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

1.0 Minutes of the 2/5/13 meeting were approved with spelling corrections.

2.0 Baccalaureate Goals

The following motion was made, seconded, and passed unanimously:

APC recommends that the liberal education learning goals approved for the liberal education core be adopted as the academic goals for the 120-credit baccalaureate degree and that the five bulleted goals on page 4 of the Undergraduate Catalog be replaced with the following goals:

**KNOWLEDGE GOAL:** Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.

**SKILLS GOAL:** Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

**RESPONSIBILITY GOAL:** Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

**INTEGRATION GOAL:** Integrate learning across courses and disciplines, and between campus and community life.

J. Fager indicated that the University Assessment Committee (UAC) will bring a motion to Senate to rescind the currently approved procedures for assessing baccalaureate learning goals. The UAC will work to develop and implement improved procedures.

3.0 APC Proposal for Liberal Education Reform

B. Nowlan asserted that one learning experience (not two) is appropriate for the Skills 3 outcome (create/perform original work, interpret others’ work).
J. Pratt indicated that all learning experiences approved for liberal education should address at least one outcome. It will be ULEC’s responsibility to determine the total number of outcomes a given experience will meet.

M. Goulet stated that each and every learning experience that wants to be part of the liberal education core will need to be approved through ULEC.

J. Pratt stressed the importance of operationally defining “liberal education learning experience” before going to Senate, and indicated that APC will collaborate with ULEC on the wording of this section of the framework.

J. Pratt asked APC to consider #8 under APC Tasks/Decisions on the “APC Issues” document: Through the discussion of the ULEC proposal, we started labeling two things that started to look like university requirements: “Race, Class and/or Gender Equity” and “Global Learning.” The first has been highlighted in an endnote while the second has been folded into an outcome. We need to decide what we want to do with these two—how many different requirements we want to highlight and emphasize in what we currently have as endnotes.

S. Duckworth-Lawton discussed direct connections between the race/class/gender requirement and campus climate, stating that highlighting race/class/gender as a separate endnote gives this component of the framework the importance it deserves.

J. Pratt stated that she met with the Multicultural Student Advisory Committee. The committee emphasized the importance of courses over co-curricular experiences for the race/class/gender requirement. They also spoke to the importance of addressing other areas of diversity, such as sexual orientation. J. Pratt suggested that it is probably unrealistic to expect a requirement to address all areas of diversity, and she stressed the importance of transforming our campus climate to make particular progress in those areas not directly addressed by the race/class/gender requirement.

B. Nowlan suggested increasing the learning experiences from two to three in order to strengthen the Responsibility 1 outcome (diversity, equity, inclusivity).

J. Pratt stated that M. Cassidy suggested adding a sentence to the Responsibility 1 outcome that would clarify this outcome’s emphasis on race/class/gender.

L. Bica indicated that the race/class/gender requirement has a multi-year history on our campus. Susan Turell (Associate Vice Chancellor for Undergraduate Studies), working with UGEC members (before name change to ULEC), first proposed the requirement, which drew support from both ULEC and APC. In the middle of reform efforts, however, a new set of goals/outcomes was approved—these goals/outcomes do not take into account certain work that had already been done. As a result, we’re faced with having to mesh Responsibility 1 with the race/class/gender requirement.
M. Goulet indicated that any learning experience for Responsibility 1 (diversity, equity, inclusivity) would be routed by ULEC through the multicultural learning outcomes rubric. He said it would be odd to have some outcomes associated with courses and others with learning experiences.

L. Bica stated that the framework is already a mixed model of courses and experiences. She indicated the need to consider actual outcome data related to delivering race/class/gender through courses vs. co-curricular experiences.

S. Duckworth-Lawton emphasized the risks that students and faculty on our campus have encountered with out-of-class experiences.

J. Pratt stressed the importance of trusting ULEC to carefully evaluate all proposals for Responsibility 1.

B. Nowlan asserted that APC’s job is to articulate priority commitments that the University should make to diversity, equity and inclusivity. He supported bringing to Senate the need for a race/class/gender requirement.

J. Pratt will work with Susan Harrison to get on the Senate agenda—our approach will be to suggest that the UW System Cultural Diversity requirement be subsumed under a new UW-Eau Claire race/class/gender requirement.

The meeting was adjourned at 3:00 pm.

Respectfully submitted,

Lori Bica, secretary for the meeting