

# **Bachelor of Applied Science LAC Requirements: Faculty Senate Survey Results**

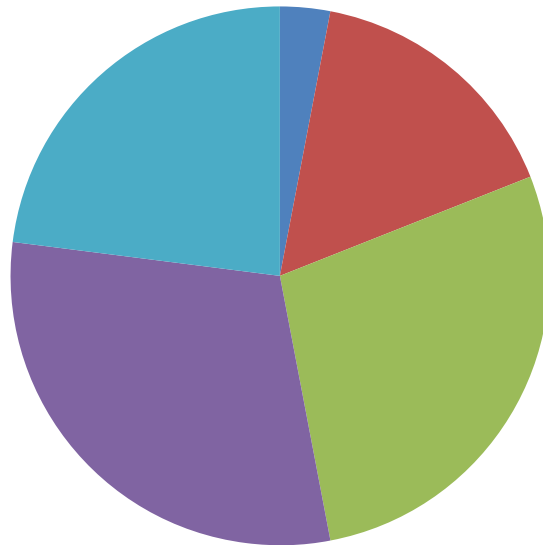
This report includes the results from a survey given to all faculty regarding proposals by the LACC and UCC on LAC requirements for potential BAS degrees at UNI. The report contains questions, results, cross-analysis, and a compiled list of faculty comments. The draft proposals can be found in the senate websites under reports.

Tim Kidd

Chair, Faculty Senate

2/23/15

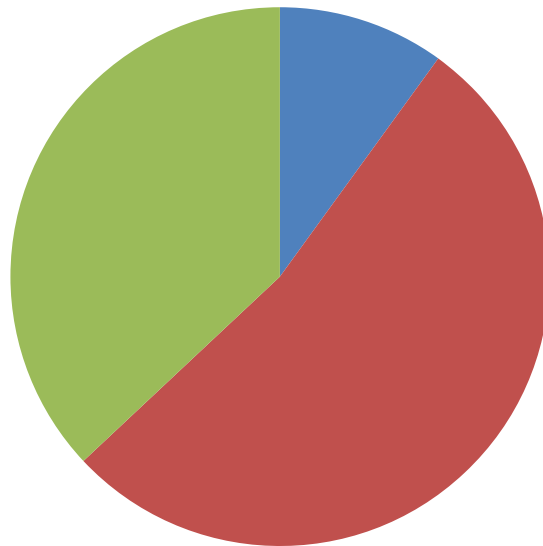
**1. What is your level of interest in the current proposals before the Faculty Senate regarding the Bachelor of Applied Science Liberal Arts Core?**



<b>Value</b>	<b>Count</b>	<b>Percent</b>
Don't care about the proposals	5	3.2%

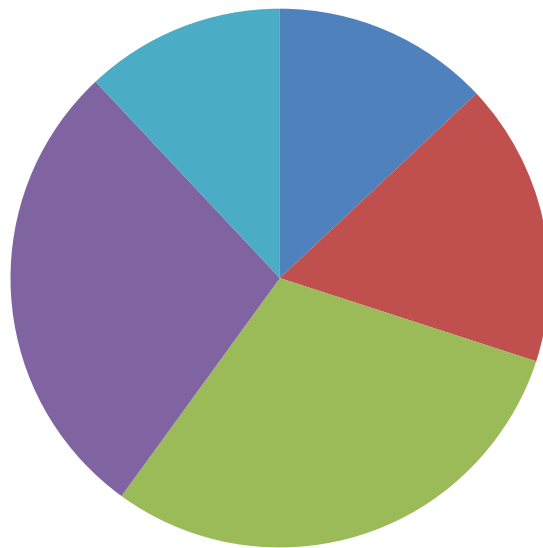
Slightly interested	25	16.1%
Moderately interested	43	27.7%
Interested	46	29.7%
Highly interested	36	23.2%
Total		155

**2. Which of the following reflects your views on the proposed number of credit hours taken at UNI for the Liberal Arts Core in the new BAS degree?**



