

1. Chair Pratt called the meeting to order at 2:01 pm.

2. The minutes of the April 17, 2012 meeting were approved with the addition of D. Jansen to the list of members present.

3. APC and guests discussed the proposed Arts and Humanities breadth requirement. Among issues raised were the following: the significant value of education in the arts and the humanities for our students and in fulfilling our mission, the extent to which this kind of education is often under-recognized and under-appreciated in the greater society at large as well as under-emphasized and under-supported at both K-12 and higher education levels, the indication from the Higher Learning Commission as part of UWEC’s last application for reaccreditation that education in the arts is currently a weakness and an area that HLC recommends we attempt to improve, the distinction between the arts and the humanities and the importance of students taking courses in both areas, whether the number of breadth requirement credits in the arts and humanities should be raised from six and whether we should specify that students must take a certain numbers of credits in both the arts and the humanities to fulfill this breadth requirement, whether courses taken in integrative learning will adequately serve the need to insure that students pursue a liberal education involving coursework or the equivalent in both the arts and the humanities, the extent to which education within as well as across the disciplines should be an important part of a liberal education core, whether liberal education core courses aligned primarily with the liberal education learning goal of knowledge of human culture and the natural world should be conceived of as (simply) insuring or enabling breadth, who should be responsible and how so for determining the evaluative rubrics to be used in assessing how well liberal education core courses contribute toward knowledge of human culture and the natural world, the importance of education in the arts and the humanities (although especially the arts) to enable students to realize our creative thinking liberal education learning outcome, whether we can afford to require all students to take some coursework in both the humanities and the arts, whether we should give
priority concern to designing a liberal education framework that represents the kind of core we aspire to provide our students and not get too caught up at this stage in whether we can afford/sustain specific features or not, whether we are in danger of recommending a liberal education core that is too much like what we currently have in place, whether we can adequately determine what kinds of offerings and structures work and do not given the limited (range) of data we do have, the relative weight we give to each of our liberal education learning outcomes and how this helps us decide what we should include and support as part of the liberal education framework we will eventually bring to Senate, and the value and necessity of compromise in coming up with a liberal education framework that Senate and the campus can support.

4. APC tabled discussion of potential internal and external reviewers for the programs due to undergo their periodic, seven-year reviews until next week’s meeting, on May 1 when we plan to go into closed session for this discussion.

5. APC discussed our draft letter for the Provost concerning our program for the Department of Nursing. APC proposed adding recommendations that the accelerated degree program be further examined, and that ways to ease the workload of the department chair be examined further as well.

6. The meeting was adjourned at 2:52 pm.

Respectfully submitted,

Bob Nowlan, secretary for the meeting