

Zoom Information

Join Zoom Meeting:

<https://msu.zoom.us/j/99811959608>

Meeting ID: 998 1195 9608

Passcode: CUC

Agenda: November 10, 2021

1. (3:30-3:35) Approval of this meeting's agenda
 - a. Motion? Alissa
 - b. Second: Salah
 - c. all in favor
 - d. Additions to be made to this week's agenda?

2. (3:35-3:40) Approval of last meeting's minutes
 - a. [Link to October meeting minutes](#)
 - i. Motion: Salah
 - ii. Second: Patti
 - iii. All in favor?
 - b. [Link to September meeting minutes](#)
 - i. Motion: Salah
 - ii. Second: Liz
 - iii. All in favor

3. (3:40-4:30) Experiential Learning Requirement
 - a. In October, the CUC began discussing what CAL should do about the ELR. Should CAL continue to waive the requirement for students near graduation? If so, how? For whom do we waive? Etc.
 - i. Refresher from last meeting's notes:
 1. Continue to waive? Waivers for graduating srs since start of pandemic. Should we continue to do so? If so, for whom? How?
MC: Yes until the pandemic's all clear.
AFW: Set some boundaries.
SH: What pressure does either choice put on CAL?
MH: Lots of experiential learning opportunities.
ZK: Except with EA and SA.

AFW: Can't hold to req, but given opportunities, apply for waiver.

DG: Who does the work of reviewing waivers? By what criteria?

QM: Some programs have exp learning built in by req'ing internships, e.g.

2. Allow one-offs?

MC: Who decides: dept or CUC?

Continue to do the waiver but communicate to students that it is an option but their request is being reviewed and considered on a case by case basis. They should contact their advisor or undergrad director/associate chair for their situation to be considered. Communicate when this waiver opportunity will end (so they can be prepared).

b. (3:40-3:50) In small groups, spend ten minutes discussing the following:

i. What are the effects of such a requirement being waived? Discuss in groups, and then develop your own, individual one-sentence answer and post below:

1. Weighing Programmatic interests and students interests:

- a. Benefit for enrollment in some courses
- b. Benefit to the students
- c. How to make it valuable to students
- d. Not just a hoop for students to jump through to complete CAL requirements
- e. Flexibility to allow students to apply for waiver under specific circumstances (who would approve a waiver)
- f. Programmatic requirement flexibility can be in the interest of program and students

2.

3. No blanket waiver. Employers are starting to expect these sorts of experiences. Students don't know what they don't know, so they may not be able to see what experiences are there and what the experiences can do for them. If we waive the requirement, we sidestep accountability for developing transparent assessment and representation mechanisms that would communicate to students (and faculty!) the evidenced value of these experiences (which brings us back to last year's old saw: that we don't have, at present, a clear way of evaluating/assessing/developing ELR options and so no wonder we're struggling to market, maintain, assess, etc. now...)

4. Students may be less competitive on the job market without these kinds of experiences.

5. It's in the student's interest to complete the requirement, but we need to provide waivers given the current environment.

5. The requirement is beneficial and valuable for the students to complete, so giving blanket waivers, even in these trying times, seems to undermine this and student accountability. However, it

does potentially relieve the burden on students. I tend to favor a system whereby students have to apply for a waiver, but am not sure how feasible this is.

6.

c. (3:50-4:00) Ten minute discussion on waiver effects.

- i. ***We don't know how many people we've waived.***
 1. (Can we ask advisors?)
- ii. The ELR had popularly been fulfilled through ***Study Abroad / Study Away. Internships and travel programs will eventually return*** to their original / pre-Covid purview, and that will help resolve the question of waivers.
- iii. Using the [rubric](#) for learning outcomes, we have a better shot at developing flexible options for meeting those goals/outcomes.
- iv. Stacia shares the ***original categories of ELR:***
 1. Internship
 2. Service/community engaged learning experience
 3. Undergraduate research or creative project
 - a. directed by a faculty member
 4. Study abroad program
 5. Study away program
- v. ***Few courses count for this requirement***, and we haven't seen interest from faculty in changing that.
- vi. ***Can student org involvement count as ELR? Should be for credit.***
- vii. ***Key component of the current requirement is mentorship*** (and reflection?)
- viii. Possibly moving to ***credit-based / research model?***
- ix. ***Study Abroad is returning this summer.***
- x. Waiver questions:
 1. What is your obstacle?
 2. "Make an argument for how something you've already done meets the requirement."
 3. Who looks at these waivers?
 4. Consider adding a requirement that students share their resume on the form so we can use it as a touchpoint if they need support

on it and it would be a tool they would have used for a lot of the experiential opportunities anyways?

d. (4:10-4:20) As a full group, discuss the following:

- i. What do we know about how other colleges review college-specific requirements (like, for CAL, the ELR)? What do we know about how they are assessed?
 1. How can we find out?
 2. Q says: ***Social sciences has an ELR***... at first too many credit hours, and it became too hard to manage. It's now a credit-bearing requirement.
 3. James Madison
 - a. Who can we ask?
 4. Comm Arts
 - a. Who can we ask?
<https://comartsci.msu.edu/student-experience>
 - b. Academic Specialist | Experiential Learning,
<https://comartsci.msu.edu/our-people/jeana-dee-allen>
 - c.
 5. RCAH
 - a. Who can we ask?
- ii. Do we know if other colleges are waiving certain requirements during the pandemic? If so, do we know what their waiver processes are?
 1. How can we find out?

e. (4:20-4:30) What do we do next?

- i. Who amongst us can take the lead following up on questions we've developed today? For example, learning what other colleges are doing with similar college-level requirements, etc.
 1. Stacia is happy to do some follow-up with assessing the requirement/waivers--also happy to redesign a rubric that is a BRIEF scoring rubric for waivers.
- ii. Any parting thoughts?

Stacia: Draft student-based version of the rubric for students to use

Cara: Reach out to other depts to learn what they're doing; get a ballpark of who's being waived