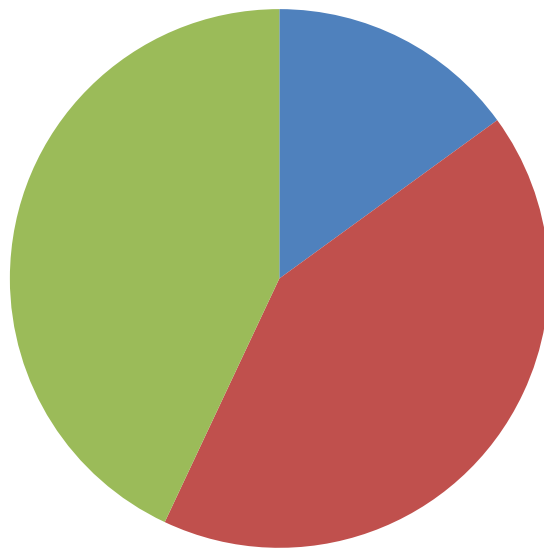
<b>Value</b>	<b>Count</b>	<b>Percent</b>
The LAC requirement should be less than 21 hours for the proposed BAS Degree	15	9.9%
Twenty-one hours of LAC seems about right for the proposed BAS Degree.	81	53.3%
The LAC requirement should be more than 21 hours for the proposed BAS Degree.	56	36.8%
Total		152

**3. An outcomes based model of the Liberal Arts Core (including areas such as Workplace Communication and Ethical Reasoning) is currently under discussion for the BAS degree. What is your level of agreement with this option?**



<b>Value</b>	<b>Count</b>	<b>Percent</b>
Strongly Disagree	19	12.6%
Disagree	26	17.2%
Neither Agree nor Disagree	46	30.5%
Agree	42	27.8%
Strongly Agree	18	11.9%
Total		151

**4. Will you attend the special meeting of the Faculty Senate that will be devoted to discussion of these issues surrounding the proposed BAS degree? (Note: The meeting will be held on Monday, February 23rd at 3:30 in Ballroom C of the Maucker Union.)**



<b>Value</b>	<b>Count</b>	<b>Percent</b>
Yes, I will definitely attend.	23	14.9%
I am unsure at this time.	65	42.2%
No, I will not attend.	66	42.9%
Total		154

# Views on Outcomes Based LAC by Faculty Level of Interest

	What is your level of interest in the current proposals before the Faculty Senate regarding the Bachelor of Applied Science Liberal Arts Core?					
	Don't care about the proposals	Slightly interested	Moderately interested	Interested	Highly interested	Total
An outcomes based model of the Liberal Arts Core (including areas such as Workplace Communication and Ethical Reasoning) is currently under discussion for the BAS degree. What is your level of agreement with this option?						
Strongly Disagree	1 20.0%	2 8.0%	2 4.9%	5 11.1%	9 25.7%	19
Disagree	0 0.0%	4 16.0%	10 24.4%	8 17.8%	4 11.4%	26
Neither Agree nor Disagree	4 80.0%	13 52.0%	14 34.1%	10 22.2%	5 14.3%	46
Agree	0 0.0%	5 20.0%	14 34.1%	18 40.0%	5 14.3%	42
Strongly Agree	0 0.0%	1 4.0%	1 2.4%	4 8.9%	12 34.3%	18
Totals	5 100%	25 100%	41 100%	45 100%	35 100%	151

# Views on Number of Credit Hours by Faculty Level of Interest

	What is your level of interest in the current proposals before the Faculty Senate regarding the Bachelor of Applied Science Liberal Arts Core?					
	Don't care about the proposals	Slightly interested	Moderately interested	Interested	Highly interested	Total
Which of the following reflects your views on the proposed number of credit hours taken at UNI for the Liberal Arts Core in the new BAS degree?						
The LAC requirement should be less than 21 hours for the proposed BAS Degree	0 0.0%	3 12.5%	2 4.7%	5 11.1%	5 13.9%	15
Twenty-one hours of LAC seems about right for the proposed BAS Degree.	3 75.0%	11 45.8%	28 65.1%	23 51.1%	16 44.4%	81
The LAC requirement should be more than 21 hours for the proposed BAS Degree.	1 25.0%	10 41.7%	13 30.2%	17 37.8%	15 41.7%	56
<b>Totals</b>	4 100%	24 100%	43 100%	45 100%	36 100%	152



