University of Wisconsin – Eau Claire  
University Liberal Education Committee  
Monday, October 14, 2013  
Council Oak 260, Davies Center

Guests: D. Baker, M. Cassidy, J. Fager, L. Kieffer, J. Pratt

Presiding: M. Goulet, Chair  
Convened: 2:03 PM

Meeting Minutes

1. Approval of Minutes of October 7, 2013
   - Approval of minutes postponed so M. Goulet can type them

2. Discussion of Learning Experiences
   - October 15 is the deadline for applications to be submitted  
     - The bulk of the applications will be submitted to the A&S committee first; ULEC can expect to begin to see applications in a couple of weeks  
   - What ULEC can be doing  
     - Begin to discuss what learning experiences qualify for the core, learning experiences that occur outside of the classroom need to be defined, don't have a precedent for such things except prior learning type things—CLEP, AP exam, departmental challenge exams, International Baccalaureate exams, etc.  
     - Campus would like to begin planning submission of experiences, would benefit from some clarification  
     - What is it we want to capture, M. Goulet reviewed what other institutions have done, sat on a prior learning committee in 2011  
       - What best practices for learning occur in a classroom that can be in some sense mapped outside of the classroom, can't get away from certain things  
       - A significant reflection opportunity for students, some kind of faculty oversight in a broad sense, time on task of some kind  
   - A footnote in the framework passed by Senate defines a learning experience as follows “A learning experience comprises specific combinations of learning resources, tools, and activities guided by pedagogical models through which one can identify, to a certain extent, what one has learned.” Examples include First-Year Seminars and Experiences, Living-Learning Communities, Faculty-Student Collaborate Research, Study Abroad, Service-Learning  
     - Problem with Faculty-Student Collaborative Research is each one would need to be reviewed individually  
     - Would be able to designate a learning outcome(s); how do you constitute a substantive learning outcome, benchmark  
     - Not sure all activities will have new knowledge  
     - Need to at least initially define a set of criteria by which we ask classes to identify with
How are we going to consider a learning experience as identifying with an outcome and not student-by-student?

How do we have a categorical approval process? How would it be done?

Look at real world experiences - i.e. civil rights pilgrimage with Jodi Thesing-Ritter, reluctant to give away experience credit because there are so few: students need to be doing more than having an experience, learning is occurring, assessable student work is being provided, should include everything similar to earning credit, except the credit bearing process

Seems like a syllabus, an educational plan

Can we take the footnote as a starting point? Think it would be a good starting point since it is included in the framework that passed Senate

J. Fager will provide a link to the federal guideline policy (assignment of credit hours, how that time has to be, gives some parameters)

Think about something with no affiliation to a college, i.e. service learning, students can do it without registering, don't have to pay, could evaluate, however, service learning has already been identified with a certain outcome -- need to determine the role of the committee moving forward

Study abroad needs to be assessed, one outcome that all study abroad would meet, R2?

- Can you fail an experience? If a student would engage in an experience but not measure satisfactorily, could the system catch it? Issues related to compliance, need to document completion in system
- Is it not connected to grade, on transcript, on degree audit?
- Similar to capstone – if a student doesn’t do a reflection, they aren’t signed off on. IF a student participates in study abroad, what happens?
- Students can pass the class, but do they satisfy what we expect the experience should encompass? There needs to be an assessable deliverable. It’s up to the unit, i.e. CIE, that proposes the learning experience to determine whether the criteria has been met, provide data for assessment
- We don’t want to get in the business of individual approval, what makes us experts?
- All ULEC needs to do is be clear about our expectations
- Do we feel like faculty/staff oversight is needed
- M. Wood volunteered to draft ULEC’s definition of a learning experience

3. **Miscellaneous business**

- M. Wood asked, and it was approved, if ULEC members could once again partake in the reading and judging of the System Advisory Group on the Liberal Arts (SAGLA) essays in early spring 2014

**Adjourned at:** 2:55 PM

**Submitted by:** S. Forcier

**Approved:** 10.21.13