



**LIBERAL ARTS COUNCIL**  
North Hall Conference Room  
October 20, 2015

Attendance: Fitzpatrick, Bentz, Baird, Smith, Martinez, Byrnes, Johnson, Franklin  
Absent: Trelogan, Nelson, Urbach, Weber  
Guests: Black

**Meeting Called to Order at 3:33p.m.**

**Announcements**

**Approval of the Minutes from October 6<sup>th</sup>**

Postponed until next meeting.

**Regular Reports**

**Chair's Report (Fitzpatrick)** – Deferred to Smith who reported that during Faculty Senate the motion from APC was postponed. APC spent several meetings deliberating the policy on the Student Code of Conduct vis-à-vis the Student Academic Integrity policy. The Senate deferred discussion on this until Luttmann has correspondence with the Dean of Students (Rodriguez) again.

**GE Council Report (Bentz)** – Fac-to-Fac meetings are this Thursday and Friday, October 22-23. UNC has twelve representatives. Cut score of 3 for AP and a 4 in IB in general education courses. The credits that go with these scores are up for discussion. The review boards will work on the final recommendation to the commissioners. Couch has been selected for the review board for the 4-year institutions. Fitzpatrick asked if the LAC will have to make a statement about the AP and IB scores. The registrar, however, will take care of this, not LAC. There are institutions, like Mines, that have strong data against accepting 3 in calculus and all other courses.

**AVP Report (Smith)** – It would be helpful to come to some clarity about adopting the LEAP program. The assessment council is working on university wide learning outcomes.

**Core Curriculum Committee Reports (Baird)** – HUM 122 has been approved by its CCC but awaits review by the council at the next meeting in November.

**Old Business**

**AY 15-16 Goals**

**Area Competencies – DISCUSSION:** Request to map out a strategy for the council to begin adopting the LEAP program before assessing the areas. Change the area competencies to map to the LEAP criteria and, consequently, the state. Fitzpatrick has a draft of the state competencies that she downloaded from the website. This draft shows the competencies that must be demonstrated. Martinez noted that the competencies show what they require from students, so how will UNC transition students from high school to a very active, demanding core? Smith said that the value rubrics show a baseline of expectations. In the rubrics, faculty can score students as a zero, so there's not an expectation that every student will master the learning. The goal is to find a way to meet the students' needs. Black said the reason for having a more systematic process is to identify students who are struggling and if there a need for change.

Without that data, it is hard to assess what students need and don't need. LEAP provides a framework that is used across the nation. The assessment is not used to make judgments, but to improve pedagogy. The decisions that are to be made at Fac-to-Fac will determine which areas are most important. The GEC will decide from there what will happen next—do the recommendations go forth to the institutions or does GEC spend more time reviewing. From that, they will ask the institutions to assess based on the results from Fac-to-Fac. Fitzpatrick would like the LAC to move UNC forward and not worry about the state catching up. Johnson suggested that the council take one or two points from each rubric area as a way to begin a procedure. Fitzpatrick agreed. But the LAC needs to create its own curriculum. The state is not interested in looking at general education as a curriculum. So how would this affect transfer students? UNC isn't going to diverge from the state and so this shouldn't hinder transfer students. Bentz suggested holding off on the discussion until after the Fac-to-Fac Conference. Since UNC has a lot of transfers, it is important that the institution respond to the state recommendations too. Fitzpatrick isn't sure the state will be swift in response. Bentz said it should be a fairly swift decision. Fitzpatrick thinks UNC should move forward with or without the state's recommendations. She wants this semester to be the decision-making semester. Franklin said the council has to start with standards but then go beyond the standards. She is worried about transfers. Fitzpatrick doesn't see anything happening where UNC would inhibit students from transferring. UNC doesn't want to set up students for failure, either. With LEAP, the rubrics are developmental rubrics. What is general education responsible for? Smith said UNC will undoubtedly go beyond the state's requirements. A cohesive curriculum is important. Smith believes several schools have put out a successful general education core. Fitzpatrick and Smith will investigate other institutions' general education curriculums and bring their research to future LAC meetings. Byrnes said the learning outcomes is what gives cohesiveness to the core. He wonders if these assessments are already available and thus can be compared/contrasted to the LEAP rubrics. Smith feels that where UNC has fallen short is that it hasn't stressed that courses in the core have the values of the liberal arts core. Substantially UNC might already have this, but it hasn't been explicit. Not all areas are as keen on values, etc. There are ulterior motives such as getting multiple courses in the core for departmental exposure. Fitzpatrick would like to create a model that puts the brakes on that sort of motivation and redirects departments to make contributions to the core that align with the values. She would like to create a process to support this. Franklin said that everyone has to believe in the core to get buy-in. There aren't enough faculty teaching the courses or they aren't committed to the core values. But if the core builds skills cumulatively, this might create the best outcomes. In addition to this, Fitzpatrick wants students exposed to multiple views of the world and multiple skills. Baird wonders if the council should look at the criteria for inclusion in each area before moving forward. In area 6, he and Elkins tried to broaden the area outcomes to become more inclusive. What do students need to know about each area to have an understanding about the disciplines? How is it decided who teaches the core courses? How do you know if someone is qualified? 64% of the core is taught by adjuncts. Some adjuncts are not qualified or don't meet the goals of the core. This is an excellent reason for adopting the LEAP rubrics. Black emphasized that LAC is the body to create and enforce these standards, particularly in regard to the faculty. Baird believes there should be some oversight of who teaches in the core. Fitzpatrick would like to set a goal of when the council will officially adopt the essential, global learning outcomes and then begin defining each area. The area outcomes can only be mapped to larger outcomes. There needs to be a cohesive vision that is trickling down from the higher administration and that is what is happening across

campus. Every area should be able to breakdown the essential learning outcomes, values, criteria. This has to be seen as a developmental process over the course of a few years. There are ways to involve campus community members. Black recommends that the council think about what resources they can tap into and what milestones they can anticipate each semester. Fitzpatrick would like to ask each area to develop a statement that serves to describe what are the essential learning outcomes they want their students in their area to achieve at a global level. Areas have until the final meeting of the semester in December to develop a statement describing the essential learning outcomes to be achieved in their Areas.

**Course Reviews (ensure that the syllabus and learning outcomes are clearly aligned with State competency requirements) – Deferred**

**New Business**

**AP Cut Scores – Deferred**

**Adoption of LEAP – Deferred**

**UNIV 101 Announcement (Smith) – UNIV 101 is going to be offered for the first time in the spring 2016 semester.**

**Comments to the Good of the Order**

Franklin asked for three models of successful liberal arts core curriculums at outside institutions to be shared with the council. Fitzpatrick agreed to do this, but that it might not happen by the next LAC meeting in November.

**Meeting Adjourned at 4:57p.m.**

**Colleen Fitzpatrick, Chair**

**Abby Pekar, Recording Secretary**