# Plans to Attend Meeting by Faculty Level of Interest

	What is your level of interest in the current proposals before the Faculty Senate regarding the Bachelor of Applied Science Liberal Arts Core?					
	Don't care about the proposals	Slightly interested	Moderately interested	Interested	Highly interested	Total
Will you attend the special meeting of the Faculty Senate that will be devoted to discussion of these issues surrounding the proposed BAS degree? (Note: The meeting will be held on Monday, February 23rd at 3:30 in Ballroom C of the Maucker Union.)						
Yes, I will definitely attend.	0 0.0%	0 0.0%	3 7.0%	7 15.6%	13 36.1%	23
I am unsure at this time.	0 0.0%	11 44.0%	18 41.9%	23 51.1%	13 36.1%	65
No, I will not attend.	5 100.0%	14 56.0%	22 51.2%	15 33.3%	10 27.8%	66
Totals	5 100%	25 100%	43 100%	45 100%	36 100%	154

# Comments Submitted

## Individual Responses

A major question is whether this will be a model for revising the regular LAC

I am against waiving the foreign language requirement for BAS students.

I think the LAC requirement is too many credits for ALL degrees at UNI.

UNI's commitment to liberal arts education should be greater than this proposal would enact.

Unfortunately I have not been particularly involved in this proposed action

We need to be flexible with the core

While I checked the box that I think the LAC requirement should be longer than 21 hours, it's not so much the length of the LAC that matters to me as that the students meet the same requirements as all other UNI undergraduates. I think that their AAS degrees should be examined and that appropriate credit be given for courses that are deemed equivalent to UNI LAC courses. It's a fallacy to say that because AAS students did not take a college preparatory track in high school or college-level course work in their AAS that they should then be exempted from college-level LAC work in their BAS degree. I think that the objective of the BAS is to give them the communication skills, critical thinking skills, and world knowledge that other degree earning students at UNI get through the liberal arts core.

Will be unable to attend the meeting due to other commitments at that time. However, am interested in the BAS degree and potentially concerned that it could become merely a skills-training exercise. This would be a mistake. It is clear that what organization participants need is less attention to technical skills, and more attention to critical thinking skills -- especially the need to pay more attention to the process of decision-making instead of rushing to a judgment which fits pre-conceived preferences. IF we help participants develop technical skills without the necessary critical thinking skills to temper them, then we will be perpetuating the same kind of problem Mary Shelley critiqued in Frankenstein. Please, let's avoid that very likely (and quite normal) potential mistake, as well as the social consequences which result from it, which are in evidence all around us.

\* Using only the Quality Matters outcomes-based model for determining those courses qualifying for the BAS LAC assumes that the QM rubric itself is sound. \* Allowing BAS students to take less than half the LAC credits required of non-BAS UNI students further devalues the institution as the state's only Liberal Arts university. \* It is difficult to spot how, or whether, faculty responses to initially proposed LAC courses have been incorporated into the LACC and UCC's recommendations to the Senate.

My primary concern is that a degree program like this may weaken or de-value the BA and BS degrees granted by UNI by association. I believe that the concept is well intended and may have a place in the educational market place but this should not happen at the expense of our BA and BS graduates.

The proposed requirement of 21 hours of Liberal Arts Core is way too high for the BAS degree. The needs of the BAS students would be best served by putting much more emphasis on the "Applied Science" than on the "Liberal Arts Core". I am afraid a 21 hours of Liberal Arts Core will make the degree pretty unattractive and it will, to a great extent, defeat the purpose of a BAS. I think a 12 or 15 hours of the so-called Liberal Arts Core would be sufficient.

