

UNIVERSITY of
NORTHERN COLORADO



LIBERAL ARTS COUNCIL
North Hall Conference Room
November 17, 2015
MINUTES

Attendance: Fitzpatrick, Byrnes, Franklin, Smith, Nelson, Markowski, Trelogan, Bentz, Varner

Absent: Martinez

Guests: Black, Couch, Sharp

Meeting called to order at 3:30p.m.

Approval of the Minutes from November 3rd

Minutes unanimously approved

Regular Reports

Chair's Report (Fitzpatrick) – LAC Strategic Meeting

GE Council Report (Bentz) – The Constituent Review Team, comprised of individuals from across the state, met to finalize AP and IB cut score recommendations for the CCHE. The recommendations are for institutions to accept a 3 for AP and a 4 for IB for general education credit. The CCHE will discuss these recommendations in December.

AVP Report (Smith) – UGC is very supportive of working with the LAC to get faculty input. Smith believes a partnership between UGC and LAC would be good for the LAC's goals.

Core Curriculum Committee Reports – Franklin talked to areas 7 & 8 about learning outcomes and shared them with Fitzpatrick via email last week. Area 8 faculty want to focus only on the four protected groups.

New Business

Curriculum Review:

GEOG 296: DISCUSSION: CCC for area 7 did not provide a report. In the course packet it states course number 295, but in the syllabus it is 296. Which is it? This packet also seems like it is intended to be an official course and not a variable topic. The council would like more clarification on what exactly this course is intended to be.

VOTE: Course deferred.

MUS 249: DISCUSSION: CCC for area 4 unanimously approved this course. Trelogan mentioned that this course is very similar to other MUS courses in area 3a. He doesn't understand why it is going in area 4 when it fits better in area 3a. The document that specifies inclusion in the core is not sufficient. Fitzpatrick has a concern with the syllabus's inappropriate statement for the course. There are no assignments that match up with the area competencies. How do they measure the learning outside of basic grading? Fitzpatrick suggested that they resubmit.

VOTE: Course deferred.

FR 201, GER 201, SPAN 201: DISCUSSION: CCC for area 3d approved the revisions to the prerequisites. Changed to 2-years of high school language (French, German, Spanish) or demonstrated proficiency. Instead of "or" they put "and" in case of Spanish a

placement score and German and French a placement evaluation. Spanish has a placement test. French and German has a placement evaluation. Every student has to have departmental approval to register. Spanish doesn't require a specific cut off score, but once the students take the test they get a note telling them what course they tested into. Bentz said this is done in Math as well, so there is no publicized the cut score. In rationale for change for SPAN 201 it still says two years of "college" Spanish. This is a typo.

MOTION: Varner/Franklin motion to approve all three courses.

FRIENDLY AMENDMENTS: Change from "college" to "high school" on curriculum form. The prerequisite statement should read: A. 2-years of high school language or demonstrated proficiency and B. Placement evaluation by program coordinator).

VOTE: All three courses unanimously approved with friendly amendments.

AP/IB Cut Scores: UNC's cut scores meet the recommendations of the Constituent Review Team for the awarding of general education credit in all areas except chemistry and Spanish. For those two areas, if a student transfers a 3 to UNC, the student will get credit for the LAC category but will not have a UNC equivalency. UNC's data analysis shows that students transferring a 3 or higher AP score have a higher first year GPA than students without AP credit.

CAN Application Update: Smith submitted the application, but he has not yet heard back from his contact. Smith is the UNC liaison.

LAC syllabus standard: During the LAC strategic meeting last week, it was agreed that there needs to be a syllabus standard for LAC. Fitzpatrick suggested a task force that would formulate and/or design a standard syllabus. Nelson mentioned that syllabus requirements differ by area. But Fitzpatrick argued that this endeavor is to create a "standard" syllabus which tells faculty what the LAC expects, not a way to regulate areas. The UGC wanted something similar from University College as a way to better understand what standards are expected. Fitzpatrick asked for volunteers. Bentz thinks making the syllabus standards a requirement is a way to ensure that courses that get sent to the state are approved.

Franklin, Smith, and Markowski agreed to this task force.

LAC institutional data collection: Black has the ability to get the council the data that is needed to create an end-of-year report that the council is required to submit. This can also help with the impending revision to the core. Black suggested that a subset of LAC might be interested in discussing what information would be beneficial for the end-of-year report, etc. Black would be willing to work with this group. Fitzpatrick asked for volunteers. Franklin asked about the HLC report and if that information would be useful. What are the reports available? Are the same research questions about the liberal arts core what the council is interested in? What are the students learning from the core? LEAP will help the council during the core revision as will the institutional data from this task force.

Black and Fitzpatrick agreed to this task force.

Registrar question about ASL policy: Leilani Johnson, director of the American Sign Language major, has a question in regard to how we monitor the no more than 9 credits of courses listed to satisfy the requirements of a student's first major and that carry the prefix of that major may be used to satisfy the requirements of the LAC. The student in question is an American Sign Language major, all courses for this major are INTR prefix. The ASL courses are all prerequisites that must be completed before they get into the program. The student has completed 16 hours of ASL course work that she was hoping would satisfy her required 40 hours

of LAC. All specific categories have been satisfied. Degree Works is catching these 16 credit hours of ASL as a max because the major is ASL even though the prefix is INTR for the major. I know this discussion came up for the new ELED major, but it was decided that the SCI prefix would be ok for this major. How would the LAC council interpret this policy for this major? Here is the policy: “Up to nine semester credit hours of the courses listed that can be used to satisfy the requirements of a student’s first major and that carry the prefix of that major may also be used to satisfy the requirements of the Liberal Arts Core.”

DICUSSION: The major American Sign Language-English Interpretation are INTR prefix course work that deals more with Interpretation and the ASL prefix used for LAC courses are signing courses and two different areas. It is okay to allow ASLEI students to use more than 9 credits that are used towards the LAC requirements. Currently ASL prefix course work are not required for the major and are not pre-requisites, but if they are listed out as major requirements in the future this might need to be discussed.

Old Business

AY 15-16 Goals

Rearranging the core – Deferred.

Area Competencies – Deferred.

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

Comments to the Good of the Order

The F2F documents that were emailed are meant for review purposes. The LAC will have a discussion about the recommendations in December.

Adjourned at 4:56p.m.

Colleen Fitzpatrick, Chair

Abby Pekar, Recording Secretary