

Liberal Arts Council Meeting  
Campus Commons 2201  
October 22<sup>nd</sup>, 3:30-5:00p.m.  
Minutes

Present: L. Amor, C. Bebee, B. Casey, C. Couch, M. Fryer, N. Geisendorfer, N. Matchett, M. McKeown-Kelley, S. Manello, C. McMahan, H. Muller (Chair), J. Smith (Wood), T. Smith, A. Steele, T. Wood  
Zoom: R. Dineen, C. McClatchey  
Absent: M. Berg (sabbatical)

Call to Order 3:30pm

Approval of the Agenda approved without objection

Approval of the [Minutes](#) of the Last Meeting (10/01/2024) approved without objection

### Reports

- [Chair's Report](#) – (Muller) –
  - LAC Course Cleanup Project (for 25/26 catalog)
    - Courses that must apply for/receive gtP status for AY 25/26 catalog
      - See AVP report below
    - Variable Title Course Updates – grandfathered courses
      - See AVP report below
  - Courses in the Workflow
    - Under new business
  - Welcome New Members
    - HSS elected representative
      - Jordan Smith, English, 2024-2027
      - Tara Wood proxy fall 2024 due to teaching schedule
    - NHS elected representative
      - Sara Mannello, Kinesiology, Nutrition, and Dietetics, 2024-2025
    - PVA elected representative
      - Brain Casey, Music, 2024-2026
  - Direct Assessment
    - Chad and Heidi DA follow-up meetings
      - ANT 11/7
      - DoGGS 10/28
      - AST in scheduling
    - Quality Improvement Mini-Grants
      - Chad contacting Keenan and Marston, Heidi following up in Arts and Humanities to build a cohort focusing on summative assignment design
  - HLC Update
    - UNCO should be very proud of its faculty, professional advisors, and co-curricular staff.
    - Kudos to the Council for looking at teaching syllabi and the work we have done assisting with assessment data collection on Canvas.
- Standing Reports
  - GE Council (Matchett) – Retreat on 10.21.24
    - Updated content criteria approved for gt-AH4 (World Languages); pending official

- confirmation from CDHE will enable 100-level language courses to be gtP.
- CDHE has received Attorney General interpretation of SB24-164 (Higher Ed Transparency Act) but has not yet had time to review.
    - GEC continues to message there are no problems with transferability as long as we are clear that gtP applies only to general education requirements (not major, minor, certificate, etc.).
    - Beginning to develop required CDHE appeals process for failure to accept gtP: general agreement that students must show they have completed their *formal* institutional process. Lots of details to be worked out but UNC unlikely to be appealed in any case.
  - The statewide Fac-to-Fac has been postponed to February or March.
  - AVP of Undergraduate Studies (Matchett)
    - It's still National Arts and Humanities Month! *Humanities are Thriving Webinar* included a couple of interesting suggestions
      - Rebrand LACs/General Education as a “Student Success” requirement
      - Use every opportunity to point out that higher education provides the *public* benefits of education for citizenship and full participation in society. Specific Vocational training/career readiness is a private benefit.
      - Berkeley offers differential tuition (lower) for humanities majors and saw significant enrollment increases
      - Imagine, if possible, for faculty to agree on a smaller subset of courses that would introduce content and competencies across discipline? (Purdue model- more interesting to teach than standard intros and more effective delivery model by full time faculty)
    - Update on Courses requiring (re)approval in the curriculum workflow.
      - Courses in need of gtP status – someone should reach out
        - a. ANT 292: Unit leader stage of workflow
        - b. ELIT 290: at LAC review
        - c. GEOG 218: at Unit leader stage of workflow
        - d. MATH 185: at initial registrar’s stage of workflow
        - e. MATH 186: nothing in Workflow
          - Steele in touch with MATH
        - f. PSY 247: at PEC stage of workflow
        - g. SCI 225: nothing in workflow
          - Writing on Scientific Practices – It is no longer being taught, but it's unclear if it has been removed from the workflow. Wood will follow up to determine if it has been deactivated
        - h. SCI 266: at PEC stage of workflow
        - i. STAT 111: course approved for deactivation (remove from LAC)
      - English courses in final “grandfather” year (removed variable title attribute last year; still need gtP syllabi)
        - a. ENG 205: nothing in workflow
        - b. ENG 262: nothing in workflow
          - Muller in touch with ENG
    - CDHE update on reduced credit bachelor’s degrees: currently prohibited by CRS 23-1-125(2) which states: “The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specific professional degree programs that have additional degree requirements recognized by the commission.”

