



LIBERAL ARTS COUNCIL

19 November 2013

Minutes

Present: Boyce, Fong, Trelogan

Absent: Aske, Baird, Bentz, Senbet, Smith, Spahr, Varner, Weber

Guests: Stacy Sharp, Angela Vaughan

Call to Order at 3:40 p.m.

Announcements: None.

Approval of the Minutes of the Meeting of Nov. 5

The minutes for the meeting of November 5 were approved without objection.

Regular Reports

Chair's Report (Trelogan): No report.

GE Council Report (Bentz—absent; report conveyed to the Council by Trelogan):

- The spring 2014 Faculty-to-Faculty Conference will be on 4/18. Details coming soon.
- The Council briefly discussed the possibility of having multiple math pathways for GT-MA1 rather than using college algebra as the default, but is postponing further discussion until current faculty groups meeting on the math competencies have finished their work next year.
- The Council discussed "Honoring other Institutions' Decisions about Credit for Prior Learning" (AP, IB, and CLEP). Members of the Council were asked to research the current process at their institutions. (At UNC we ask for original test scores and then determine if we will accept the course based on our own standards).
- A question for discussion by our Liberal Arts Council: Is it appropriate for upper division courses to be in gtPathways. Some schools favor this.
- Future statewide articulation agreements are planned for engineering, early childhood education, physical anthropology, music education, and mass communication. One question that will be discussed regarding anthropology is that of whether a physical/biological anthropology course should be in the natural and physical sciences category or in the social and behavioral sciences category.

AVP Report (Smith): No report.

Core Curriculum Committee Report: Boyce reported that he has secured the agreement of two new people to serve on the Core Curriculum Committee for International and Multicultural Studies: Genie Canales and Priscilla Falcon. Both have expressed willingness to serve three-year terms beginning this year.

Old Business: None.

New Business:

Proposals to add three courses to the Core

EDF 266: Social Foundations for Educating Diverse Populations (Area 8): Boyce, chair of the Core Curriculum Committee for International and Multicultural Studies, conveyed the committee's recommendation to the Council, as a motion already made and seconded, that EDF 266 not be approved for inclusion in Area 8 of the Core for the following reasons:

1. The syllabus and accompanying documentation fail to demonstrate how the course and course activities meet the criteria for being included in Area 8 of the LAC.
 - a) Six of the ten course objectives do not address multiculturalism. Rather, they address becoming a professional educator. Further, the long list of professional standards for teachers indicates that this course is designed only for education students, including issues such as classroom management.
 - b) The course title does not match the course description. The course description and its activities suggest a philosophy of education course; not a course designed to teach diverse populations.
 - Furthermore, the current LAC courses in Area 8 have relatively broad appeal across the student body, whereas EDF 266 would only be taken by teacher education students given its focus on teaching philosophy. In short, its focus is too narrow.
 - c) The rationale for the change is not consistent with the content of the proposed course; instead, it suggests the goal of allowing PTEP students more room in their schedules for field experiences. The purpose of an Area 8 LAC designation is not to provide students a more flexible schedule. The course must have an appropriate educational focus.
2. The proposed syllabus fails to include a weekly course schedule outlining specific topics to be addressed, required readings, assignments, and exams. The only information provided is the title of the proposed textbook and the assignments.

There was no discussion of the motion, which was unanimously approved. Boyce suggested that Trelogan convey to the School of Teacher Education the suggestion that they consider having any interested member of their faculty look into the possibility of teaching a section of MCS 101, Introduction to Multicultural Studies, a course that can be taught by any member of the UNC faculty.

MIND 298: Topics in Interdisciplinary Studies (Electives): It was moved (Fong/Boyce) that the course be added to the Core as an elective. The motion was approved unanimously after a very brief discussion. During the discussion, Trelogan passed on to the Council the information that Robert Mondt, Director of the Life of the Mind Program, has already received expressions of interest in teaching sections of this course from four faculty members who would be new to the program.

PHIL 140: Basic Logic (Area 3c): Trelogan, chair of the Core Curriculum Committee for Philosophy and the Arts, conveyed the committee's recommendation to the Council, as a motion already made and seconded:

The core curriculum committee, having reviewed the proposal to add PHIL 140 to Area 3c (Ways of Thinking) of the Liberal Arts Core and having judged that the course meets the criteria for courses in that area of the Core, unanimously recommends the proposal's approval.

After a very brief discussion, the motion to add PHIL 140 to Area 3c of the Core was unanimously approved.

Discussion Item

Changes to the *Catalog* description of the Core proposed by the Registrar's Office (Continued from the meeting of 11/5):

Trelogan conveyed the following report from Ann Bentz concerning the results of her query to the CDHE regarding the transfer of general education credits from schools on the quarter system:

The CDHE tells us that while general education requirements in Colorado are often expressed in terms of semester hours, most institutions have a 'course' equivalent. However, there is typically a minimum, below which the 'course' equivalent is not met, and that minimum is typically 2.7 semester hours when translating quarter hours to semester hours.

For example, the 1-hr math modules from CSU only fulfill the CU Denver mathematics proficiency in its general education Core when all three (not one and not even two) of the modules transfer to CU Denver.

In general, we don't need to worry about making up the deficiency in credit hours with the exception of the 120 hours required to graduate. At CU Denver, to take that school once again as an example, the 120 hour requirement cannot be met by rounding 119.7 to 120.

Ian McGillivray tells us that it is fine for us to consider a category "met", for example in math, if a course transfers in with 2.67 credits. If the 31 credit requirement for gtPathways is short by 0.3 credits, that is also not a concern. We would need the unit to decide if the transferred course meets the content and competency criteria for that category. If so, we would not need the student to take an additional course.

I would suggest that we develop a policy unless we already have one that coincides with the examples above so that we have the clear minimums established. I think it would be hard to justify a shortage of more than 0.3 credits for gtPathways. If the student transfers in more than one course with 2.67 credits, the student could use those courses to satisfy LAC "course" requirements, but I think the student should take another course, in any category, to make up the shortfall (to keep us out of trouble with the state).

In the discussion that followed, Sharp pointed out that if students transfer from schools on the quarter system, then they will be short in every category of the Core. She told the Council that she thinks that there should be one rule covering all areas in the Core and suggested that the Council needs to decide how UNC should handle this process. In the discussion that

followed, the idea that emerged was this: students transferring in courses from schools on the quarter system should be regarded as meeting the *course* requirements in the Core—but not the overall 31 and 40 hour requirements—if they’ve taken courses of the relevant kinds for which they receive at least 2.67 credits each (at least 3.35 credits for a lab course in the sciences). We could then round up as the other Colorado institutions do, i.e., following Bentz’s suggestion as to how to do this. Sharp agreed to write up a policy and share it with Bentz and Trelogan for their review in advance of the next meeting.

Adjournment: Meeting adjourned (Fong/Boyce) at 4:38 p.m.

Tom Trelogan
Chair

Abigail Pekar
Recording Secretary