University of Wisconsin – Eau Claire
University Liberal Education Committee
Monday, September 28, 2020
Via Microsoft Teams

Presiding: Kris Knutson
Convened: 2:00 PM

Meeting Minutes

Optional CIM Training/Refresher Session

Kris Knutson demonstrated how to use the CIM program to evaluate LE course proposals.

1. **Log into CIM.**
   a. Click on the image of the mortarboard on the book to “complete” your log in.
   b. It is helpful to bookmark this page as you will return to it frequently.
2. Type the name of the course to be evaluated in the search box (e.g., HIST 348 | K3).
   a. The course numbers and proposed LE outcomes for each course to be evaluated during a meeting are listed on the meeting agenda.
3. **Look up the ULEC rubric** for the outcome proposed.
   a. Always use the updated rubric, even if it hasn’t gone into effect yet.
4. Evaluate the course.
   a. Scroll to the space where it lists LE “justification” (e.g., “Knowledge 3 (K3) Justification).
   b. Review the **Content of the Experience.**
      i. Here, you should look to see if a course with the content described fits into that LE category. Using HIST 348, you would ask, “Is this content consistent with a humanities course?”
      ii. Also, look at how much time in the class is spent working toward that LE goal. While there is no magic number, note for discussion any times you do not think a course is engaging enough content to fit that LE category.
   c. Review the **Opportunities to Meet the Outcome.**
      i. Here, you should be looking to see if the course seems to be designed with enough opportunities for a student to encounter, practice, and master an LE outcome.
      ii. Again, there is no magic number for “how much” needs to be there, but we would expect that students have a sufficient number of opportunities to meet the LE outcome(s) throughout the semester.
   d. Review the **Justification for Prerequisites.**
      i. LE courses should be available to all students, so we don’t want a course to have too many prerequisites that it excludes large numbers of students.
      ii. REMINDER: Each major can have an S3 and an IL designated in majors-only classes. So, remember that caveat when reviewing proposals!
   e. Review the **Description of the Student work to be Assessed.**
      i. Here, you should look at the artifact(s) proposed and compare to the appropriate rubric.
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   ii. Does the proposed assignment enable faculty to assess student learning on the outcome? Most faculty are quite explicit in how their assignments map on to each rubric element. If you have concerns, jot them down for discussion.

In our meetings, we will move to approve courses and within our discussion period you can bring up any concerns you have about a course’s ability to enable students to meet LE learning outcomes.

   Submitted by:   Kris Knutson

   Approved:      10.12.20