If the student comes with an AA or AAS degree, they should not be forced to take courses in the LAC. It's self-serving of departments with major teaching responsibilities in the LAC to try to push this requirement.

This is a VERY bad idea. It changes the nature of the university to offer a degree that is not really a degree. Some departments are already wondering how they can keep their students from taking these classes. As far as I know, there has been no need assessment. How many people want this degree, how many will pursue it? The committee that I am on has been given no justifying information other than the President wants it. Long lasting enrollment and academic reputations are created by quality programs, not by watering down an offering, calling it a degree, and smiling for the press in what will end up being a temporary PR gesture.

Before I read the proposal, I was opposed to this special online degree. Now that I have read the proposal, I have a much more favorable opinion of it. I think it could be a great addition to our degree offerings at UNI and a wonderful educational opportunity for working adults with AS or AAS degrees. I think the success of the program will depend on how well the professors can deliver the courses online and provide meaningful feedback to the learners. I'm especially concerned about the courses involving oral and written communication. I am currently teaching an online course in an academic discipline and am struggling to help students improve their writing.

The only concern I have about the outcomes based model is that UNI would have two different approaches to the LAC, depending on the degree. I honestly think we should discuss an outcomes based model for all of the LAC, and not single out one degree type.

This is a bad survey. It contradicts other material that has been sent out and is online. All degrees at UNI must have our LAC. Any change to the LAC must be fully vetted. The change in LAC proposed isn't even fully developed. How could the Senate pass a motion on this? The Senate is supposed to make sure the faculty has a say. Question 2 is really a bad question. And this survey isn't a survey about Bachelor of Applied Science.

I think it's about time that UNI offers more online education options! We are losing a key audience by being so behind on this trend!

The requirement of 2 years of work experience - what will count as work experience. Students could work while in high school and while completing the AA degree. This would suggest they could move directly into the BAS program. If this is something really intended to support their career progression, more years of work experience should be required and the work experience should have some expectations related to the BAS degree that is being pursued. Could someone complete the AA degree while in high school, work for a couple of years in a child care center and then pursue the BAS in education? (Yes, high school students are graduating from community colleges before they graduate from high school or they may come to higher ed with 20 - 50 hours toward an AA).

If this proposal is approved, I hope the regular LAC is revamped to a similar 21 credit hour competency based structure with the removal of a foreign degree requirement. If not, then why wouldn't a student go to community college instead of UNI? A graduating high school student might as well attend a two year community college program, obtain a technical or artistic skill, and then come to UNI for two years and get a four year degree for 1/2 half of the LAC courses required by a student coming into UNI as a freshman.

Is the outcomes based model merely a way to undercut the current, full LAC in order to precipitate large-scale change for the LAC at the BA level? Why can't the current LAC structure (rather than a completely new structure) be adopted, and shortened to accommodate the BAS?

I'm not opposed to BAS degree opportunity altogether, but I do believe we have to conceptualize the degree very differently. My interpretation is this would be a hybrid between a community college AA degree and college/university based BA degree. I think the distinction should be made very clear as the graduates with a BAS degree will have (under the current proposal) a fundamentally different educational experience than those who graduate with a BA degree (e.g., more expansive LAC background). Is this fair to our BA degree students if the degrees are perceived as equal? Two other points: 1. The long term outlook for UNI should be considered. What are the potential long term benefits (e.g., increased enrollment, innovation, inclusion) or consequences (e.g., perception you can get a "three year degree" at UNI, lower academic requirements of graduates)? 2. If this option is pursued, there need to be reasonable but firm guidelines in regard to how much these students could get course credit for work experience. Given they are already taking a truncated course load, waivers of additional courses would seriously undermine the academic vigor of the BAS.

I'm teaching during this time (Beyond Google - the library's new introductory credit class on information literacy). I think this the BAS as planned is a very good idea. Good for prospective students and very good for UNI.