- Since HLC application requires prior state approval this puts the question on hold for now. Faculty Senate is working with other institutions to argue against. UNC continues to prepare for this possibility as neighboring HLC states may enter this space and CO statute subject to change.
  - Fireside chat related to UNC Organizational Updates 10/29 – requires RSVP (see yesterday’s UNC News).
- Curriculum Category Committee Reports
  - Written Communication & World Languages (Wood) – Finalized and voted on indirect assessment student survey questions.
  - History, Literature & Humanities (Smith) – Smith is working with AFS 101, ELIT 290, HIST 219.
  - Philosophy & the Arts (Casey) – Casey created a document with indirect assessment student survey questions and shared with Bebee and Muller
  - Social & Sciences (McMahan) – McMahan is waiting for two more members to sign off on questions.
  - Mathematics & Natural Sciences (Steele) – No report. Steele sent questions to Muller.
  - International & Multicultural Studies (Muller) – No report
- Ad Hoc Committee Reports
  - Assessment & Curriculum (Muller) – No report
    - Report from Director of Assessment (Bebee): Go team! Great HLC visit!
  - Outreach & Communications (chair TBD)

### Unfinished Business

- Mapping on Course Syllabi (ongoing)
- UNC General Education Foundational Skills Credential
- Indirect Assessment Student Survey
  - Aim to finalize questions and process at the next meeting (11/5).
  - If questions are submitted to Sonia by November the survey can be administered in Fall, otherwise it will go out in the Spring.
  - The survey will be administered through Canvas and will be separate from the end-of-year survey.
  - Wood mentioned including an introductory paragraph from the LAC explaining the survey's purpose, she will draft a statement
  - Courses that will be surveyed will need to be identified in case of exceptions.
    - Muller will review these courses.
  - Students will complete the survey in each LAC course shell they are enrolled in, even if taking multiple LAC courses.
    - The survey will be administered every semester for all LAC courses.
  - Nancy G: Surveys are not through course shell. They are through general Canvas page.
    - Bebee will check with Kathy Zellers in IDD for how exactly this will work on Canvas.
  - Discussion: Possible Delivery Methods for Indirect Survey
    - See above discussion

### New Business

- Student Exception Request – [Josie Gimmestad](#)
  - Couch seeking clarity on criteria in decision-making for accepting student exceptions.

- Based on past situations, Couch noted that exceptions have been made based on unique circumstances.
  - He suggested it seems excessive for the student to need another 4 credits to meet lab requirements.
- Smith made a point that there are skills nested in these courses, especially with the 13 credits student already took and narrows down to a judgment call.
- Couch needs recommendations based on the unusual circumstance of this case.
- Smith asked if there is a difference between accepting and waiving a course.
  - Couch clarified that decisions would be made by the LAC and applied by the Registrar.
  - In this case it would be an exception of allowing non-gtP course count as a fulfilling the gtP lab requirement.
    - This would be an exception for the student but not the course.
- Wood would like to defer to the expert's decision but is concerned over requiring the student to take additional courses when they do not need to. Which raised the question of why this happens since UNC is aligned with the full gtP? Is this something to expect?
  - None of the CU systems are fully aligned with the gtP, which indicates that there will be future implications.
- Bebee stated that when thinking about gtP outcome frameworks it serves as the language given to these skills. This student's situation makes him wonder if they have never evaluated evidence or drawn conclusions. These are core aspects of science courses and so likely they have encountered and done work around these required gtP competencies.
  - There are many views on assessment and how to measure outcomes achievement, This particular case may frame future cases. We could be flexible on how we view outcomes.
- Steele: Based on a previous situation, a student was denied because they did not have any evidence based on the syllabus and requesting that evidence may open up a can of worms.
  - Muller: for non CO gtP school courses, we have requested additional documentation. Do we have a different category of transfer to consider, with this case?
- Other than Graham the MNS CCC decided that they were okay with this exception of fulfilling the general requirements but not the specific geology aspect.
- In the future Matchett suggests including a reason for the exceptions, a well-constructed wording of the motion on which the Council will vote, for clarity.
- The student's courses do not align with any gtP science courses at UNC, but they are in UCCS gen ed and the course in question does align with a course taught at UNC.
- The gtP competency requirements for lab and non-lab courses are the same, only content criteria are different based on doing lab activities.
  - LAC would need to decide there is good reason that the content of the non-gtP course fulfills the general content guideline for a gtP lab
  - One transfer course does meet LAC LAS1/SC1 requirements which means student has met all the competency SLO's for a lab course.
- MOTION: Casey moves to approve the student exception for a LASL/SC1 (4 credit science with a lab course) based on the fact student has already taken 13 credits of NHS courses including a course with a lab and one of the courses without a lab transferred in as meeting LAC/LAS gtP /SC competency requirements, seconded by Wood

