LEP Implementation Plan

This document covers the road to implementation of the LEP, beginning with the approval of the LEP in Spring 2009.

1. **Appoint LEP Director (LEPD)**
   Dr. Polly Beals was appointed as LEP Director (LEPD) in the Fall of 2009 by the administration.

2. **Determine courses transitioning from AUR to LEP for 3-year transition period.**
   In order to address faculty concerns about resources, the LEPC developed a 3-year transition plan during which courses currently meeting the AURs could be used as LEP courses. This plan allows both students currently matriculated under the AURs and new students that will matriculate under the LEP to find courses that satisfy their requirements. The LEPC developed the *LEP Course Proposal Notification Form* that was sent out to all faculty to determine which courses would be transitioning from the AUR to the LEP and into which LEP category. Departments representing 69 courses notified the LEPC and LEPD of their intent to transition their existing AUR courses with the information that they had 3 years to revise their courses to meet the purpose and key elements of the proposed LEP category.

3. **Determine faculty interest in offering new or existing (non-AUR) courses for the LEP.**
   The LEPC developed the *Declaration of Intent to Submit an LEP Course Proposal* form that was sent out to all faculty to determine interest in developing new or revised (non-AUR) courses for the LEP. The form asked for departments to identify the LEP category area in which they were interested. Responses from faculty representing 18 courses were returned notifying the LEPC and LEPD of their intent to propose a new or revised (non AUR) course into the program.

4. **Encourage participation in LEP categories that lack sufficient courses. (ongoing activity)**
   Based on the responses from steps 2 and 3 above, the LEPC was able to determine which LEP categories (ie. Creative Drive, Cultural Expression) were lacking sufficient number of courses to support the program. The LEPD reached out to departments that might be interested in proposing courses within the LEP areas with weak representation.

5. **Appoint Critical Thinking and Technological Fluency Coordinators**
   Because the two LEP competency categories of Critical Thinking and Technological Fluency are new to general education at Southern, the LEP document specified that two coordinators be appointed to provide coordination for each of these areas. In the Fall of 2009, Armen Marsoobian (PHI) was appointed as the Critical Thinking Coordinator and Winnie Yu (CSC) was appointed as the Technological Fluency Coordinator.

6. **Develop Course Proposal Forms for approval by UCF.**
   The LEPC developed course proposal forms for Tier 1 courses and Tier 2 courses that were officially approved by the UCF in Spring 2010.
7. **Focus on Course Development for Critical Thinking and Tech Fluency (Tier 1)** *(ongoing activity)*
   Beginning in the Fall of 2009, the CT and TF Coordinators organized steering committees for their respective areas. Each steering committee developed a common set of student learning outcomes as well as sample course templates and instructional handouts. Multiple workshops were held by each steering committee to help interested faculty develop new courses that met the student learning outcomes for the associated area. To date, 27 sections of Technological Fluency and more than 60 sections of Critical Thinking are on the Fall schedule with many of these sections reserved as N sections (for freshmen registration only).

8. **Support Course Development in Tier 1 and Tier 2** *(ongoing activity)*
   Workshops were held and curriculum grants were offered for those developing Tier 1 and Tier 2 courses for the LEP. These were for faculty who were interested in revising existing courses or developing new courses for the program.

9. **Outreach to local Community Colleges** *(ongoing activity)*
   The LEPD and members of the LEPC have been working with the local community colleges to inform them of our newly approved program. Tier 1 course development at the community colleges has begun.

10. **Examine Course Review process of UCF**
    Because the LEPC was concerned that the UCF would be inundated with LEP course proposals, a joint effort was made to streamline the process and decrease the turnaround time for course approvals. The modification of the process allowed NMC and UWIC to examine course proposals in parallel, rather than sequentially, and to prioritize all Tier 1 courses (followed by Tier 2 courses) found in the pipeline.

11. **Train UWIC for Review of LEP Courses**
    Members of the LEPC and the CT/TF Coordinators trained UWIC members on the structure of the LEP as well as the Purpose and Key Elements of each of the LEP goals. In addition, learning outcomes for CT and TF courses were circulated to help UWIC members with the course review process.

12. **Develop and Maintain LEP website** *(ongoing activity)*
    Found at [http://www.southernct.edu/UCF/lep](http://www.southernct.edu/UCF/lep), the LEP website contains all documents pertaining to the LEP as well as information from CT and TF groups, the LEP FAQ list, the most current state of the LEP indicating which courses populate which categories of the LEP, worksheets for degree evaluations, etc. This site changes on a weekly basis.