The new BAS program could be a great opportunity for many students to receive a Bachelor's degree that otherwise would not have the opportunity. This could be a great opportunity for UNI and the citizens of the state of Iowa. I believe this fits well into the mission of the University.

I would need more information regarding #3 above. What does "outcomes-based" mean. This sounds a bit like a 4-year technical/community college degree. I am extremely skeptical of online delivery of real lab-based science classes.

Nothing wrong with giving lowan the choices they might want. The employers will decide who is worth hiring.

This idea may induce some students to sign up with UNI, or it may be another of the President's showy idea to demonstrate that he is doing something. I suspect enrollment would rebound, no matter what stuffed shirt we have in office. The real question is whether the president truly values rigorous academics. I've seen little signs of this; most things appear to be for show.

While in theory I would like to see all graduates of UNI spend a little more time broadening their intellectual horizons, the degree proposal seems eminently suited to the needs of working adults who are primarily interested in the degree as a means towards economic self-betterment. Unlike a number of colleagues to whom I've spoken, I don't find anything wrong with that. Everyone needs to earn a living. Not everyone is a natural intellectual. I would be interested in learning more about the cultural diversity part of the proposed degree. It seems to me that my department, History, might have several things to offer in that regard.

Are these LAC courses offered/suggested for the BAS degree generated/created JUST for the BAS degree. Is this setting a precedent for all majors. Can other students take these LAC courses?

This seems like a community college degree on steroids. We are we offering this as a liberal arts institution?

There seems to be a gap in the reasoning. Earlier you said that the reason that "Given that BAS students will already have work experience and coursework completed as part of their two year degrees" there should be a lessening of the LAC requirements. If they already have these experiences, then why don't we just transfer them into a set of requirements that are identified by UNI? Why do we "hope" that they have enough to provide a well-rounded education. Having said that, I am intrigued by the competency-based credit proposal. The only thing that needs to be clarified is what is meant by "competency?" What are the tools that we will be using to identify their level of competency? Will it be like taking the CLEP? This needs to be specified. These are issues that need to be worked out. I fully believe that they should be given the "go ahead" to develop this but it needs to be ratified after it has been developed.

We need to leave these students alone and allow them to complete the BAS as planned. It is a difficult degree and anyone with an AS/AAS degree is more qualified than UNI students starting their junior year. The Humanities faculty leadership of CHAS, who keep sending out e-mails opposing this degree, clearly do not understand the purpose of non-Humanities degrees, which are far more difficult than degrees such as English or Religion.

It is important to remember that the BAS students are different population of students than what most of us are used to dealing with. They required a different set of LAC courses/competencies.

Language requirements should be fulfilled which benefits the students and program in a long term.

The BAS degrees are the future of higher education. We can no longer rely on older, outdated models for providing on-campus, freshman-senior cohort models. The BAS degrees are one way for UNI to retain market share in Iowa.

I like the fact that the university is seeking to expand the education options for working adults.

What constitutes "2 years of work experience"? Is a part-time job in any area (e.g., fast food service, wait staff at a bar, babysitting, lawn mowing) sufficient? People will tend to follow the path of least resistance, so the work experience requirement must be thought out carefully.

A few comments on the new bachelors of applied science degrees and the LAC requirements for them: 1) The name "bachelor of applied science" makes them sound like they are vocational versions of science degrees. I understand that the topics of study may not even be related to science, and therefore this name is misleading. Perhaps they should be called "bachelor of applied studies" degrees. 2) If these are to be full bachelor degrees, they should have the full 60 hours of LAC courses. A bachelor degree from UNI contains a well-rounded LAC component, and to dilute this would weaken the reputation of our degrees. I am completely fine with giving transfer credit for courses that the incoming students have taken, just as we already do for students transferring in from other colleges or coming from community colleges. While work experience counts for something, giving credit for "workplace communication" simply because someone has worked for several years is a weak substitute for a course that rigorously teaches critical thinking, speaking, and writing. 3) Some component of these degrees should be on campus. Students cannot be exposed to and participate in classroom discussions to the same degree online. I feel that such discussions are an integral part of college and education. Please, let's keep our programs rigorous and be sure that we do not offer a "weak" major just so we can tap into a new income stream for the university. thanks!

