

UNIVERSITY of
NORTHERN COLORADO



LIBERAL ARTS COUNCIL

North Hall Conference Room

November 3, 2015

MINUTES

Attendance: Fitzpatrick, Smith, Markowski, Nelson, Varner, Martinez, Trelogan

Absent: Urbach, Byrnes, Johnson, Bentz

Guests: Pure, Sharp, Black

Meeting called to order at 3:31p.m.

Announcements

Amendment to the agenda

Approval of the Minutes from October 6th and 20th

Minutes for October 6th and 20th unanimously approved

Regular Reports

Chair's Report (Fitzpatrick) - None

GE Council Report (Bentz) - None

AVP Report (Smith) – Smith will present material about the LEAP initiative at the next UGC meeting.

Core Curriculum Committee Reports - None

New Business

Curriculum Review:

HUM 122: DISCUSSION: Says gtP on syllabus and catalogue pages. Must be removed.

MOTION: Varner/Trelogan

VOTE: Course unanimously approved.

PSY 247: DISCUSSION: This course is open to non-education majors, but it is designed to appeal to education majors.

MOTION: Varner/Martinez

VOTE: Course unanimously approved.

FR 201: DISCUSSION: Committee members questioned transparency, but the addendum cleared up the concern. Couch asked if the 2-year high school requirement is monitored. Is there an alternative way to monitor student enrollment in the course? The department is doing a placement evaluation. Black wants to be sure the prerequisites are being tracked and maintained since the HLC posed concerns about this. Nelson asked what is the placement evaluation. Sharp suggested that the courses would need instructor consent in order to stop students from registering who lack the prerequisites. Couch also asked what is meant by “language” since the course doesn’t specify which language is included in the prerequisites. Nelson asked do students have to pass the 2-year requirement? And what about life experience or knowledge of the language outside of high school or college course work?

VOTE: Course deferred.

GER 201: *DISCUSSION:* Same issues as French.

VOTE: Course deferred.

SPAN 201: *DISCUSSION:* Same issues as French.

VOTE: Course deferred.

AP Cut Scores: Deferred.

Adoption of LEAP: *DISCUSSION:* Fitzpatrick shared the LEAP website with the council and reviewed its highlights. The Fac2Fac Conference ties in nicely to LEAP. Each area has specific criteria that need to be met. Bentz has asked to be provided all the materials and notes from each academic unit from Fac2Fac. The State is giving the institutions until December 11th for feedback. It is expected that the CCHE will approve the document by April with the expectation the schools will adopt the program in fall of 2016. AAC&U follows the Blooms Taxonomy. At the Fac2Fac, they broke down what areas are essential to their particular disciplines. Once everyone has had a chance to respond to the draft of the results of the Fac2Fac, an official document will be presented. Then it is a matter of taking those specifics and defining what the outcomes should look like. Nelson shared that the group drafted competencies that can be tracked. The idea is everything is measurable. They asked how can courses measure learning outcomes, etc.? Eleven competency areas and eleven groups, so each competency has a home and group. CDHE wants it to be faculty driven. All units need to get together and join in the discussion since the results could affect any area. Every faculty needs to be involved as much as possible. So if UNC wants to participate in the gtP, then UNC needs to get serious and involved. UNC has a voice in this process. Ultimately, it'll fall on the LAC to make a big effort to get faculty across campus involved. What the State produces, UNC doesn't have to stop there. UNC can go above and beyond the State. Since the State is targeting the least common denominator, so it would behoove UNC to go above and beyond. This is why adopting LEAP is going to be beneficial and help UNC move to a point where UNC is fully committed to a quality liberal arts education. Truman State University seems to have a good liberal arts core curriculum. Fitzpatrick reviewed Truman's liberal arts core website. UNC is not far off from Truman's example. Computer Literacy, taken on by history at Fac2Fac, considered computer literacy outdated. Nelson pointed out that the math committee doesn't think all students should take college algebra, but something more applicable like statistics. Trelogan noted that UNC's present model fits with students who transfer in, etc. Martinez said that since we don't have an engineering program, why not teach students applicable math skills. Fitzpatrick doesn't think UNC is at the point of evaluating the specifics, but rather at the early planning stages. What does UNC want its liberal arts curriculum to look like? Fitzpatrick wants the council to decide what direction to go.

Nelson shared with the Council a handout regarding the Liberal Education & America's Promise (LEAP), Campus Action Network. The sheet details the member expectations and benefits.

MOTION: Nelson/Trelogan posed a motion to join the Campus Action Network. Joining is free as UNC is already affiliated with the AAC&U.

DISCUSSION: 340 campus action networks (CAN) across the U.S. Benefits of joining include access to resources to help guide our decisions about the LAC at UNC. As state of Colorado moves toward adoption of the LEAP competencies, learning outcomes, and rubrics, UNC can not only get ahead of what will be required by the state, but use the LEAP resources to bolster our own core. There is a fear of being put into a box in terms of agreeing to follow a structure that is too restrictive or doesn't match our curricula, but the LEAP program is flexible.

Each LAC core curriculum area will need a small task force to begin this process. Trelogan asked about what goes into applying for membership. Nelson explained it is a one-page application only asking for a campus liaison to be named, and requiring consent of Provost and President. Fitzpatrick, Smith, and Black agree to get appropriate signatures and select the liaison.

VOTE: Motion to adopt LEAP unanimously passed.

Old Business

AY 15-16 Goals – deferred

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

Adjourned at 4:43p.m.

Colleen Fitzpatrick
Chair

Abby Pekar
Recording Secretary