

UNIVERSITY of
NORTHERN COLORADO



LIBERAL ARTS COUNCIL
North Hall Conference Room
April 5, 2016

Attendance: Nelson, Bentz, Wieben, Baird, Markowski, Martinez, Smith, Milstead, Dickensheets, Franklin, Urbach
Absent: Fitzpatrick, Johnson, Martin, Weber, Trelogan, Newman
Guests: Kraver, Couch, Sharp

Meeting called to order at 3:33p.m.

Approval of Agenda

Approval of the Minutes from March 1st – postponed until April 19th

Chair's Report (Nelson) - None

Standing Reports

GE Council Report (Bentz) – Fac-2-Fac is next Friday. HSS has requested three additional faculty to attend. Finalizing competent and competency criteria at the meeting.

AVP Report (Smith) - None

Core Curriculum Committee Reports (Baird) – Baird asked for clarification about what outcome is expected from the CCC meeting last week. Each CCC needs to define how many sets of learning outcomes they need for their areas. Committees will then determine learning outcomes, starting with the ones drafted at the state level for gtPathways which are closely aligned with the LEAP rubrics. They will attempt to get input from the units and faculty that teach these courses. The expected finish date is fall semester 2016, but a progress report is due on April 19th.

New Business

English Education (EED) exception to the “nine-credit rule”: *DISCUSSION:* Students can take 9 credits in their prefix to count towards their major. English has a handicap since 6 credits are assigned to count to the LAC for ENG 122 and ENG 123 which are actually Composition courses and not linked to the content of English as a Humanities area. (See memo from Jeri Kraver) Sharp noted that this concern was brought to the LAC last year because this very subject hurts other Education students not just English Education students. Dickensheets shared that the Music Education majors are dealing with this same issue. Wieben pointed out that History had this problem as well but changed their curriculum in History. Is prefix the most important denominator in a class? LAC is not worried about disciplinary prefixes but outcomes, etc. What does the prefix matter? There is a lot of pushback with the idea that ENG should change the prefix to something related to composition. Franklin wants to see courses that teach writing being taught by experts in writing. Students need an introductory writing course. Baird mentioned the rule of double-dipping which is why the 9 credit rule exists- to ensure students actually take a range of courses outside their major. Nelson agrees this is the time to start talking about the prefix issue, etc. Nelson doesn't think the council can create a motion to vote on Kraver's request

today, but the council should talk about it further as the whole structure of the LAC is being reviewed. If there are immediate needs for current students, Smith isn't sure what the path would be, perhaps a policy exemption, especially if part of the issue was advisor error. Courses can get shifted around in DegreeWorks. The English Education students aren't double-dipping like Music Education students who have more required courses for their major that are built into LAC, but English would like to see courses that are NOT currently required for the major be LAC options so that in they can expand their students' preparation for teaching, and also do better in terms of accreditation. They would need a policy exemption. Smith would be hesitant to leave the door open for others to benefit from an exemption, but to create blocks that would stop others. This small change would help EED majors immensely, especially for opening up LAC credits for courses like ethnic lit and also opening more room for English to expand its curriculum to include classroom management, etc. Nelson mentioned that LAC should take the time to consider the unintended consequences of a big shift like eliminating or exempting different majors from the 9 credit LAC/major rule. In the meantime, how does Sharp help the students who are affected by this? Perhaps it should be advisor error? Approving petitions for exemption where appropriate, via registrar? Conversation will be continued in future meetings.

Unfinished Business

F2F documents and discussion – Nelson reviewed the CDHE's draft of required gtP competencies and SLOs. She shared the link that Black forwarded to the LAC last week, focusing on the value rubrics. Ethical reasoning is the only missing element. These SLOs are what Fitzpatrick has tasked the CCCs with considering and drawing on. The committees can use the state's drafted guidelines and/or the LEAP rubrics. Areas 7 & 8 might want to take on "ethical reasoning." Faculty will have to show the state how the classes meet the state mandate competencies. Faculty is concerned that there won't be enough room to add in their own touch to courses if they have to meet all the competencies and outcomes that the state will require. Faculty should submit their syllabus and supporting content to meet the state's requirements. Do departments need to hand adjuncts syllabi of courses in the LAC to keep everything compliant? Martinez is concerned that this is all packaging and not enough time is spent preparing students adequately, that standards have overrun the course design leaving no time for adequate preparation. Outcomes should show if students are walking out of course prepared. Wieben related this to K-12 curriculum and that UNC could see the similar problems as K-12 systems.

Syllabus standard update – Markowski presented the revised documents from the sub-committee. Dickensheets mentioned that a template would hurt the music program because it will force them to write an LAC syllabus and a music accreditation syllabus. Wieben sees her department having an issue with the template as well. The council seems overall pleased with the "standards" document. With syllabi, faculty can say what students will be able to do or will know by the end of the semester. It was suggested that instead of syllabus, faculty should submit a packet or curriculum packet to the LAC and the standards would be converted to a worksheet or checklist for the submission packet (similar to gtPathways process). This should be something to go on the LAC website.

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 5:03p.m.

Kyle Nelson, Vice Chair

Abby Pekar, Recording Secretary