We need a BAS degree urgently to compete with other schools that are already doing this. We are a regional comprehensive university that specializes in applied engagement. This could and should be a model degree for UNI as a supplement to our BA/BS degrees.

I do not believe that there is evidence that on line learning provides a sufficient quality of education. It is not equivalent to in class learning. The notion that students can learn about ethical theories on line is laughable. This degree would not amount to a college education.

The concern I have with using an outcomes based model for the LAC requirements is that work to create the courses will happen early -- before the success of the BAS degree is known. The university does not have a good track record of providing support (for example, PSM programs did not get promised resources). Developing quality courses to be delivered online, likely to cohorts, is not an insignificant task. The courses may or may not be needed often -- which is the better scenario?? -- in either case, staff may be difficult to find. The alternative of providing current LAC courses (which likely do not meet the needs of the students as well) in an online format may not be easier.



For the past several years the UNI administration by closing down programs, terminating faculty, "restructuring" programs, creating a new degree "BAS", reducing admissions requirements, setting policies that erode academic freedom in the classroom have set a tone on this campus that it's either my way or the highway for faculty. Unless the Faculty Senate does more than give lip service to seeking faculty advice on issues and begins advocating for a better university based on academic standards --- it really doesn't matter how many faculty meetings everyone attends or surveys the fill out --- the administration will implement whatever it likes!

From my conversations with other faculty, it appears that some of the resistance to the LAC/UCC approved proposal stems from the belief that changes made to the LAC for the BAS would serve as a "slippery slope" and might undermine the existing LAC for BA students. While I think this concern is overstated, I do think a conversation about whether UNI should even be developing such a degree is worth having. I am disappointed that this was initiated before the Academic Master Plan was developed, and before we had a chance to have Faculty input on the direction of the University. I think President Ruud's timing on this was unfortunate. Hopefully it will not undermine efforts to reach some consensus on the Mission/Vision of the University.

A few years ago I was an adjunct instructor in an accelerated program for working adults at Kirkwood Community College and Mt. Mercy College. The program was very similar to what UNI is proposing with its BAS degree. I was never fully comfortable teaching in the Kirkwood/Mt. Mercy program, and I eventually quit. Here are four problems I encountered. (1) Instructors in the program frequently admitted that their courses in the accelerated format were not equivalent to their regular 16-week courses. I personally took my 16-week course and simply deleted around one-third of it. (2) A high percentage of the instructors in the program were adjuncts, in part because some full-time faculty members refused to teach in it due to concerns about its academic standards. (3) There were problems with grade inflation. Many of the working adults had their tuition reimbursed by their employer, but only if they received an A or B. There was some pressure to give everyone an A or B in order to avoid a tuition bill. (4) Traditional students from outside of the program were sometimes allowed to take classes in it. I had one 21-year-old elementary education major (i.e., not a "working adult") who was somehow able to sign up for my class. She had been told by her advisor that the accelerated class would be easier than a regular one, and she could then graduate faster. I am concerned that UNI's BAS program will encounter similar problems, and that these problems may be even worse due to the plan to be 100% online. I am very opposed to a fully online degree. I'd like to see more about how face-to-face time might be integrated. This seems pushed through very, very quickly.

I wish our administration would spend as much time and resources promoting what we already do well rather than coming up with niche degrees that will serve a small market. (Please tell me someone's done a rigorous market analysis of this.) This will solve neither our enrollment nor revenue problems, though it will put another line on the CV of a careerist administrator.