13. **Review new and revised LEP courses** *(ongoing activity)*
    UWIC, with the help from LEPC members and the CT and TF coordinators, began approving courses for the new LEP. As new courses pass, the LEP website is updated and the Registrar’s office is notified. The first course, a Tier 1- Critical Thinking course, passed in the Fall of 2010.
14. **Address Transfer Students and the LEP** *(ongoing activity)*

The LEPC and the LEPD, along with the Academic Advisement and the Registrar’s Offices, have been working to address the issues related to transfer students. A policy developed by the LEPC and approved by the UCF is currently in place such that all transfer students with 30 credits or less will be evaluated on a student-by-student basis by the Academic Advisement office to determine which program (AUR or LEP) is best for them based on their transfer credits. All students transferring with over 30 credits will be placed into the AUR program. Communication with local community colleges is ongoing. Creation of new transfer banks with direct faculty input is being considered.

15. **Prepare Undergraduate Catalog for LEP**

A new undergraduate catalog (2012-2014) was scheduled to print in Spring 2011. The UCF, LEPC and LEPD worked with the Provost’s Office and all of the departments to update the catalog to reflect the new LEP.

16. **Support departments in completing Degree Evaluations for each major** *(ongoing activity)*

The LEPC has developed a *Degree Evaluation Worksheet* along with instructions (see [http://www.southernct.edu/UCF/conductingdegreeevaluation/](http://www.southernct.edu/UCF/conductingdegreeevaluation/)) to help departments conduct a degree evaluation under the new LEP. Various support mechanisms were in place to help departments complete the degree evaluation. Presentations were made at the Council of Academic Chairpersons, the Senate-sponsored LEP workshop, and the UCF. In addition, the LEPD and members of the LEPC met with departments individually to help in this process.

17. **Establish FYE Learning Communities**

FYE Learning Communities are now established with INQ101 and Tier 1 Critical Thinking courses. Initially, the plan was to link INQ with either Critical Thinking or Technological Fluency. Because we have plenty of Critical Thinking sections for the incoming freshmen class in the Fall, linking has been done with Critical Thinking only (See #20 below).

18. **Provide Academic Advisement with list of (non-LEP) courses for freshmen to start their majors**

All Department Chairpersons were informed to contact Academic Advisement and provide them with a list of (non-LEP) courses that first semester freshmen should take to start their majors.

19. **Prepare for New Student Orientation** *(ongoing activity)*

In an effort to prepare for the 1,350 students that will be coming to campus in early June for New Student Orientation (NSO), the LEPC has been working with the FYE Director, the Registrar’s Office and Academic Advisement to ensure that all are familiar with the new LEP.

20. **Ensure that Course Scheduling supports LEP** *(ongoing activity)*

The LEPC and the LEPD have been working closely with the Bruce Kalk who is in charge of scheduling in the School of Arts & Sciences. It is essential that all incoming freshmen have the Tier 1 courses they need. This is especially true of the INQ and CT courses that are linked into learning communities and must be taken in the first semester on campus. With information from the NSO survey that has been sent out to all incoming students, Academic Advisement has been working with Bruce Kalk to determine adequate scheduling.
21. Update Banner with LEP *(ongoing activity)*
   As Degree Evaluations are completed by departments, Kim Laing of the Registrar's Office (who also is an ex-officio member of the LEPC), has been entering degree evaluations into Banner.

22. Develop advisement materials and hold advisement workshops *(ongoing activity)*
   Many members of the Southern campus (faculty and staff) need to be informed of the LEP to ensure that advisement is consistent across all constituencies. To date, multiple LEP Advisement Workshops for faculty and staff have been held.

23. Develop Tier 3 materials *(ongoing activity)*
   Course proposal forms and instructions must be developed to support course development by faculty.

24. Develop Assessment materials for each LEP category *(future activity)*
   Models for Tier 1 competency demonstrations in Critical Thinking and in Technological Fluency are being discussed. Preliminary consultations with experts in the field of assessment and testing have taken place. Much work and faculty consultation will need to take place before such competency demonstrations are formulated.

25. Form affinity groups for each LEP category *(future activity)*
   For those faculty members teaching in an LEP category, it is critical that they meet as a group at least once an academic year to discuss the successes and challenges in their courses. This feedback can be brought back to the LEPC to help assess the program and make changes as necessary.