student request, seconded by Geisendorfer
 - VOTE: Motion approved unanimously
- Indirect Syllabus Review
 - WCWL CCC ISR Report
 - Discussion: If there are cases in final review where courses make small mistakes, they MUST submit the corrections to the LAC to fully meet expectations.
 - ENG 225
 - Blanks in the CDHE statement were not filled in
 - Missing semester offered
 - Does not meet criteria – will send back for revisions
 - SCI 291
 - Mapping is incomplete
 - Missing final exam inclement weather statement
 - Does not meet criteria.
 - PVA 152
 - In the CHDE statement an “are” was changed to “is”
 - They reconfigured the statement and is not verbatim
 - Does not meet criteria – will send back for revisions
 - Re-review
 - SCI 225
 - The course was deactivated
 - ASL 201 and ASL 202
 - Did not meet criteria in several areas
 - Initial review
 - CHIN 201, CHIN 202, JAPN 201, JAPN 202, SPAN 201, SPAN 202
 - Did not meet criteria in several areas
 - The final report will be changed from “fail” or “pass” to “meets” or “not meets”
 - MOTION: Austin moves to accept and approve the WCWL recommendations, seconded by T. Smith.
 - DISCUSSION:
 - ENG 225 and PVA 152 in the final reviews will meet expectations and will be sent back to get the minor changes corrected.

- SCI 291 will be in the LAC next year but not the following year unless they resubmit.
- VOTE: Motion approved unanimously
- IS/MS CCC [ISR Report](#)
 - IS Initial Review:
 - CHIN 201, CHIN 202, JAPN 201, JAPN 202, SPAN 201, SPAN 202
 - Did not meet criteria
 - All languages courses reviewed do not have course material related to IS/MS; some restructuring will need to be done.
 - HIST 114 and HIST 115 courses
 - They will need to include the three-column chart
 - Meets criteria with revisions
 - HUM 122
 - Syllabus reviewed is from 2023, this course will need to be taught next year to remain in LAC
 - Mixed reviews by CCC members, needs some clarification to meet and needs to add three column chart.
 - MUS/ANT 245
 - They will need to include the three-column chart
 - Meets criteria with revision
 - PHIL 126
 - Missing all IS/MS required elements
 - Does not meet criteria
 - IS Re-review:
 - ASIA 216
 - Course not offered this year and will need to be offered next year to remain in LAC
 - IS Final review:
 - GEOG 218
 - Does not meet criteria and will need to be resubmitted
 - MS Initial Review:
 - MAS 110
 - Still using Area 8 language
 - Does not meet criteria
 - MS Re-review
 - ASL 201 and ASL 202
 - Close to meeting criteria
 - GNDR 101
 - Close to meeting criteria
 - MAS 100
 - Did not meet criteria
 - MS Final review
 - AFS 100 and AFS 101
 - Meets criteria
 - MUS 140, MUS 150, and MUS 296
 - They will need to include the three-column chart
 - Meets criteria with revision
 - MOTION: T. Smith moves to accept and approve the IS/MS recommendations, seconded by Geisendorfer

