LAC Committee Meeting Minutes
October 3, 2014
378 Rod Library

ATTENDEES: Donna Vinton, Coleen Sullivan, Deedee Heistad, Michael Klassen, Ryan McGeough, Blake Findley, Paul Anderson, Ellen Neuhaus, Kimberly Cline-Brown, Gary Gute, Lori VanHooreweghe, Phil Patton

Heistad opened the meeting at 8:15 a.m.

Announcements:
- Peer Mentors are now meeting with students after completing Mapworks. The system in place is working well with the appropriate referrals being made.
- The Peer Mentors’ Homecoming Parade won 1st place.
- Next week is National Tutor Appreciation Week and the tutors will be celebrated all next week with different treats, tailored to their own tastes, each day.
- The Faculty Senate is considering the question of whether or not the student representative(s) on the LACC has an actual vote. Heistad told the student reps that their input is highly valued and appreciated by the team, no matter what the outcome of the Faculty Senate vote.

New Business:

Discussion followed on the draft of the LACC’s proposed response to Languages and Literatures curriculum proposal (new 2+2 program with Besancon, France).

Cline-Brown moved and McGeough seconded to approve the equivalency “UNI students who go to France will satisfy the LAC Category 3A requirement by taking Program Music in France”. Vote was unanimous to approve this equivalency.

Neuhaus moved and Cline-Brown seconded to approve equivalency of “French students seeking to complete their degree in English at UNI will satisfy Category 3A by taking Anglophone Culture through Visual Arts: Fixed Images” and Category 3B by taking Introduction to Anglophone Literature at the University of Besancon”. Vote was unanimous to approve this equivalency.

Neuhaus moved and Gute seconded to approve the equivalency of “French students seeking to complete their degree in English at UNI will satisfy Category 2A by taking Civilizations of Antiquity and American and British Civilization at the University of Besancon.” Vote was unanimous to approve this equivalency.

McGeough moved and Klassen seconded not to approve the equivalency of “French students who come to UNI will satisfy Category 1B by taking Translation and oral Language Practice”. The vote was unanimous not to approve this equivalency.
Discussion followed on specific wording for the response document Heistad will send to Julie Husband, Languages and Literatures’ department head.

Heistad led a discussion on creating and marketing an LACC communication plan that will broadcast the LACC vision of the LAC to the legislature, the faculty, students, parents, prospective students, and employers. Discussion also followed on creating an LACC strategic plan/aspirational document.

Meeting adjourned at 9:36 a.m.

Respectfully submitted,
Sue Jordan
Purposes and Goals of the Liberal Arts Core

The purpose of the Liberal Arts Core (LAC) is to actively engage students to become self-aware participants in their own personal development through thoughtful and informed decision making, promotion of life-long learning, enlarging the scope of their world to global issues and diverse cultures, and increasing their strategies for solving complex problems they will encounter in the future.

The LAC seeks to attain its purpose through fostering growth in three interrelated areas—skills, knowledge, and perspectives and values.

Skills
Students develop skills in verbal and visual literacy and communication, quantitative and logical reasoning, information and technological literacy, aesthetic discernment, critical thinking, creativity, problem-solving, and interpersonal and social relationships in diverse linguistic and cultural settings. Courses throughout the LAC enhance these skills, which provide the tools for intellectual growth, career achievement, and civic engagement.

Knowledge
Students acquire knowledge of diverse disciplines and realms of human achievement, their histories, methods, and conceptual frameworks. Thus LAC courses illuminate the range and interconnectedness of knowledge, and encourage multiple ways of viewing and exploring complex issues.

Perspectives and Values
Students explore diverse cultural values and intellectual perspectives with the skills and knowledge learned in their LAC courses. These perspectives guide students in their understanding and respect for different cultures and principles, their engagement in local, national and global communities, and their development of innovative approaches to challenges they will face in their personal, social, and professional lives.

Approved by the UNI Faculty Senate, October 12, 2009

Why Do I Have to Take These Courses?

A strong liberal arts foundation helps students develop a sense of social responsibility as well as intellectual and practical skills. Students need to be equipped with broad knowledge in a variety of areas, in addition to knowledge in a specific major, in order to gain the necessary skill set expected in real-world settings. The following are examples of what a high-quality 21st century education should emphasize:

- **BROAD LEARNING** about science, society, technology, human diversity, and global cultures and interdependence
- **INTELLECTUAL SKILLS** that support evidence-based reasoning and innovation—including analysis, communication, critical and creative thinking, quantitative fluency, information literacy, and collaborative problem solving
- **PERSONAL AND SOCIAL RESPONSIBILITY** including ethical reasoning, civic and democratic knowledge and engagement, global acumen, and the capacity to work productively with diverse people and perspectives
- **INTEGRATIVE AND ADAPTIVE LEARNING** including the demonstrated ability to apply knowledge, skills, and responsibilities to complex problems and new settings
LIBERAL ARTS CORE
PURPOSE AND GOALS
DRAFT 2011—LACRSC

