Present: Polly Beals, John DaPonte, Joe Fields, Wendy Hardenberg, Elliott Horch, Liz Keenan, Armen Marsoobian, Wes O’Brien (recording), Elsie O’Kobi, Jim Tait, Deb Weiss (chairperson)

Announcements:

Elsie O’Kobi reminded the group to promote the Information Literacy Workshop because thus far few have signed up.

Primary (non-textbook) expository source definition for Intellectual Foundation Component for Tier 2 courses

The group took up discussion of the document provided by Armen Marsoobian and Mike Shea regarding clarification and definition of the Tier 2 Intellectual Foundations requirement. The discussion included the following points and comments:

The definition should not necessarily suggest, either explicitly or by example, that the source be historical.

The intent should be to define in terms of impact on rather than concentrate on the means by which that impact was effected.

UWIC will not necessarily have members of the department present, thus the proposers should include an explanation of the source with regard to three points: major idea, influence and foundational nature.

The source should comprise one or more original ideas rather than provide restatement of ideas that predate it.

The source should be broad enough to have had a substantial impact on the field.

Deb Weiss asked the committee to decide between the word *text* and the word *source* as the LEP document uses both designations. After some discussion, primarily about the semantic implications and/or assumptions conjured by the word *text*, the committee decided unanimously on the word *source* and Armen moved to approve the following language for Box E:

Each Tier 2 course must assign at least one primary influential (non-textbook) expository source. Please indicate below how this source makes an influential argument about a major idea in the field.

The motion passed 6-1.
The committee turned to the language that will appear in Box E Explanation. Discussion included:

Need to clarify what is meant by *non-textbook*.

The need to articulate what is meant by the word *foundational*.

A suggestion that proposers in traditional fields should not think about the most “up-to-date” material but consider instead material that has had a previous fundamental impact on the discipline.

The following language was proposed for Box E Explanation:

The Liberal Education Program’s intellectual foundations goal of studying “influential arguments about major ideas” is achieved by incorporating one or more primary (non-textbook) expository sources into all Tier 2 courses. A primary expository source is usually a text, but there may be exceptions. If you anticipate others will teach this course, attach a brief annotated bibliography of alternative sources.

The language was adopted by a vote of 6-1.

Meeting adjourned at 4:45