University of Wisconsin – Eau Claire  
University Liberal Education Committee  
Thursday, March 3, 2011  
Hibbard Penthouse  

Present: Battalio, R., Brandt, C., Burns, C., Knight, R. (guest), Mowry, D., Nahm, A., Solberg, L. (guest)  

Presiding: Weiher, E.  

Convened: 1534  

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<th>Topic/Discussion</th>
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<td>Review/approval of minutes, February 24, 2010</td>
<td>Deferred</td>
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LE framework discussion:  
- number of credits in LE – 39 credits  
- criteria for a LE course  
  - includes at least one identified LE goal in course objectives  
  - incorporates embedded assessment of all included LE goals  
- definition of integrative learning – AAC&U definition focuses on student learning (“students’ abilities to integrate learning”) and on faculty-designed learning experiences to facilitate those abilities (see below excerpt from AAC&U statement)  
- criteria for a LE integrative learning course  
  - includes at least one identified LE goal in course objectives  
  - incorporates embedded assessment of all included LE goals  
  - meets integrative learning criteria  
- mix of LE courses  
  - 18 integrative learning credits  
  - 21 LE elective credits  
- structured freshman course  
- structured sophomore course  
- required disciplinary emphases  
  - required humanities courses for students in the sciences?  
  - required science courses for students in the humanities?  
- required special emphases (limit the number of these required emphases)  
  - race, class, & gender experience  
  - global perspectives experience  
  - immersion experience  
  - writing competency experience
“Integrative learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually. Significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives.

Many colleges and universities are creating opportunities for more integrative, connected learning through first-year seminars, learning communities, interdisciplinary studies programs, capstone experiences, individual portfolios, advising, student self-assessment, and other initiatives. Often, however, such innovations involve only small numbers of students or exist in isolation, disconnected from other parts of the curriculum and from other reform efforts. But a variety of opportunities to develop the capacity for integrative learning should be available to all students throughout their college years, and should be a cornerstone of a twenty-first century education.”


Adjourned at 1645.

Submitted by
Cheryl L. Brandt, ULEC Secretary

Approved March 17, 2011