



Task Force: Academic Portfolio

Committee Name: Liberal Arts Core

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Date: December 3, 2018

Summary of Recommendations – Provide your committee’s recommendations in a numbered list in the space below.

We made our recommendations directly to the Liberal Arts Council (“Council”), which has the authority to recommend modifications of the Core to the Faculty Senate per Board Policy 2-3-107(2).¹ The recommendations are:

1. Use the recommendations the Council developed in Spring 2017 with the following exceptions.² All of these are consistent with the minimum requirements mandated by the State of Colorado.
 - a. Remove restrictions from within Areas. Specifically,
 - i. Remove sub-categories in Areas 3 and 5
 - ii. Remove 2-prefix restriction in Area 6
 - b. Add Advanced Composition (CO-3) in Area 1 (i.e., create an area 1c)
 - c. Require 6 credits in area 3, 3 credits in area 4, 3 credits in area 5 and the remaining 3 credits in any of areas 3, 4 or 5 (total of 15 credits in areas 3, 4, and 5).
2. A decision is before the end of the spring 2019 semester because there are very substantive changes in catalog, degree works, degree requirements, four-year plans, etc. The new requirements will likely not be in effect until Fall 2021. Suggested timeline:
 - a. Finalize Council recommendations by the end of the fall 2018 semester.
 - b. Gather feedback on proposed revisions between 1/9 and 2/9/2019 (TF reports will be rolled out to campus community on 1/8)
 - c. Council’s curriculum committee compiles feedback and creates a final proposal to be voted on at the committee’s 2/19 meeting
 - d. If the proposal is approved by the curriculum committee, distribute it to the Council for review with an expectation of having a vote at the March 4th meeting

¹ The Council met on 11/20/2018 and agreed on some steps that are a little different than the above (see the appendix).

² The Spring 2017 recommendations are:

- Reduce the minimum number of LAC credits from 40 to 34.
- Move the language courses that are presently in Area 7 to Area 3d, which will be called “World Languages.” All language courses would be in Area 3d.
- Area 7, presently “International Studies,” would no longer include languages and would be called “International Studies (Non-U.S.)” No other changes are proposed.
- Area 8, presently “Multicultural Studies,” would be changed to “Diversity and Multicultural Studies (U.S.)” but no other changes are proposed.
- Area 3 contains four sections (a. Arts, b. Literature and Humanities, c. Ways of Thinking, and d. World Languages). At present 6 – 9 credits are required. We propose that the requirement be set at 9 credits and that students be required to choose courses from more than one category (course prefix). We raise the possibility that UNC could require 3 credits from 3d World Languages, but we do not make that proposal now.
- Area 5, Social & Behavioral Sciences, presently requires 3 – 6 credits. We propose that 6 credits be required and that they must come from more than 1 category (course prefix).
- Remove the “Electives” category entirely. Courses currently in this category could apply for inclusion in one (or more) of the eight Areas.
- No changes are proposed for the following: Area 1, Communication (Composition), 6 hours; Area 2, Mathematics, 3 hours; Area 4, History, 3 hours; Area 6, Physical & Life Sciences, 7 hours.

- e. If the proposal is approved by the Council, submit it to Faculty Senate with an expectation of having a vote before the end of spring semester. (Note: BOT policy requires at least three regularly scheduled meetings of the Faculty Senate during the sixty day period following submission of a policy recommendation by the LAC. This timeline ensures that condition is met.)
3. Provide resources for the Council
- a. Administrative Support. (This is critical. The Council has been without adequate administrative support for quite some time. As a result, records are spotty, minutes are missing, the website needs substantive upgrades, etc.)
 - b. Time allocation for a person to do the following. (This could be a staff person or, perhaps, a faculty fellow.)
 - i. Communication
 - 1. With faculty teaching in the core on expectations and why they matter
 - 2. With the registrar's office on any proposed changes to the Core
 - 3. To transfer students about the importance of multicultural and international courses
 - 4. With the campus community on changes, updates, general information, etc. especially faculty teaching in the Core
 - ii. Data analysis
 - c. Person responsible for implementing and overseeing assessment of the Core
4. Create an action team (maybe the LAC curriculum committee?) with the charge of reviewing research on general education programs with the intention of continuing refinements toward a meaningful core. This group might consider looking for grant money to support the effort.
5. Consider reinstating Learning Communities to aid students in making connections across disciplines as well as building community. To that end, the APTF LAC subgroup supports a proposal coming out of the subgroup on First-Year Experiences of the Student Success TF.
6. Develop a policy on how to handle student who are making the transition between the old and new requirements. This would be a joint effort of the Council and the Registrar's office.
7. Provide members of the Council access to Insight reports on relevant metrics. Ask the Council to determine what data they need and set performance targets by the end of spring 2019.

