Meeting convened at 3:30 PM. Chair L. Lancor had previously distributed an agenda.

Minutes: The committee voted to approve the minutes of 10/13/2010 as corrected.

Lisa made a short presentation and thanked Mike Shea and Jim Tait for their long standing service to the committee, in all of its forms – GenEd AdHoc Committee of UWIC, GETF and LEPC.

Chair’s Update:
1. The sunset provision will be voted on at the next UCF meeting.
2. UWIC will look at several LEP course proposals at their next meeting. The LEPC recommends that prioritization be given to Tier 1 courses.
3. We need to have an updated AUR to LEP Transition table and a final version of the Degree Evaluation Worksheet (with directions) so we can present a program revision tutorial at an upcoming Chair’s Council meeting.
4. The Chair circulated a list of the most popular majors at SCSU. It was suggested that we use this information to prioritize the program revision process.

Director’s Update:
1. The AUR to LEP transition table is nearing completion.
2. Faculty involved with FYE/INQ courses will work with the LEPC to ensure a smooth advisement process that will be articulated to the incoming freshman in the Fall of 2011.
3. Polly will be meeting with Provost Williams this Friday to discuss aspects of LEP.

Agenda Item 2. Questions from Departments:

LEPC discussed questions (below) that were posed by PCH. LEPC’s responses can be found in italics below each question.

- How many of each Tier do students need to take?
  
  Students have to take:
  
  18 credits (6 courses) in Tier 1,
  27 credits (9 courses) in Tier 2,
  3 credits (1 course) in Tier 3.

  To ensure breadth, students may take no more than one Tier 2 course from a particular department.

- Is there an example degree evaluation yet?
  No. We currently have a draft but it is not ready for distribution yet.

- Can courses taken as part of LEP also count towards students’ minors?
  The LEPC has determined that it is up to the department offering the minor to determine which courses (LEP or otherwise) can count towards a minor.

- Will Tier II and Tier III courses have limits on enrollment like Tier I?
There are no enrollment limits for Tier II and Tier III courses. They are only limited by what is specified in our Contract.

- Will there be a formula to assist departments in determining how many LEP sections to offer in Fall 2011? (Our PCH 201 currently runs 20 sections, but we imagine we’d need fewer sections if it is Tier II.)
  
  _We do not have a formula (yet). We agree that you will need fewer sections than what you (PCH) currently offer in the AUR program since, in the LEP, there will be more course options for a particular area. For example, if PCH is in the Tier II: Mind & Body Area of Knowledge, and there are 4 other course options, you would certainly need fewer sections than the 20 that you currently offer. We expect that once the LEP is fully populated we will have a “formula” for departments to use. For now, Bruce Kalk, who handles scheduling in A&S, is the person to talk to._

- What will happen to our Prerequisites and Cognates that are also AURs now, but may not be proposed as LEP courses? Will students end up taking more courses initially until this is recognized and fixed if possible?

  _This is a question that many departments have. Please know that the LEPC is currently working on this very issue. The university certainly does not want prepared students to be required to take more courses while we are in the transition period from AUR to LEP. The LEPC will do everything it can to make the transition period as smooth as possible without our students paying the price of taking more courses than necessary._

- What will the department’s responsibility be in terms of evaluation for LEP courses? Will the evaluation be based upon student satisfaction surveys, enrollment, outlines...?

  _Until the affinity groups are formed for each area within the LEP, we foresee that it will be up to the departments to evaluate their own LEP courses. As discussed in UCF, the LEPC envisions that it will be important for departments to show that their courses are serving the goals of the LEP. Questions might include: How are you meeting the LEP requirements? What Discussion of Values did you address and how? What Competencies are your courses based on and how are you incorporating these competencies into your course? What Areas of Knowledge are addressed and how are they incorporated into your course? If the Sunset Provision is passed, the requirements and process will be very clearly defined._

Agenda Item 3. Discussion of Department-specific LEP Requirements:

The following discussion points were made with respect to the issue of having a department limit the options for LEP courses required as part of a department’s major:

1. The LEP policy that students may take no more than one Tier 2 course from a particular department was reiterated.
2. Departments must be reminded to create LEP courses that meet the goals of the program and not simply engage in relabeling their current courses to satisfy a particular need.
3. Certifications may play a critical role in determining which courses should become Tier 1 courses and which should become Tier 2 courses.
4. The School of Education might begin to review how they will meet the new State regulations and perhaps look at how to address competencies and not focus on requiring particular courses.
5. How will the new LEP program affect students who change majors?
6. It will be a problem when programs assign LEP courses as prerequisites for other courses in the major. This practice limits the options majors have for selecting courses of interest to them. Similarly, if Tier 2 courses have prerequisites for a particular major, this will limit the course to all but majors and this is not the intent of a true LEP course.
7. The committee strongly reiterated two goals of the LEP program:
   a. Strive for as much freedom of choice as possible for students as they go about selecting their Tier 1 and Tier 2 courses.
      i. Assigning too many prerequisites limits this possibility
      ii. Programs need to consider requiring students to take one of several available courses in
an area rather than dictating a particular course to take.

b. Keep the advising process for all majors across the campus as transparent as possible.
   i. We need to do this during the transition phase as much as possible and increase this transparency as we settle into the finalized LEP.

8. Given the number of AUR courses that currently exist with prerequisites, many challenges would arise if there were limitations on department-specific LEP requirements.

Action items related to “Department-specific LEP Requirements” discussion points:

1. Determine what programs are currently using AUR courses as prerequisites for other courses and to what extent is this being done.

2. One of LEPC’s tasks is to recommend policy for the LEP program and not determine the particular requirements for different majors on campus. Many such decisions rest in the hands of individual departments. LEPC’s role is to answer any questions departments may have and to clarify the intent, philosophy and goals of the LEP.

3. In terms of policy, LEPC might look at answering the question: Under what circumstances can a course serve as both a major requirement and an LEP course? Perhaps we can formulate a few beginning conditions that might read as...
   a. The course must satisfy all of the LEP requirements
   b. A course must be open to more than just majors in a particular program.
   c. The course may not possess any prerequisite courses in the major.

4. LEPC must urge departments to communicate with one another so that they know how required courses offered by other departments are utilized by their programs.

5. LEPC must stress the importance of TRANSPARENCY. Departments should develop a four-year curriculum map for each of their programs that is as transparent as possible. Hidden requirements should be avoided at all costs.

Meeting was adjourned at 5:05pm.

Respectfully submitted by Jim Rauschenbach. (Minutes approved on 27-Oct-2010)