- VOTE: The motion is approved by unanimous vote
- HIST 114 & HIST 118
  - Description changes and in LAC stage now
    - This item is a notification that these courses have submitted a change in course description review and according to new change policies, this level of course change does not need to be reviewed by Council since LAC elements remain the same and courses are currently in the Curriculum. Courses will be moved to next stage in the workflow.
- ELIT 290
  - Updated to gtP status and new syllabus in workflow
- Discussion: Follow-Up for Academic Units with Missing Direct Assessment Data
  - Not all instructors completed the direct assessment
  - As a committee a policy needs to be drafted addressing incomplete direct assessments.
    - Should we ask them to redo the following year?
    - What should the feedback or action be with incomplete direct assessments?
    - Address them at an individual or department level?
  - Wood stated that instructors should be held accountable, and it should go to their unit leaders.
    - Wood has some incomplete direct assessments and with the help from Bebee she was able to see who had incomplete assessments and later follow up to have them completed.
  - A reason for incomplete assessments includes the fact that instructors may have missed the assessment portion when inputting grades, which is specific to the instructors doing the dual portion.
    - There are several reasons that resulted in incomplete assessments and some of them are unknown.
    - With administrative access we can tell if they have aligned assignments on Canvas.
  - The question of where the policy will live was asked since unclear across UNC.
    - According to Muller this policy will be added to the assessment plan.
    - Eventually, the direct assessment information on the website will be updated to reflect these additional clarifications on our procedures.
  - Math will be next to do the direct assessment followed by Arts and Humanities.
  - There is a grant for those who are interested in aligning their assignments
    - Bebee discovered that there are cases where we feel that we are meeting gtP outcomes but assessing those skills requires more information and bring up interesting conversations.
    - Feedback included that it was a learning experience and for some it changed the way they write assessments.
    - Muller and Bebee are reaching out to Arts and Humanities to get them started
      - Casey requested the memo for the Arts and Humanities Direct Assessment
  - Chair: Is the expectation of, if they don't complete the assessment in the first round, they will be required to do it again in two years?
    - Why two years?

- It takes some time to determine who hasn't completed the assessment as Bebee can report from this first round. A process needs to be determined. Reasonable to start at two years and revise in the future.
- Suggestion: complete a full cycle then finalize a plan.
- Current cycle: math will do the assessment again in 6 years which as we have talked may be too long, eventually may be condensed to 3 years.
- After being assessed once units can choose to be assessed again.
- Clarification: work through this first round of assessment, and then move toward finalizing a follow-up plan.
- Muller and Bebee will follow up with courses and if courses do not get fully assessed they will work with them toward completing assessment in the next year.
  - If one section of a course doesn't complete the assessment, will all sections have to be reassessed?
    - Yes, the whole course would have to be assessed because per Muller the data the LAC reviews is course specific not section specific.
    - If we have some data from one section, is it necessary to have the whole course to do it again?
      - Do you need all of the data?
        - The data won't be compatible.
      - This is building assessment culture and creating conversational space.
    - Consideration may be given to implementing a threshold that allows for some level of flexibility.
- Discussion will continue at the next meeting.

### Comments to the Good of the Order

Academic innovation applications have been sent out and are due November 18<sup>th</sup>.

Adjournment – 5:02pm