Chair Pratt called the meeting to order at 2:00 pm.

1. Minutes of 12/4 and 12/11 meetings were approved as distributed.

2. APC Proposal for Liberal Education Reform discussion.

B. Nowlan suggested that we revisit overall GE requirements such as Service-Learning, and consider setting the additional requirements outside the liberal education requirements. L. Bica suggested that if pulled out, we should list them under the learning goals so that students see where they fit. B. Nowlan made the observation that we could have more than one document, one with just the goals, and one with the additional experiences listed under the relevant goals. Or one could have a set of "additional ______ goal requirements" or, "additional requirements" with some connection to the LE goal or outcome. J. Pratt stated that to summarize, we could format this better to maintain the link to the LE goals while still listing the additional requirements.

J. Pratt commented that if we take the university writing requirements out of skills, are we still looking at two requirements.

D. Baker observed that looking at the past fall, we offered 1500 seats, and if oral communication became a requirement, we would then need 600 additional seats. J. Pratt commented that this will be difficult if we cannot find the seats in existing courses. B. Nowlan stated that he believes that addressing writing only is not enough, and we may not be able to address writing, reading, speaking, and listening. J. Pratt stated that for skills one, maybe we should just have one experience requirement.

J. Pratt noted that for skills two, students will be required to complete one experience in Math or skills 2. L. Bica commented that before we leave skills, it is hard to let go of oral communication requirement. S. Ducksworth-Lawton would caution us from using the 1 or 2 or 3 credit solution that we tried in the past for cultural diversity. D. Mowry asked what the gap is, are there existing courses that may help close the gap such as an Interpersonal Skills course in applied professions or even an interviewing course. M. Goulet stated that we may not be able to predict the issues, and that we will need to go most of the way with what we currently have. J. Pratt observed that the COB students have to take BCOM as part of college requirements. B. Nowlan stated that we could see this as something we could add down the line even if we do not add it now. J. Pratt
commented that why don’t we leave it as it exists, and Mary H. could continue to map courses to see if we are closer to meeting.

B. Nowlan noted that if we have a new format we will be closer to being able to pass the package.

J. Pratt moved the topic on to the topic of integrated learning. Duffy D. reported that we do not have the resources currently for this credit requirement of 18 credits of integrated learning. L. Bica stated that is seems like the knowledge goal is mostly A&S, and courses can count for knowledge and integrated credits. B. Nowlan commented that it seems like there are four integrated learning experiences under knowledge, and three additional integrated learning experiences. If we take out the colon, it seems like a minimum of 12 and maximum of 18. S. Duckworth-Lawton observed that many faculty may resist modifying courses to make them integrative and the number of integrated learning credits that people will agree to is 9. L. Bica reminded the group that the original goal was an integrated GE model and that we were striving for what would be seen as a signature program. Original thought was two or three course bundles. S. Duckworth-Lawton reported that institutions that send students here might not encourage them to transfer if the requirement is 18 credits. Realistically 12 or even 9 would be more acceptable. Any more would kill transfer program.

L. Bica noted that administrators may be operating under incomplete information. We have been talking about a lessor requirement for transfer students, say one course. J. Pratt noted that we are looking at 2,100 students per year as first year students. L. Bica noted that Duffy's document maintained that there is no evidence that integrated learning takes more seats than regular. J. Pratt commented that maybe we could start with 9 credits as a requirement. J. Pratt also raised the question of dropping the knowledge integrated learning requirements and just have the three under the integrated learning goal. M. Cassidy asked for clarification regarding whether, with 11,000 students, we would be tasked with delivering 9 credits of integrated learning per student. J. Fager raised the question of how is integrative learning defined. S. Duckworth-Lawton noted that the way this is worded, we would need to integrate across three areas. D. Baker noted that we could look at this as experiences that could be met in a variety of ways. One course with two instructors could fulfill two knowledge outcomes and also be integrated or an INT course. B. Nowlan commented that we could take out the integrated learning experiences out of knowledge goal. J-Markgraf noted that what the University Senate passed has a broader definition and includes on and off campus experiences or integration.

3. The meeting was adjourned at 3:00 pm.