Heistad opened the meeting at 8:20 a.m. by welcoming all members.

Heistad gave the following announcements:

- Forrest Dolgener has been added to the group as the Faculty Senate representative. A previously scheduled conflict prevents him from attending today.
- 82% of all freshman are enrolled in a First-Year only course. This is up from 70% last year. While this figure shows a strong increase, Heistad is disappointed not to meet her 85% goal.
- The Peer Mentors are a really great group. Heistad believes that since so many of these peer mentors have experienced a peer mentor in a previous class this group has really hit the ground running. The Peer Mentors have been trained in Mapworks and have access to a limited dashboard view. They were specifically trained in confidentiality and are receiving additional training, via role playing, to prepare them for dealing with different types of issues first-year student are experiencing.
- Heistad reported that all first-year faculty are using Mapworks, even faculty who have previously been resistant are finding the value in the program.
- Peer Mentors are entering a float in the Homecoming Float. The theme is “Students by Day, Super Heroes by Night”. Heistad invited all committee members to join in with the students in the parade tomorrow and promised each participant a T-Shirt.

Heistad opened the New Business part of the agenda.

Discussion followed on the Curriculum Handbook, specifically section C1 which deal with LACC duties and responsibilities within the curriculum cycle.

First area of discussion was whether or not LACC is the final word on a curriculum proposal. The consensus of the committee is that the committee is not the final word on curriculum matters.

Second item of discussion was the wording in section C1 on the duties and responsibilities of the LACC. Roberts-Dobie moved that we insert the word initiate into the sentence. Cline-Brown seconded the motion. Motion passed with no objections or abstentions.

Third item of discussion was the L&L curriculum proposal of a new 2+2 program with Besancon, France. There was much discussion on the role of 2+2 programs and the vision and spirit of both the liberal arts core course work and the skills of UNI graduate should possess.
The consensus of the committee was that faculty groups have a tendency to look at LAC requirement substitution at the course level rather than the knowledge level. The LACC is satisfied with the substitutions for LAC requirements for 2A & B and 3A & B. There are some concerns about the Oral Comm substitution, but Heistad and the committee feels this is something to be worked on. Heistad is not sure of Husband’s timeline. She will check with her. Heistad said that if Husband needs a response from LACC before the next meeting, she will send her draft response to committee for an email vote.

The fourth item of discussion was the University Writing Committee’s work. Heistad has been appointed to this meeting as the representative from the Provost’s Office. She feels the writing committee needs to come up with the good idea to be presented to the larger university community. Discussion followed on various ways to look at this problem and the need to review it holistically within the context of the degree, not adding additional hours to the liberal arts core or the major requirements.

The final item of discussion was the prioritization of the 14-15 LAC work. Many committee members had many ideas on what needs to be done and how it should be accomplished.

Heistad adjourned the meeting at 9:42 a.m.

Respectfully submitted,
Sue Jordan
Consultations from departments offering Liberal Arts Core courses

For the program of study for American students:

LAC 3A Soundscapes: Music in Culture
Program Music

From John Vallentine, Head, School of Music
Julie:

Yes, this course would work as a substitution.

John

For the program of study for French students:

LAC 1A College Writing and Research
Tools A & Tools B
LAC 3B Introduction to Literature
Introduction to Anglophone Literature

From Julie Husband, Head, Languages and Literatures

Languages and Literatures faculty voted unanimously to support the following motion pertaining to Introduction to Anglophone Literature: “Our department accepts this course when transferred to UNI as satisfying LAC 3B.”

The faculty also recommended that students be required to take Critical Writing about Literature as a part of their English major, which satisfies the LAC 1A requirement.

From Chris Martin, Head, Communication Studies

The Oral Comm/LAC committee didn't think this would be an acceptable equivalency for Oral Communication. They argued it didn't meet the learning objectives of the course, nor other objectives (listening, group, interpersonal communication, etc.).

From Bob Martin, Head, History:

I’ve talked with the majority of the Humanities faculty that offer Humanities III and they're still not enthusiastic about this substitution even though it will affect only a few French students. They wonder if the French students wouldn't benefit from having the same Humanities experience as American students. While I'm not personally enthusiastic about substitutions I understand the difficulty you face here trying to make everything fit into a neat package. Since I don't teach the course I defer to my colleagues who do.
From Jesse Swan, Coordinator Humanities LAC 2A

These look like very interesting courses. I can see how students would be well served by them.

For substitution of the LAC2A Humanities requirement, however, they do not meet the minimum requirements. For the first course, among the requirements it does not meet is breadth: It might be a sub-unit of an overall unit on classical culture, which, in our Humanities I course, is always conceptualized as being comprised of at least that of Greece and Rome. In addition to covering classical Greece and Rome, our Humanities I course covers ancient culture before and Medieval culture after the classical periods.

For the second course, it doesn't seem to be even a sub-unit of any unit we cover in Humanities III, although some of the material might be used in any given Humanities III section. Perhaps ironically, because we are an American university and the course under consideration is from a French university, the course under consideration is too narrowly Anglo-American, while our Humanities III course is more global, beginning with the French Revolution as the seminal global event.

If you would like me to look at these courses further, perhaps it would be good to have a syllabus for each. I could also take the matter to the faculty at large, although this latter step will necessarily take some time.

From Jeffrey Byrd, Head, Department of Art

Yes, I think it would.

From Howard Barnes, Head, Applied Human Sciences

The faculty discussed your request and there was a unanimous view that the proposed course bears very little resemblance to our Human Identity and Relationships course and would not be an appropriate substitution. Their course appears to be very philosophical in discussing human nature in the abstract. Our course focuses on specifics of human development, individual and relationship, through the early adulthood years.