

## LIBERAL EDUCATION PROGRAM CONCERNS

Presented by the Art Department

1. **Programs need to look closely at how this Liberal Education Program (LEP) model would impact department expectations given our student body, facilities restraints, and the expectation of a timely completion of degree requirements for our diverse majors.** I urge each program, concentration, and specialization to develop a four-year model for completion of degree requirements. Is it a realistic program? Does it allow students to sample courses prior to making the decision to elect to pursue a degree program? Does it realistically meet the concerns for course load given the demands of sequenced coursework? Does it address course rotation schedules?

See attached chart sample of sculpture specialization.

2. **Concern over transfer students and equivalency...**We are happy to see that there has been discussion about this, however it seems that this LEP proposal does not ensure transfer students will not still suffer the same problems that they do now... such as bloated elective credit, non-credit, equivalency challenges given the potential that courses within our LEP model may be more difficult to identify as equivalent with peer institutions, and the increased need for efficiency in selecting courses early within this LEP could place transfer students years behind in their academic plan.”
3. **Currently, the pillars of the LEP proposal identify key *competencies*, *areas of knowledge*, and *discussions of values* as core components of the curriculum. Throughout each tier, course proposals are only required to include “at least one competency, area or value” as defined by each curricular proposal process. What mechanism will ensure that a student has addressed all sufficiently by the completion of their LEP?** How do we ensure subject diversity in student course selection...and how do we ensure that there is enough diversity in *competencies* and *discussions* of values when the expectation for faculty writing the courses is that you “have at least one from each”.... who ensures that faculty are not all picking the same “one”...therefore students are only proficient in a limited range of each.
4. **Increased faculty responsibility in advisement.** It is obvious to see that with the potential for widely increased options to fulfill the Gen Ed requirements, the need for sound advisement early on is essential. What increased demands will be placed on faculty? How will this alter advisement practices?
5. **Transparency of requirements.** For years, we have advised students of those hidden requirements, typically revealed by students enrolled in developmental Math, English and introductory Foreign Language. How is

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- it solved here? How have we actually solved this? Is there enough transparency in the FYE courses?
6. **The decline of the elective.** An increased requirement in both LEP and within departments has nearly eliminated the existence and purpose of elective credit. How do we feel about this? This is doubly concerning for transfer students who often have extensive lists of transfer elective credit. This problem also seems to effect BS, and certification program the most.
  7. **Concern: Are we limiting students by offering such a regimented freshman year Tier 1 experience, and inversely are we providing a disservice in the Tier 2 experience with the potential for so much choice?** This is linked to advisement...but the reality is many students may find themselves lost in the choices as most are more concerned about the timeline of completion of their requirements, most may not be looking for links early on to help form the kind of cohesion that the LEP is trying to create, especially when the first year is pre-determined. By dictating what has to be taken in the freshman year, we may be missing the opportunity to ignite our students' passions for key areas of learning. In addition to this, we haven't discussed limited offerings due to facilities restraints, course rotations, course cancellations, and other practical implementation and administrative issues etc.....
  8. **FYE concern: upon discussing FYE with students, it is clear that they are unsatisfied with the fact that they have no choice in regard to the subject matter selected for their sections.** They recognize that the subject explored is often defined solely by the expertise of the instructor assigned to their section...but would like a choice. This may be a way to get students into their area of concentration more quickly...but how do we as a department implement this?
  9. **Territorial Concern:** why are some departments assigned to specific competencies, but this is not found anywhere else?
  10. **Document Concern: Better definition of Intellectual Foundations:** This requirement seems to come out of nowhere on pg. 8 of the doc. Define it, integrate it, and clarify it.
  11. **'W' course requirement.** In a best-case scenario, students will have the opportunity to complete "W" courses that double for a requirement in either AUR or Program requirements, but how often is this really the case? It seems that writing is a key component that has been embraced across the curriculum. Is there a better way to embrace writing than through a 'W' course? If English takes over FYE this could be an opportunity for credit savings while strengthening writing throughout the curriculum.

