Minutes
University Senate Academic Policies Committee
Volume 49, Number 21
March 5, 2013

Present: L. Bica, S. Ducksworth-Lawton, D. Dunham, J. Hoepner, B. Nowlan, J. Markgraf, D. Mowry, J. Pratt (Chair), S. Fish (Student Senator), S. Wical and Mike Wick

Guests: David Baker, Margaret Cassidy, Debra Jansen, Jennifer Fager, Marc Goulet, Gail Scukanec, Laurel Kiefer, Jill Prushiek, Debbie Gough and Mary Hoffman

Chair Pratt called the meeting to order at 2:03 pm.

I. Minutes of the 2/26/13 meeting were approved.

II. Liberal Education Reform
Chair Pratt recommended a phased approach to implementing the Liberal Education framework, arguing that we do not have the resources to support the full framework at this time. A first phase could require fewer learning experiences and be implemented in 2015-16. A second phase could come later when resources are reallocated within and among departments allowing departments to meet the demands of the liberal education core without jeopardizing their majors and minors. Ducksworth-Lawton asked if upper-division courses would be allowed to count toward the liberal education core. These courses were not represented in the mapping exercise designed to measure our ability to meet the LE framework requirements. Discussion suggested that upper-division courses with no or minimal prerequisites could count, but it is not yet known how much these classes will contribute to meeting the liberal education core requirements.

Options for a phased approach to implementing liberal education reform were considered, and included reducing learning experience requirements under some goals or under all goals. Bica proposed a model that would require one learning experience for each outcome. Outcomes would be assessed, and then requirements could be added as needed to meet outcomes. Options were discussed for phasing in requirements over a three-year period. Scukanic raised concern about the logistics of implementing a phased approach that would change requirements annually.

Mowry cautioned against looking at outcomes only in relation to the liberal education core, as upper division courses and experiences contribute to the liberal education goals as well.

Bica asked if we could bring the framework to Senate for approval as is and then gather more data to inform the implementation of the framework. Pratt shared information from Senate President Harrison that advised against this approach. In order to get the chancellor’s approval, APC is advised to present Senate with a framework that we know we can support. The APC proposal should be presented in concert with a description from ULEC of the process for assessing learning experiences. In order to give ULEC time to develop a process, Chair Pratt recommended postponing the second reading of the APC liberal education proposal to the April 23 senate meeting. Planned for the Mar. 12 senate meeting is an informal discussion of the liberal education framework.
A motion was made by Chair Pratt, and seconded by Markgraf, to approve the requirements of the liberal education core and corresponding changes to the text in the Undergraduate Catalog as indicated with a two-phased implementation:

Phase 1 of the liberal education core, to be implemented in 2015-16, will require:
- Knowledge 1 Outcome: 2 learning experiences
- Knowledge 2 Outcome: 2 learning experiences
- Knowledge 3 and Knowledge 4 Outcomes: 2 learning experiences
- Skills 1 Outcome: 2 learning experiences
- Skills 2 Outcome: 1 learning experience
- Skills 3 Outcome: 1 learning experience
- Responsibility Outcome 1: 1 learning experience/3 credits
- Responsibility Outcome 2: 1 learning experience/3 credits
- Responsibility Outcome 3: 1 learning experience
- Integration 1 Outcome: 2 learning experiences

Phase 2 of the liberal education core, to be implemented 2017-18, will require:
- Knowledge 1 Outcome: 2 learning experiences
- Knowledge 2 Outcome: 2 learning experiences
- Knowledge 3 and Knowledge 4 Outcomes: 2 learning experiences
- Skills 1 Outcome: 2 learning experiences
- Skills 2 Outcome: 1 learning experience
- Skills 3 Outcome: 1 learning experience
- Responsibility Outcome 1: 2 learning experiences/6 credits
- Responsibility Outcome 2: 2 learning experiences/3 credits
- Responsibility Outcome 3: 2 learning experiences
- Integration 1 Outcome: 3 learning experiences

The motion carried 7 in favor, 0 opposed, 1 abstaining.

III. The meeting adjourned at 3:03 pm.

Respectfully submitted,

Jill Markgraf, secretary for the meeting