I will be out of town on the day of the meeting. I would be supportive of this degree program and others similar to it if an explicit commitment to quality is made. This would entail 1) requiring online courses to go through the Quality Matters program, 2) staffing the LAC courses with regular term, tenure-track, or tenured UNI faculty--not by-the-semester adjuncts--and being willing to cough up funds for additional lines if this is necessary, 3) requiring MORE than the 21 hours for any student who is deficient in basic skills coming in the door (a competency based LAC should have students take a proficiency exam in writing, oral communication, and math and not trust that

their course work actually prepares them for advanced LAC work), and 4), creating a strong ethos of academic rigor in all aspects of the programs, including marketing materials. The rationale for #2 would be that developing and maintaining high-quality courses is a long-term commitment. Revolving-door adjuncts who may lack the terminal degree are going to contribute to degree programs that do not match the quality of other UNI degree programs. The rationale for #3 has already been offered by the director of the LAC. She has said that a competency-based LAC program can be a trial balloon for revising the LAC in general. In such programs, students are required to take exams at the conclusion of their core-competency classes to demonstrate that they actually have the skills they need to move into a major and on to more advanced LAC courses. I have long advocated a writing test at the end of the sophomore year as a prereq for rising to Junior status. Such a test would do wonders for capturing students' attention and energy in their LAC courses, promoting academic rigor and more writing opportunities in the LAC, and preparing students for success in writing-intensive courses in their majors. So... I am basically in support of new degree programs that promise quality innovations that could make these degrees models for some other innovations at UNI. As for the rationale for #4, I have heard that at other schools employers take far too much of a direct interest in these type of programs. Many employers pay for tuition and require students to have a B average for tuition reimbursement. They then put pressure on faculty to deliver these grades. This is a direct conflict of interest and shows that partnerships with industry etc. are problematic when the organization seeking these degrees for their employees want to control educational process. Faculty without tenure are particularly vulnerable to such pressures. If we do programs like this, we need to create clear boundaries that insulate faculty from grading pressure, whether from students or their employers. I greatly fear that IF the programs are advertised and promoted as programs that deliver diplomas to students in exchange for spending some time in front of a computer we will live to regret our investment in them. We need to offer model programs with exceptional rigor and quality, not programs that dispense diplomas from a mill in exchange for tuition dollars that Kaplan and its ilk will get if we don't.

It seems to me that UNI is selling its integrity and reputation. Sure, in the short-run, UNI might make some money off of this program. But, in the long-run, this program can only hurt the university and the integrity it stands for.

One of the characteristics of undergraduate degrees at UNI has always been a common core of Liberal Arts courses. I hate to see this change, but I acknowledge the reality of what the new BAS degree is. Are we opening the door to dismantling our Liberal Arts Core by reducing the number of hours so dramatically in this degree? Will the College of Business be next to propose abandoning our current LAC program?

Why do you require a language requirement for UNI students and not for this new cohort? It seems not fair. I would leave the FL exit requirement in place.

I haven't yet seen any information or analysis that would convince me to favor such a relatively small LAC component for a BAS degree.

Doesn't seem to me like there is nearly enough information in these links to assess the proposal. For example, it seems to me that, if they have finished their AA degree, then they will already have completed some of our LAC core, so that would already reduce the requirement. Second, I wonder about how a course like oral comm will be taught entirely online? Skype? Some other way? Who will teach the Ethics course? Has the department of Philosophy & World Religions been consulted about the design of that course? How will "competencies" be evaluated? Etc. I'm open to this proposal, but I don't see enough info here to make a decent evaluation.

Just because the course is online shouldn't mean a reduction in LAC requirements. Courses such as workplace communication and ethical reasoning should not be included; literature and history and other social sciences are crucial to a well-rounded member of society.