The purpose of liberal education at the University of Northern Iowa is to provide students with the foundation needed to realize their potential, to prepare them to lead lives that are thoughtful, meaningful, creative, responsible, and productive. To this end, the Liberal Arts Core—along with a student’s major(s) and/or minor(s)—provides meaningful opportunities for students to

- learn about the natural, social, and created worlds in which they live.
- develop and enhance skills to acquire information, think and communicate effectively, and interact successfully in interpersonal and social situations.
- understand ethical principles and reasoning, participate in civic discourse as self-reflective and self-aware citizens, and understand the principles, values and consequences of living in an increasingly diverse and globally-focused society.
- integrate and apply knowledge, skills and values to new situations and ideas, exhibit intellectual curiosity, and become life-long learners.

So educated, UNI graduates can be expected to be committed to personal development, ethical action and social responsibility in a dynamic, culturally diverse, global society. In summary, it is intended that as a result of this liberal education, each UNI graduate will be a well-educated person.

A UNI graduate:
1. knows the methods, approaches and questions asked by a variety of different disciplines/fields in order to be an effective problem-solver. This means that UNI students learn about the natural, social and created worlds in which they live.
   - **The LAC** should offer opportunities for students to understand the methods, approaches, and questions asked by different disciplines and fields so that students can use multiple approaches in concert with their major discipline or field to solve problems. This means that LAC courses need regularly and clearly to articulate the kinds of questions, methods, approaches used by the respective disciplines/fields within the context of providing an appropriate level of discipline-specific knowledge, and to engage in inter- and cross-disciplinary inquiry when possible.
   - **Majors** should give students opportunities to solve problems/understand issues/produce creative or practical projects within the major discipline/field that demonstrates a synthesis of knowledge/approaches/methods learned in LAC courses with major courses.

2. uses a variety of different skills to acquire information, to think and communicate effectively, and to interact successfully in interpersonal and social situations.
   - **The LAC** should offer opportunities for students to enhance their skills in speaking and writing in many different contexts, to learn a variety of research and data collection methods, and to understand how to apply these skills in different social and professional contexts. This means that LAC courses need to give
students opportunities to speak and write in a variety of situations using multiple formats, to collect and analyze data, and to assess the value and applicability of different kinds of information.

- **Majors** should give students opportunities further to hone their writing and speaking skills, to practice the research methods of the discipline/field, and to understand how the specific discipline/field contributes to and draws from a variety of other disciplines/fields.

3. understands ethical principles and reasoning, participates in civic discourse as a self-reflective and self-aware citizen, and understands the principles, values and consequences of living in an increasingly diverse and globally-focused society.

- **The LAC** should offer opportunities for students to learn ethical principles and reasoning and apply them to a variety of different contexts and situations, to participate meaningfully in civil discourse, and to learn about diverse cultures in global contexts. This means that LAC courses need to give students opportunities to grapple with the multiple challenges and prospects of living in an increasingly diverse society and world, and to reflect on, and practice, what it means to be engaged citizens who contribute in meaningful ways to the communities in which they live.

- **Majors** should offer opportunities for students to enhance their knowledge of ethical principles and reasoning within a specific discipline/field, to engage and apply those ethical principles, to participate in civic discourse, and to understand how the specific discipline/field plays a role in understanding and interacting with our increasingly diverse and globally-focused world.

4. can integrate and apply knowledge, skills and values to new situations and ideas, exhibit intellectual curiosity and is a life-long learner.

- **The LAC** should offer opportunities for students to expand their intellectual horizons with experiences that encourage them to develop and to translate their knowledge and skills to new areas of academic inquiry, explore areas of interest not directly related to their major(s) and/or minor(s), and to experience in their academic and co-curricular interactions with faculty and peers the value of intellectual curiosity and life-long learning. This means that LAC courses should demonstrate the importance of approaching intellectual questions and problems from multiple perspectives, and that faculty teaching LAC courses should exemplify and demonstrate the values of intellectual curiosity and life-long learning.

- **Majors** should offer students opportunities to apply and synthesize the knowledge, skills, and values they have learned throughout their college careers.

Each LAC course should be able to articulate clearly the ways in which at least some aspects of all four of these goals are met. Each LAC course should develop and articulate on a syllabus the Student Learning Outcomes (SLOs) for the course. Individual LAC courses should also have in place Student Outcomes Assessment (SOA) strategies for measuring SLOs. What follows below are possible avenues of inquiry for courses that meet those goals.

1. UNI students learn about the natural, social, and created worlds in which they live. Areas of inquiry relevant to this goal may include but are not limited to:
• Natural sciences: Methods and findings. Scientific methods and culture. Important scientific findings and theories. Technology
• Social science methods. Survey research. Observational methods. Qualitative methods and analysis. Comparative analysis.
• Culture: Western and non-Western. History, philosophy, religion, art, and literature. Cultural beliefs and values. Understanding one’s cultural identity from a local, national, and international perspective.
• Academic literacy. Understanding the university, its structure, processes, and curricula. Appreciating the nature and purpose of liberal education.

