Liberal Education Program Committee Meeting

Wednesday, March 12, 2014

3:25– 4:45pm – Math Conference Room – Engleman Hall

Meeting Minutes

Present: Yilma Gebremariam, Wendy Hardenberg (recording), Klay Kruczek, Elliott Horch, David Petroski, Beena Acchpal, Jim Tait, Polly Beals, Deb Weiss (chair), Wes O’Brien, Scott Graves, Mike Shea, Joe Fields

Call to Order: 3:29 p.m.

Committee and Ad Hoc reports

- Affinity groups – update, Polly Beals – no report
- WAC Report
  - Debbie Carroll and Karen Burke have requested time to present ideas about writing courses at an LEPC meeting. April 2nd is a possible date.
  - Judging of the student writing contest is currently taking place.
  - A report will be presented to the UCF on 3/27 on WAC assessment data.

Old Business

- UWIC questions
  - Tier 2 reinforcement of Tier 1 Competencies – LEP requires that each Tier 2 course reinforce Written Communication, Critical Thinking, and a third competency area, which is selected by the proposer. How should this requirement be operationalized so that UWIC can judge whether Tier 2 proposals adequately address this issue?

Following extensive discussion, it was proposed and approved unanimously that:

LEP Tier 2 course proposals must reinforce at least two Key Elements for each of the three selected competency areas.

Further, this decision will be reflected in the Tier 2 proposal forms in order to ensure consistency. Box E in both the form and directions sections will contain the revised instructions:

Insert an explanation of how students will continue to develop these three competencies. Include the kind of instructional feedback and
methods of evaluation you will use to reinforce at least two of the Key Elements for each competency.

- **Problem-based learning** - All Tier 2 proposals must demonstrate specific criteria including problem-based learning appropriate to the topic. How is PB learning defined? Jim Tait presented proposed language for a footnote to be included in the LEP document that would define PBL. Comments from committee members included:
  1. Broadening examples to include projects that can be completed in less than a full semester (organized by both discipline and timeframe to show a variety of approaches).
  2. Encouraging but not requiring a collaborative component. Specific feedback for proposed language: retain “typically in small groups” in the introductory paragraph, remove mention of the “collaborative component” from the requirements, and then include examples with and without collaboration.
  3. Jim will take another look at the proposed language and incorporate the above feedback.

- **New Business**
  - Permission for LEP Director, Polly Beals to approve extension of transition courses
    - Some of the AUR courses have not yet been transitioned to the LEP for a variety of reasons, necessitating a time extension if these courses are to be taught in their current format in the fall.

It was proposed and approved unanimously that:

*Polly Beals, LEP Director, will review all requests for extensions of Tier 2 transition deadlines and grant extensions to the deadline when justified. In all cases, the final time frame to submit proposals is the end of the Spring 2014 semester.*

- Consideration of waiving of LEP requirements for students who already have Bachelors degrees

  - After a comprehensive discussion, the LEPC forwards this issue to UWIC for further discussion and decision with the following motion:

*The LEPC supports waiving LEP requirements for students with Bachelors degrees from an accredited college or university, with the exception of specific requirements associated with their chosen SCSU major. It is recommended that UWIC thoroughly vet issues that arose*
during the LEP discussion and any others, especially regarding minimum GPA and meeting number of required credits for degrees.

- NW1 & 2 credit for community college students – began discussion on this topic
- LEPC as non-elected body

  o Adjournment: 4:51 p.m.

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\* All courses in Tier 2: (from page 10)

- continue to develop and reinforce the competencies introduced in Tier 1,
- have appropriate enrollment caps consistent with pedagogical needs, resource availability, and safety concerns and/or regulations,
- have enough scope to provide an adequate foundation to the particular Area of Knowledge and Experience,
- address a number of key topics in depth,
- make an effort to integrate knowledge from a variety of perspectives,
- provide insight to issues of the 21st century and/or important issues in students’ lives,
- include problem-based learning appropriate to the topic, and
- provide an introduction to the analytical tools of the discipline(s) offering the course.