Detailed Discussion of Recommendations – Type your responses to the questions below in the space provided. You may add space as needed.

1. In what ways do these recommendations align with the guiding principles for all task force committees?

Guideline 1: The recommendations will enable all students to complete the Core requirements in a more timely manner and will better support transfer students, many of whom may be FG or UR from area community colleges.

Guideline 2a: It is critical for all graduates, including educators, to have broad-based foundational knowledge in the liberal arts and sciences as well as cultural and global competency.

Guideline 2b: The Core provides the key competencies for career readiness as identified by the [National Association of Colleges and Employers](#): Critical Thinking/Problem Solving; Oral/Written

Communication; Teamwork/Collaboration; Digital Technology; Leadership; Professionalism/Work Ethic; Career Management; Global/Intercultural Fluency.

Guideline 2c: We have not recommended a co-curricular experience in the Core at this time but this could be considered in the future. The proposal for Learning Communities may address this.

Guideline 3: The Core aligns with all items in ILOs 1-3. Some courses will also address items in 4 and 5.

Guideline 4: The Council will determine metrics & targets.

Guideline 5: The Council will create a communication plan for outreach.

Guideline 6: The TF subgroup and the Council are working to balance the needs of all programs with the need for a solid liberal arts and sciences foundation. The Core serves all undergraduate students.

2. What resources would be saved or required to implement and sustain these recommendations? Remember that resources include human, financial, technology, and facilities.

- Investments
 - Administrative assistant
 - Faculty and Registrar's time to implement curriculum and catalog changes.
 - Registrar time to make needed changes in Degree Works.
 - Time by the members of the Liberal Arts Council in outreach and assessment
 - New position on LAC to oversee assessment of student learning
 - Need for a coordinator for the learning communities (see final report of First-Year Experiences subgroup of SSTF)
 - Additional advising to help students navigate the transition to different core requirements
- Savings
 - Less advising time as the Core would be easier to understand
 - Less frustration on the part of faculty, students and the registrar.

3. How would implementation of these recommendations improve existing programs and services?

The recommendations will enable all students to complete the Core requirements in a more timely manner and will better support transfer students.

4. What services or programs could be phased out because they would no longer be needed or because implementation of the recommendations would represent a more effective and efficient use of university resources?

No specific services or programs would be phased out but there are a couple of efficiencies that would result:

- It would be easier for students to complete their Core requirements which should lead to improved retention and shorter time to graduation.
- Advising on the Core requirements would be simplified.

5. Who would be primarily responsible for implementing these recommendations and have those individuals/units been consulted?
 - The Liberal Arts Council and the Faculty Senate would vote on the recommendations. The Council has discussed these extensively and several members of the Senate are well aware of these discussions.
 - The Registrar would have a large role in the logistics of implementation. Stacy Sharp, Assistant Registrar, is a member of the subgroup so we have had input from that office.
 - The implementation on the academic side would fall to most members of the academic units as well as several student services such as McNair, Cumbres, etc. The Council will be circulating a proposal for feedback from the full campus community early in the spring semester.

6. Action Plan – complete the table on the following page outlining the concrete actions required for implementing your committee’s recommendations, performance metrics (how we would know UNC is making progress and/or achieving success), who would be responsible for implementation, and whether implementation would begin in the short or long term.

Some of the action steps are outlined in the timeline and the rest will be determined by the Council. The table will be completed at that time.

Appendix

Proposed Changes to the Liberal Arts Core Recommendations by the Liberal Arts Council November 2018

- Reduce required credits to 31
- Remove electives category
- Remove areas 7 & 8 but retain the requirements for one class in U.S. multiculturalism and one class focused on global issues. This will be accomplished by designating courses in Areas 1-6 as fulfilling the multicultural and global requirements. Such courses will be marked with a designation of “M” or “I”. Courses already approved for areas 7 or 8 would automatically receive the “I” or “M” designation, respectively. Courses in any area could apply for one of these designations if applicable.
- To be discussed by the Core Curriculum Committees (there is currently no consensus on the Council on this recommendation)
 - Remove the subcategories in Areas 3 and 5
 - Eliminate the requirement in Area 6 that students must take courses with two difference prefixes.
- Follow state of Colorado requirements for all categories (i.e., relax . The current Core already meets these for areas 1, 2, and 6. For areas 3, 4 & 5, this would mean
 - 6 credits in Area 3
 - 3 credits in Area 4
 - 3 credits in Area 5
 - 3 additional credits from area 3, 4, or 5