- DISCUSSION:
 - The two-column mapping template will be removed from the LAC website.
 - VOTE: Motion approved unanimously
- LAC Direct Assessment [Follow-Up](#) Plan
 - Wood needed some clarification on what “Missing Data” meant in this context.
 - Bebee clarified that if the vast majority of the data is available, there won’t be much concern. Otherwise, if the unit cannot be reflected based on the data they provided, that will be a concern.
 - There is an expectation that data is being collected from all courses and sections.
 - Based on the context of the situation, it would be a judgment call to determine if they will need to recollect data or not.
 - There were situations where units had missing data because of the way it was reported but with some work they were able to retrieve it.
 - Casey addressed the threshold and whether Bebee is comfortable making those decisions about the data.
 - Bebee stated that if the LAC would like to follow a process, he is able to bring one forward.
 - Next fall reports on units with missing data could be included in Bebee’s report.
 - Matchett notes that the unit can make a case about their data as part of their report which can be considered by the Council.
 - General agreement that the council is open to units doing some self-definition.
 - Wood believed it is useful to have that additional data as she would make decisions based on what she sees across the entirety of the data set.
 - How to act on it is what needs to be determined.
 - MOTION: Casey moves to use this document, seconded by Steele
 - VOTE: Motion approved unanimously
 - Muller will also share the memo with everyone once it is completed.
 - Reports are available in SharePoint
 - Muller and Bebee are working together to determine a way to connect with Arts and Humanities units to possibly run a canvas training session(s) to prepare them for Direct Assessment.
 - This can be Fall 25 priority
 - The quality improvement project would be very helpful as well.
 - The first Council meeting next fall can be dedicated to Direct Assessments
- LAC [Assessment Plan](#)
 - The changes made this year are highlighted in blue.
 - Changes made:
 - Indirect Syllabus Review section
 - End point (5) with
 - “three-column in-syllabus assessment/alignment chart”
 - Add the following points to the list on page 20
 - “Any teaching syllabus pulled for ISR will be a syllabus used in teaching the course in either the fall or the spring semester of the review Academic Year.
 - If the course is not taught in that AY, no syllabus will be pulled for review. By gtP rule, a course must be taught every two years and so when a course is not taught, that course will be reviewed the following AY when it MUST be taught. Courses not taught at least once every two years will be removed from the Curriculum.”

- Conclude the Indirect Syllabus Review section with
 - “If a course is not taught during an AY, the course is not reviewed during that AY and remains in the current round of review for review the following AY.”
- Indirect Assessment Section
 - Add the following to the
 - “Review of student responses in a short survey. Appendix A
 - The survey contains: 3-5 questions about student learning experiences associated with the gtP/LAC competency requirements for the course category, one open-ended question.
 - The 3-5 competency-oriented questions are taken from the National Survey of Student Engagement (NESSI) whenever relevant and applicable to allow benchmarking of survey data.
 - The same format for the survey is used for the unique to UNC IS and MS designations. However, these questions are not linked to the NESSI and have been written by UNC faculty.
 - Working with UNC’s Office of Institutional Research Effectives, the student survey is distributed at the same time as program course evaluations to all students taking LAC courses.
 - OIRE will also collect student data including student year classification, major, and number of Curriculum courses taken.
 - This data allows the Council to parse the data in ways that are informative for assessing the curriculum.
 - This data allows OIRE to generate a list of students for the Council to invite to participate in focus groups about their experiences with the Curriculum.”
- Implementation Years (2023-2029)
 - Include the reference of “Appendix O” to the fourth bullet
 - Add “with potential alternate storage if requested and explained to Council prior to undertaking direct assessment.” To the sixth bullet
 - Include the reference of “Appendix Q” to last sub-bullet if the section
- The indirect assessment student survey questions are now included.
- Casey asked if this is a public document?
 - Matchett suggested having this on the intranet, available for faculty.
- MOTION: Muller motions to approve LAC Assessment Plan, seconded by Harris
- DISCUSSION:
 - Steele struggled with determining if courses are LAS1, LAS2, SC1, SC2 etc. when writing her document. She suggests a clarifying section of those distinctions.
 - Muller will be able to pull that from the catalog and include it in the plan as an additional appendix.
 - This will be able to get updated as needed
- VOTE: Motion approved unanimously
- Discussion: Requiring Units to Submit an LAC Syllabus Plan
 - Casey is in favor of units submitting an LAC Syllabus Plan
 - He stated that units are not taking responsibility for making sure their syllabi are up to date and consistent.
 - Every college is required to keep and provide those syllabi based on their own methods
 - For clarification each unit would provide a plan of how they ensure that their teaching syllabi meets LAC criteria.