2. UNI students use a variety of different skills to acquire information, to think and communicate effectively, and to interact successfully in interpersonal and social situations. Areas of inquiry relevant to this goal may include but are not limited to:

• Communication skills. Verbal and visual literacy. Written and oral communication. Listening. Interpersonal and cross-cultural communication. Civil discourse.
• Information literacy. Ability to employ traditional and modern information technologies to access and analyze information.
• Quantitative skills. Numeracy. The ability to analyze and use quantitative data, and to apply mathematical and statistical concepts and methods.
• Aesthetic appreciation. Ability to interpret, evaluate, and enjoy artistic creations.
• Inter-personal skills. Emotional and social intelligence. Leadership and teamwork. Conflict resolution and negotiation. Effective participation in relationships, groups, and citizenship activities. Inter-cultural competence.

3. UNI students understand ethical principles and reasoning, participate in civic discourse as self-reflective and self-aware citizens, and understand the principles, values and consequences of living in an increasingly diverse and globally-focused society. Areas of inquiry relevant to this goal may include but are not limited to:

• Integrity. Commitment to truth, excellence, and social justice.
• Ethics. Understanding major ethical perspectives. Disposition toward ethical behavior.
• Personal responsibility and well-being. Disposition to take responsibility for one’s actions and life-style. Healthy behaviors. Personal financial literacy.
• Citizenship and social responsibility. Civic engagement. Commitment to public service.
• Diversity. Commitment to racial, ethnic, and gender diversity. Tolerance and acceptance. Understanding privilege. Ability to engage with diverse communities.
• Sustainability. Environmentalism. Disposition toward environmentally responsible behavior. Global climate change.

4. UNI students integrate and apply knowledge, skills and values to new situations and ideas, exhibit intellectual curiosity and become life-long learners. Areas of inquiry relevant to this goal may include but are not limited to:

• Values. Mindfulness. Curiosity and innovation.
• Contextual understanding. Historical context. Disposition to adopt a broad, inclusive perspective.
• Integration and connectedness. Recognizing and articulating relationships among knowledge, issues, and disciplines.
LIBERAL ARTS CORE
PURPOSE AND GOALS

Purpose

The purpose of liberal education at the University of Northern Iowa is to provide students with the foundation needed to realize their potential, to prepare them to lead lives that are thoughtful, meaningful, creative, responsible, and productive. To this end, the Liberal Arts Core has been designed to:

- Teach students about the natural, social, and created worlds in which they live.
- Develop student skills, including the ability to acquire information, to think and communicate effectively, and to interact successfully in interpersonal and social situations.
- Foster values, dispositions, and perspectives that are essential for integrative understanding, personal achievement, and societal well-being.
- Expand students’ self-awareness, cultural awareness, and intellectual horizons.

So educated, UNI graduates can be expected to be committed to personal development and lifelong learning and to act ethically and with social responsibility in a dynamic, culturally diverse, global society. In summary, it is intended that as a result of this liberal education, each UNI graduate will be a well-educated person.

Goals

1. Teach students about the natural, social, and created worlds in which they live.
   
   a. Natural sciences: Methods and findings. Scientific methods and culture. Important scientific findings and theories. Technology.
   
   
   
   
   e. Culture: Western and non-Western. History, philosophy, religion, art, and literature. Cultural beliefs and values. Understanding one’s cultural identity from a local, national, and international perspective.
   
   
   g. Academic literacy. Understanding the university, its structure, processes, and curricula. Appreciating the nature and purpose of liberal education.
2. Develop students’ skills, including the ability to acquire information, to think and communicate effectively, and to interact successfully in interpersonal and social situations.

   c. Information literacy. Ability to employ traditional and modern information technologies to access and analyze information.
   d. Quantitative skills. Numeracy. The ability to analyze and use quantitative data, and to apply mathematical and statistical concepts and methods.
   e. Aesthetic appreciation. Ability to interpret, evaluate, and enjoy artistic creations.
   f. Inter-personal skills. Emotional and social intelligence. Leadership and teamwork. Conflict resolution and negotiation. Effective participation in relationships, groups, and citizenship activities. Inter-cultural competence.

3. Foster values, dispositions, and perspectives that are essential for integrative understanding, personal achievement, and societal well-being.

   b. Ethics. Understanding major ethical perspectives. Disposition toward ethical behavior.
   c. Personal responsibility and well-being. Disposition to take responsibility for one’s actions and life-style. Healthy behaviors. Personal financial literacy.


   b. Contextual understanding. Historical context. Disposition to adopt a broad, inclusive perspective.
   c. Integration and connectedness. Recognizing relationships among knowledge, issues, and disciplines.