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- Although merging FYE and Eng 111 seems to defeat the intent that the FYE originally embraced.
12. **Tier 3 Final Portfolio review**, what is the structure, compensation....what will be evaluated, who will be qualified to evaluate? How will this concretely be structured? What about student input and assessment? Why aren't final projects assessed by instructors?
  13. **Define "...smooth transition from old AUR program to the new Liberal Education Program"**. What time frame, who will create the LEP proposal forms, what compensation for faculty to perform this lofty administrative task?
  14. **Confused by UWIC's role versus LEP Committee role within the UCF**, please clarify.
  15. **What exactly is the commitment that the administration has made to ensure programmatic diversity and department offerings in the way of securing faculty lines, department initiatives, fulfilling facilities needs, and the livelihood of programs?** What is the perceived timeline for the "adjustment" period?
  16. **Will all Tier 2 courses have to be 200-level courses? Will all Tier 2 courses have to include a writing component?** Are there exceptions to the Tier 2 course structure, as there are courses within the current AUR structure are 100-level, and it may not be appropriate for all disciplines to emphasize a written component, such as in studios and labs courses.
  17. **Please summarize how this LEP proposal specifically addresses the concerns raised by NEASC.**

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### **SAMPLE SCHEDULE**

#### **An Entering First-Year Student Seeking a BS in Studio Art, Sculpture**

##### **Assumptions:**

- 1. Students require zero non-credit remedial courses in mathematics;**
- 2. Students do not require English 110;**
- 3. Students must take full sequence of foreign language courses;**
- 4. "W" courses are folded into other required courses;**
- 5. FYE and ENG111 remain independent courses (the Task Force has recommended the merging of these courses, but that proposed action has so far received no sanction from any curricular body).**
- 6. Art 441 and 480 currently curricular proposal drafts will be passed by the UCF.**

##### **Conclusions:**

- 1. The Task Force program as currently formulated permits students little exposure to courses outside of Tier 1 within the crucial first year. This feature will compel some students to select majors without adequate prior experience in the various disciplines.**
- 2. By permitting few major courses in the first year, the Task Force plan pushes too many major requirements to the end of the program. The BS program cannot be realistically completed in four years.**
- 3. The Task Force program as currently formulated permits students even fewer free electives than the current system. Some students enrolled in programs leading to the BS and state teaching certification will have no free electives at all if the program is implemented in its current form.**

##### **Concerns:**

- 1. This model effectively eliminates most Elective credit from the Sculpture Specialization within the Studio Art Program. The above model reflects only 9 credits of Elective, which is a 21-credit drop in Elective requirements from our current requirements of 30 credits in the Sculpture specialization. This model also reflects a minimum of a 4-credit increase in the overall minimum credit required.**
- 2. Many students majoring in the Art Department must take remedial math and English courses.**
- 3. Increasingly, fewer and fewer of our students are taking more the minimum full-time course load.**

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## **An Entering First-Year Student Seeking a BS in Studio Art, Sculpture**

### First Semester (15cr)

English 111 (prerequisite for English requirement)

Critical Thinking

FYE

Technological Fluency (Computer Science)

Art 112

### Second Semester (15cr)

English 112 (minimum program requirement)

Art 104

Art 113

Math 100 (prerequisite for Math requirement)

Elective (as Tier 2 cannot begin until completion of Eng 112)

### Third Semester (18cr)

Tier 2 (1/9)

Tier 2 (2/9)

Math 103

Art 105

Art 150

ART 240

### Fourth Semester (18cr)

For Lang 101

Tier 2 (3/9)

Tier 2 (4/9)

Art 151

Art Studio (1/6)

Art 241

### Fifth Semester (15cr)

For Lang 102

Tier 2 (5/9)

ART 340

Art Studio (2/6)

Art Studio (3/6)

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## Sixth Semester (18cr)

For Lang 201

Tier 2 (6/9)

Tier 2 (7/9)

Art 341

Art Studio (4/6)

Art Studio (5/6)

## Seventh Semester (15cr)

Tier 2 (8/9)

Tier 2 (9/9)

Art 440

Art Studio (5/6)

Elective

## Eighth Semester (15cr)

Art Studio (6/6)

Art 441

Art 480

Elective

Tier 3 (1/1)

$$(5 \times 15) + 3 \times 18 = 129$$