

To: Work Team 2 (WT2) File

DRAFT

From: Stine Odegard

Date: Mon. March 21, 2011, 3-4 PM

Re: Minutes from WT2 Meeting # 3

Present: J. Griffin, G. Hanrahan, P.Hanson, H.Hoang, G. LaMonica, L. Loberg. K. Odegard, K. Price.

- 1.0 The meeting was convened at 3:04 PM.
- 2.0 The minutes from the previous meeting (March 9, 11AM-noon) were unanimously approved. The Experiential Learning (EL) definition was unanimously approved as well, with no additional revisions from the group at this time; the group sought input and got reassurance that it seemed relevant to not just TUG students but also ADEP learners.
- 3.0 WT2 started to address “how to integrate EL more fully into the curriculum” by discussing EL “Best Practices” as identified in a draft of a document from Gary Hesser and the National Society for Experiential Education (NSEE). It was noted that this was a working draft from NSEE and that WT2 would take this into consideration when discussing it and using it for future planning. It was suggested that CLU consider adopting this (or something similar) as something to build upon should it become a strategic priority for the institution.
- 4.0 After reading the document draft from NSEE, discussion followed about adding “assessment” to the EL definition created by WT2.
- 5.0 The group discussed several options for how EL could be “integrated across the curriculum” at CLU, including:
 - 5.1 Using First Year Seminar as a venue to introduce EL and its concepts to all students.
 - 5.2 Perhaps not forcing EL into the CORE 21 curriculum that is already packed, instead letting it happen more organically where interested faculty applied the practices.
 - 5.3 Introducing EL into curriculum later into the student experience, in upper division major classes where students are more prepared and perhaps more mature for EL.
 - 5.4 Citing EL coursework on academic transcripts
 - It was asked about how co-curricular and extra-curricular experiences would be captured if this were the adopted method since they have no academic presence on transcripts. One example cited was the course in Guanajuato that counts as a Global Perspectives course. It was not credit-bearing but was very impactful for students. It was suggested that perhaps the graduation requirement have a category but not a class. This might have similar implications for Student Affairs events and experiences as well (Alternative Spring Break, Peer Advising, etc.).
 - It was also introduced that many schools also have a co-curricular transcript. This captures a range of co-curricular events, involves administrative or faculty supervision to have sufficient reflection and to be centered around learning outcomes.
 - 5.5 Adopting themed semesters for the TUG experience:
 - First year= transition to college
 - Second year= experiential learning
 - Third year= study abroad
 - Fourth year= internship/research

- 6.0 In terms of EL from the marketing point as an institution, it was suggested that it is important to consider that you need to be able to clearly tell people “we do this (EL) and here is how.”
 - 6.1 It might be wise to take the approach of intentionally highlighting and infusing it through the academic curriculum.
 - 6.2 It was also mentioned to consider the option of implementing a co-curricular transcript that many other schools that captures the range of experiences that would fulfill this strategic initiative of all students engaging with EL.