Meeting Minutes

1. Approval of minutes from the meeting on March 29, 2013

   - Motion to approve with C. Brandt’s edits which were sent via email on April 3, 2013, seconded, approved

2. Item of Information

   - “This is to inform the University Liberal Education Committee that the College of Arts and Sciences Curriculum Committee has approved dropping a GE course from the curriculum effective 2014 Fall, i.e., HUMS 103 Important Works: Conflicting Perceptions and Change Since 1960, 3 crs.” (via email from Astie Nilsen, dated March 29, 2013)

3. Read/Discussion of the APC motion for Senate regarding the Liberal Education Framework and definition of a learning experience

   - Liberal Education Framework will be in front of the Senate on Tuesday. Following the meeting, a workshop will be held in the Schofield Auditorium.
   - A few amendments to the APC proposal floating around, one is an amendment to define what a learning experience will be: to limit a learning experience to credit-bearing things
   - On Monday, W. Miller, C. Brandt, J. Prushiek, M. Goulet and M. Cassidy will meet to begin to frame a form to be used by anyone who wants to propose a course for the liberal education core
   - How do people feel about the amendment, that it be credit-bearing? Discussion ensued:
     - If it passes, only courses will be allowed
     - Can APC do this, isn’t it ULEC’s decision as to what is needed to be eligible to be part of the core
     - If it does pass, what’s excluded by it and do we want it to be? In the past, participating in the “experience” of study abroad would count
     - Is the rationale fiscal?
     - Once credits are involved, it’s implied that there will be a higher level of scrutiny
Service-learning? Chairs have suggested it be separated from liberal education core. It could be applied to R3, may be the most problematic of exclusions

W. Miller took three students overseas for research during the summer. Massive amounts of time and work were put into it and it wouldn’t be included. Independent study? Don’t understand the rationalization to enforcing credit

Trust issue with staff?

10-day Civil Rights Pilgrimage should be eligible for core, however, if the student doesn’t take the corresponding course, they wouldn’t get credit

All seem to be in agreement there is a faculty-mentor reflection piece, past experiences should be equivalent (i.e. military)

Faculty-student collaborative research would be excluded, can do independent study, however, would ULEC have to approve each of them to see if they fulfilled the outcomes?

. Every project is very different, how would they be assessed, outcomes need to be met
. Could a prefix be established (like special topics), it could be pre-approved, establish a rubric
. Have to have same level of review, must be assessed and meet outcomes, provide same amount of documentation

Due to amount of rigor, service-learning should be part of core,

Not convinced it needs to be credit-bearing, have confidence in faculty

Faculty-led versus credit-bearing language

Library faculty are not a member of any college, library is not a credit-bearing department, all would be excluded. Library faculty are important because information literacy has been added to the LE core.

Is it a political move to get framework passed?

. Chancellor may be uncomfortable supporting a liberal education reform policy that had a non-assessable learning experience, APC is hoping ULEC will create another amendment
. “Credit-bearing” used as a term to get the framework through, want to include all rich learning experiences

This excludes Student Affairs, areas like Housing, which are paying attention to curricular experiences, attending workshops

Everyone invited to go to Senate meeting on Tuesday

. It’s ULEC’s feeling that we do value a holistic learning experience, we want quality and believe it can be completed in a number of ways of which we are discussing
. Individuals can state their own opinions as well

Adjourned at: 12:50 PM

Submitted by: S. Forcier

Approved: 4.12.13