

Summary of Changes to the LEP Document: Feb 2009

Changes to Tier 1 and Competency Completion Deadlines

Previous language:

To help students become better prepared for, and thus more able to profit from, instruction in Tier 2 courses and in their majors, the preferred model is that students satisfy all of their competency requirements in their first year. However, programs that entail a heavy credit load and students that have developmental issues may require greater flexibility. In light of this caveat, students should satisfy their written communication, critical thinking, and technological fluency requirements by the end of their first year and should not take any Tier 2 courses until those requirements are met. Students should satisfy their quantitative reasoning requirement before the second semester of their sophomore year and before taking any course that includes reinforcement of quantitative reasoning skill. The multilingual requirement should be satisfied by the end of the junior year. All Tier 1 and Tier 2 courses must be completed before taking the Tier 3 capstone. Exceptions to these deadlines may be approved by the Director of the Liberal Education Program.

Revised language:

To help students become better prepared for, and thus more able to profit from, instruction in Tier 2 courses and in their majors, the preferred model is that students satisfy all of their competency requirements in their first year. However, programs that entail a heavy credit load and students that have developmental issues may require greater flexibility. In light of this caveat, students should satisfy their **written communication and critical thinking requirements by the end of their first year**. Students should not take any Tier 2 courses until the FYE and critical thinking requirements are met. In addition, the written communication requirement is co-requisite for all Tier 2 courses. Students taking Tier 2 courses that also satisfy the “W” requirement must fulfill the prerequisite for “W” courses. Students should satisfy their quantitative reasoning requirement and technological fluency requirement before the second semester of their sophomore year and before taking any Tier 2 course that includes reinforcement of quantitative reasoning skills or technological fluency skills, respectively. The multilingual requirement should be satisfied by the end of the junior year. All Tier 1 **courses** and **7 of the 9** Tier 2 courses must be completed before taking the Tier 3 capstone. Exceptions to these deadlines may be approved by the Director of the Liberal Education Program.

Rationale:

In order to address concerns that student’s schedules are too prescriptive in the first year, the competency completion deadlines have been adjusted slightly. All students can begin taking some Tier 2 courses in the second semester of their freshman year (unless they fail FYE or the critical course). Students also have room in their schedule during the freshman year to begin taking courses in their major. The change in the Tier 3 prerequisite allows for more flexibility in the program, especially for students in majors that have a heavy requirement load.

Added Language to the Administration section:

Critical Thinking and Technological Fluency, because they are competencies and therefore involve competency demonstrations, should be more tightly coordinated than Tier 2 courses. It is recommended that a coordinator for Critical Thinking be located in the Philosophy Department and that a coordinator for the Technological Fluency competency be located in the Computer Science Department. A steering committee for each of the two areas should be formed with a representative from each department that teaches in that competency.

The duties associated with coordination might include

***Communicating with other departments that teach the competency**

***Organizing the competency steering committee who will**

- **Create a competency course template**
- **Organize course development workshops**
- **Serve in an advisory capacity to UWIC in the course approval process**
- **Develop a competency demonstration**
- **Evaluate competency demonstration data**

It is recommended that each coordinator receive appropriate reassigned time.

Rationale:

Coordination is important in each competency for the reason stated above. It makes sense for the coordinator to be a member of the department that has ample expertise in teaching these competencies and that can be expected to field a large number of courses in the competency.

Changes to Tier 3

Previous language:

All courses in Tier 3:

- address one or more capacious contemporary issues,
- engage students in all *Discussions of Values* and any interrelationships,
- draw on at least one Tier 2 *Area of Knowledge and Experience*,
- utilize many of the *Competencies* at an advanced level, and
- require a culminating project that encourages students to integrate their liberal education experiences

Revised language:

All courses in Tier 3:

- address one or more capacious contemporary issues,
- engage students in **3-6** *Discussions of Values* and any interrelationships,
- draw on at least one Tier 2 *Area of Knowledge and Experience*,
- utilize many of the *Competencies* at an advanced level, and
- require a culminating project that encourages students to integrate their liberal education experiences

Departments may create a Tier 3 course for their majors, provided that all requirements for a Tier 3 course are addressed.

Rationale:

The Task Force imagines that some Tier 3 capstone courses might be modified departmental capstone courses for the major, while other capstone courses might be newly-developed courses open to any major. Making this requirement less restrictive opens this tier to more departmental capstone courses.

Added language in the appendices

Transition to the Liberal Education Program

To facilitate transition to the LEP, the following provisions are adopted:

Calendar

The program will be phased in over three years, with current AUR courses and newly proposed courses initially populating the LEP offerings (see below). Tier 1 courses will be first offered in the Fall of 2011. Tier 2 courses will be first offered in the Spring of 2012 and Tier 3 courses will be first offered in the Fall of 2013. With phase-in and transition of courses, the new LEP will be fully implemented by Fall 2014.

Current AUR Courses

Upon departmental request, current AUR courses will be temporarily incorporated as LEP courses for three years, provided the department

- 1) specifies a reasonable goal area in the LEP that the course addresses,
- 2) specifies a reasonable extent to which the course addresses each key element of the specified goal,
- 3) specifies a reasonable extent to which the course meets the other criteria for its tier, and
- 4) completes a brief form with this information and attaches a current syllabus.

During the three-year grace period, these courses will continue to satisfy the AUR program while they are adapted to satisfy the LEP requirements. This provision alleviates the need to run two parallel programs to serve students under different catalogs.

Rationale:

Eases work load on faculty and allows for a more orderly transition from one system to another, including allowing for more thoughtful development of curriculum and removing the necessity of running two distinct parallel programs.