

UNIVERSITY of
NORTHERN COLORADO



LIBERAL ARTS COUNCIL

North Hall Conference Room

March 1, 2016

MINUTES

Attendance: Fitzpatrick, Bentz, Baird, Markowski, Martinez, Nelson, Smith, Milstead, Dickensheets

Absent: Urbach, Martin, Reardon, Weber, Johnson, Couch, Trelogan, Franklin

Guests: Wieben, Black

Meeting called to order at 3:30pm

Approval of Agenda

Approval of the Minutes from February 16th

Chair's Report (Fitzpatrick) – Fitzpatrick invited Chairs of CCCs to a March meeting to discuss the duties and expectations in the remaining months of the semester. There has been a request for Smith and Fitzpatrick to meet with HSS to discuss the core transformation. She will report back at a later date. HSS wants to have a close association with what LAC will do.

Standing Reports

GE Council Report (Bentz) – Fac-to-Fac will not be on the 8th but on the 15th instead. The next GEC meeting is Monday. The gtP course competency went out. Feedback was limited.

AVP Report (Smith) – Smith got an email calling into question the enterprise of measurable learning outcomes. This is a sticking point for many faculty. The LAC should address this topic and make it an engaging conversation or at least quell people's fears.

Core Curriculum Committee Reports (Wieben/Baird) - The ELOs will be determined at the committee level and then enacted in the fall semester. Dickensheets is concerned that the music courses might suffer from the mandated ELOs. One very broad set of learning outcomes that guide the curriculum as a whole. The next level would be how the different content areas contribute to that curriculum. The next level would be the common competencies in each area. Instructors already have ways of meeting desirable outcomes through the current teaching process (tests, presentations, etc.). These are all ways in which to assessing learning. It is a matter of taking existing exams or papers and fitting them into the learning outcomes. It won't require a standardized syllabus, but the course should meet certain requirements so that the course meets the desired, approved learning outcomes. Departments won't have to force faculty to teach the same things and offer the same assignments.

Guest Presentation

Assessment Council's Institutional Learning Outcomes Project (Black) – DISCUSSION:
A survey will go out in the coming days to all faculty, staff, students, and alumni to begin rebuilding ILOs. How can the LAC help? The most obvious way is that the council offer feedback in the first stages. During the open forums in the fall semester, the LAC could co-sponsor to bring in more interest. Smith explained that some portion of the ILOs and gtP will feed into LAC learning outcomes. Ideally there would be a linear process of starting with the

ILOs, but that isn't how it is rolling out. There is overlap among the people involved in the ILOs, ELOs, and gtPathways, so that it should, ideally, go in the same direction. Dickensheets and Nelson wonder why the LAC doesn't wait until the ILOs are set. The gtPathways process is forcing the LAC to revise competencies now. Black and Smith believe it'll all come together, but there has to be a dialogue between the groups to keep everything on track. How specific are the ILOs to UNC? There are 9 undergraduate ILOs. They are fairly generic. These ILOs would not distinguish UNC from other universities. The ILOs can't be too specific, but should remain broad.

Unfinished Business

F2F documents and discussion – Deferred

Syllabus standard update – Markowski presented a draft of the syllabus. The ad-hoc committee will accept comments via email. Faculty will have two weeks to share comments and suggestions with the ad-hoc committee. This standard will be required of all courses looking for inclusion in the core. Wieben asked if the language will be mandatory or can departments use their own language? Smith believed that the outcomes should correspond with the LAC requirements since any core course is being taught for the LAC, not the department. There should be some rule that certain pieces must stay the same from faculty to faculty in a particular course. At some point the council will have to do a random sampling of currently offered LAC courses, like an audit, to see if the course stays with the original curriculum submission. Baird asked if departments know that when their faculty teach in the core. How does the council get the departments to ensure that the syllabus standards and ELOs are being policed? Fitzpatrick thought that if there is cooperation from the instructional leadership, departments might cooperate. Also, there should be teaching moments so that departments and faculty learn what they need to do and what they need to continue doing. Baird and some council members think that in order to hold their feet to the fire the council will have to kick out courses if there isn't cooperation. The council has the authority to do so. There has to be ways to approach this fairly. PEC is a good example for the LAC to consider regarding syllabus review. Communication should go to the campus at large, not just the deans and chairs.

Institutional data collection - Deferred

AY 15-16 Goals - Deferred

Creating an LAC curriculum

Create procedures for regular assessment of courses in the core

Area Competencies

Course Reviews (ensure that the syllabus and learning outcomes are clearly aligned with

State competency requirements)

New Business

Comments to the Good of the Order

Meeting adjourned at 4:59pm

Colleen Fitzpatrick, Chair

Abby Pekar, Recording Secretary