- Chairs have the responsibility of making sure the teaching syllabi delivered to students follow the requirements of the course.
 - This would serve as a way to double check criteria is met
- Casey asked if there is a role for college representatives in this?
 - Should there be another step in the plan?
- It is believed that since there is no plan, this is a reason why initial reviews fail
- Matchett suggests sharing the model syllabus with instructors to follow or keep in a SharePoint available to them
 - Steele mentioned that she does this and there are still faculty that don't follow.
- Bebee stated that creating extra documentation won't solve the problem.
 - He suggested thinking about what the council will do if we receive a plan that is not good.
- It could be helpful to include information on the memos
- Bebee suggested creating a chairs seminar for this to help with the overall process.
- Units differ, so having suggested methods though the intranet can be helpful with the addition of an email to chairs for a heads up.
- Discussion will continue in the future.
- [NHS Appeal](#) of SCI 291 change from LAW2/CO2
 - Wood would like to deny the appeal and provide support and collaboration to the unit.
 - More campus awareness is needed for the placement process for writing classes in the LAC.
 - When students come to UNC, they take a DSP survey which will recommend a writing course they can take, which they discuss with an advisor.
 - As a contributing author to the informational piece of the survey, Wood suggests inviting SCI 291 to contribute to the communicative moment
 - If the DSP survey recommends a student to take a CO-1 CO-2 combination to fulfill their Written Communication requirement, the student—in consultation with their advisor—could challenge the DSP and opt for a CO-2 + CO-3 combination instead.
 - Geisendorfer asked why SCI 291 should be changed from LAW2 since it is supposed to be general and not content specific.
 - It is out of alignment with state and national trends and what CDHE requires in their content criteria.
 - At CSU, they offer a CO-3 course titled “Writing in the Sciences.”
 - Wood was compelled by the section of what the students need since NSH faculty know more about that than most.
 - However, she believes it's not the best decision because nothing from the council's decision is stopping them from integrating writing instruction in any class they have in their major.
 - Their appeal doesn't align with the argument the LAC approved.
 - Joe Elkins stated the bigger issue sciences are having is that SCI 291 was not designed to be a 300-level course and is designed as a 200-level course specifically to fulfill the LAC requirement.
 - As a science faculty he does not think it is appropriate for the LAC to decide that SCI 291 is a 300-level when it was written to be a 200-level class.
 - This will create a ripple effect on courses that require this course.
 - Because SCI 291 is an LAC course, it is within the purview of the Council.
 - The course could remain as is if science faculty prefer, but it would lose its LAC status. They also have until 2028-2029 to make whatever changes they see fit, which is a substantial amount of time.
 - Elkins asked what the argument and evidence is of removing the LAC designation.
 - Wood stated that the timeline has already been approved and referenced how since

- 2019 the recommendations have been communicated at the dean's level to the units.
- Wood provided documents covering the ongoing discussion.
- Elkins requested that the discussion of this appeal be continued in the Fall,
 - NHS feels like there has not been enough time to review the appeal and have further discussion.
 - T. Smith voiced that as a matter of professional courtesy this could be discussed in the Fall.
 - Matchett referenced the date/time included in the appeal, which merits a timely response from the Council.
 - Muller clarified that the appeal has been written, and no new evidence is provided in the appeal to merit overturning the LAC's decision made last fall. With the current appeal, the discussion will be the same now as it would be in the fall.
 - Matchett stated that the LAC has made a decision that affects all units equally and only one course has come back with a request, where no changes need to be made until 28-29.
 - In the fall, council members will be meeting with all units that teach LAW courses, as part of direct assessment follow-up
 - These discussions with units that teach CO2 courses can include talking through what the options are and ways to move forward.
 - Additional appeal pathways are still available.
 - Wood believes the conversations next year will be very helpful; it seems that there is a misconception about the structure of written communication courses.
 - The student learning outcomes are the same for CO-2 and CO-3 but the content criteria are different.
 - A plan is in place to have conversations in the Fall and opportunities to support the reconstruction of these courses in the Spring.
 - MOTION: Wood moves to deny the appeal and communicate with the unit about working with them and that there is an additional appeal process available to them, seconded by Casey.
 - VOTE: Motion approved with one (1) abstention.

Comments to the Good of the Order

- May 19th at 1pm, Muller's senior women softball team will be playing on the softball field.
- Good luck to Brian Casey as he defends his second doctoral dissertation!

Adjournment 5:05pm