Minutes

Liberal Education Program Committee Meeting

Wednesday, September 14, 2011

3:25-4:45, Math Conference Room - EN D122


Call to Order: 3:30p

Assignment of UWIC tasks

Deborah called for volunteers for a number of tasks requested of the LEPC by UWIC.

Wendy Hardenberg agreed to create a checklist of key elements for Tier 2 courses (akin to the checklists provided for Tier 1 creative thinking and tech fluency courses).

Armen Marsoobian will work to clarify what constitutes a primary (non-textbook) expository source in the Intellectual Foundations Component for Tier 2 courses. He will seek input from Mike Shea.

UWIC’s suggestion that a board of nine coordinators representing the nine key areas of knowledge be formed generated some discussion, including questions pertaining to:

- Selection criteria and process
- Length of service
- Level of input from coordinators regarding transfer courses equivalent (or comparable) to LEP courses
- Whether or not administration should be involved in creating the board
- Whether board members will receive release time credits (and when these should be requested and how many are appropriate)

Polly Beals agreed to take on the task and will begin by considering the best way to proceed.

Priority issues for LEPC.

A number of issues were discussed regarding the continued implementation of the LEP. These included:

Circumstances under which freshmen should be allowed to take Tier 2 courses—how many such placements are appropriate?

Are there circumstances allowing students failing Tier 1 CT courses to take Tier 2 courses? Kim Laing pointed out the increasing urgency of this question as we approach mid-term grades and
advisement. She also asked Armen Marsoobian to urge Tier 1 CT instructors to put midterm grades on Banner.

A suggestion was made that the committee should think about intervention procedures for students in danger of failing LEP Tier 1 courses. Nicole Henderson will begin devising possible solutions to problems arising from such failures.

What is the mechanism for deciding how many Tier 1 CT courses would be offered during Winter, Summer, and Spring sessions (and what department will offer them)?

Jim Tait urged the committee to be proactive so as to not allow LEP to come under renewed attack by those departments who feel that their concerns are not being addressed. A discussion followed regarding how many departments still felt the LEP compromises their ability to expeditiously move students towards their degrees and whether or not students were, in some cases, unable to meet elective requirements because of LEP requirements.

Transfer document and transfer bank—what’s next?

John DaPonte suggested the need to include courses from UConn and Middlesex.

Polly Beals pointed to the need to include transfer information and criteria for CT courses.

The committee engaged in a long discussion regarding who should have authority to approve transfer courses not in the transfer document. These courses present a unique problem because, although they are offered by specific disciplines, the criteria are skills-based. We generally agreed that some level of consultation between coordinators and chairs would probably be necessary.

Bruce Kalk has begun to enter courses into the transfer bank. The committee felt that chairs would ultimately need to approve these, and that Bruce would solicit that input.

Kim Laing suggested that some courses could transfer as LEP equivalencies via the mechanism of a generic elective LEP shell.

The committee discussed the number of LEP courses that are waived depending on the number of transfer credits with which a student enters the university. Many members expressed surprise at the complexity of the formula in the LEP document.

Adjourned: 4:45p