I don't know a lot about this proposal and the rationale behind the decisions, but I do have several concerns. 1. Why are we proposing different LAC styles for different degrees? Doesn't this negate the meaning of "core"? 2. I am not necessarily opposed to changing the LAC to a core competencies model, but this seems like a way of doing that without doing the hard work of engaging the faculty and UNI community in a discussion of changes to the LAC. Why is this model better? Is it better for all students, or just those in the BAS program? What should the core competencies be? How many hours should be in the LAC? All good questions, but we seem to be avoiding talking about them. One provost candidate mentioned changing gen ed at his school as a five year process. Are we just trying to speed up the process by using this as a demonstration of the new LAC? 3. This whole BAS program came from the president and not the faculty. How much faculty input has there been, and how much pressure from above? What is the impact of this online degree? Do we just want to minimize the number of online courses we have to offer?

In general, the BAS is a reasonable approach to providing a Bachelors degree to older, working adults. In my view it is kind of the college equivalent of a GED. I think it will help the university to get a solid footing into developing a "full blown" undergraduate degree through distance learning. I do not know what benefit this will bring to people seeking this degree. My assumption is that someone obtaining this degree will have more opportunities in their current employment (e.g. advance within their company or business) or this will allow them the opportunity to change careers. I would assume that the university sees this as a way to increase revenue. A question I have about this program is regarding the cost. What student fees will be required? I assume that a student will not be assessed student activity fees, residence fees, student health center fees,..... Have the initiators of this program considered what the cost will be to the student? Distance education is a competitive business and UNI's program would have to be priced against for-profit type institutions and other public institutions that offer similar programs.

I am extremely concerned that this not be used as a degree for any kind of teachers -- for babies or anyone else. Sorry my schedule will not allow my participation at the meeting.

Options available to those in any BAS degree should be made available to all UNI students. Outcomes based model of the LAC should be available to all UNI students. Will the university provide adequate support to students in the proposed BAS, (for example, counseling, library, peer-to-peer contact) (by adequate I mean at an equivalent level as that provided to students in on-campus degree programs) ?

I am 100% opposed to the BAS degree option. I realize our President wants to boost the number of students but these are not real students. We're turning into the UNI School of Hairdressers and Plumbers. This not our mission. Let's be the best of the best, not an online correspondence school.

The proposals look perfectly reasonable, so I guess I agree, but I'm not clear what the difference is between an "outcomes based model" and whatever else might be on the table.

If the LAC Committee and President Ruud manage to get their vision of the future of UNI implemented, I would suggest you all view the Luke Perry film "Idiocracy" and think of it in terms of a documentary.

-I think a 2.0 is way too low to be admitted to this program. A 2.0 suggests that many classes taken during the associates degree were at a D or worse. That is not acceptable. I think it should be a 2.5/3.0 or better, and if below that, many more courses would be needed. The quality of students we'll be getting will be very low if a 2.0 is used. -I don't think it should be called a "BAS" because there is little or no real "science" being taught. It is incorrect and misleading to have the word "science" in the degree title.

This would not meet common understanding of any sort of bachelor degree. One "math" course at a community college could be far below algebra. The oral com via online course? 21 hours of online instruction? This seems like a mail order degree (for money paid) rather than an education. I get dif between BA and BS, but these comments still stand.,

I believe that the foreign language requirement should remain for the BAS degree as it is required for the other Bachelor's degrees at this institution. I do not understand the reasoning behind removing the foreign language requirement. Cultural understanding and a view of others' worlds should be a requirement for any degree sought at UNI.

I think they should have to learn a foreign language and I think they should have equivalent liberal arts courses. It seems like this is being created as a degree-light to try to attract students. That's what schools like Vitterbo and Hamilton do. I expect more from UNI. Liberal arts core courses are relevant to being an engaged, intelligent citizen. They are relevant to everyone.

I'm concerned about the lack of a language requirement for the BAS degree. Also that it will negatively affect the "brand" of a traditional B.A. from UNI.

Beware of waiving or changing academic requirements just for marketing purposes - we don't want to become Kaplan University. I would tend to keep LAC requirements as similar as possible to our current LAC except for, perhaps, personal wellness. I also worry that this could be the beginning of a trend - other programs, even existing programs at UNI seeking special exceptions. What should a "college education" resulting in a bachelor's degree include?