Liberal Education Program Committee Meeting  
Wednesday, April 3, 2013  
3:00– 4:45pm – ASC 201  
Meeting Minutes  
Present: Joe Field, Dave Petroski, Wes O’Brien, Polly Beals, Deb Weiss (chair), Wendy Hardenberg (recording), Elliott Horch, Kim Laing, Jen Ruggiero, Jim Tait, Mike Shea, Liz Keenan

- Meeting was called to order at 3:07 p.m.
- Minutes of March 13, 2013 approved unanimously
- Announcements
  - Congratulations to Elliott for his Faculty Scholar award!
  - Polly will look into getting an LEP link on the new Southern homepage and a suitable landing page for our different constituencies
- Committee and Ad Hoc reports
  - WAC – Deb Carroll
    Tomorrow WAC will decide on the 'short list' for possible writing contest winners. The winners will be presented with their awards at the final UCF meeting at the end of April. Student government is funding the award. We have received official approval for a full-time GA to work with the WAC program. We will be talking with candidates next week. We have been meeting with Polly, Michael BenAvie, Mike Shea, Bob McEachern, and Nicole to explore the use of Writing Portfolios as a potential assessment index of writing competency. Our next meeting is scheduled for mid-April. Astrid, Karen Burke and I met Monday with faculty from the school of business to encourage and facilitate the development of W courses in that school
  - Tier 3 Courses – Polly
    - NUR 443: Nursing Capstone
    - PHI/WMS 309: Women and Religion
    - PCH 353: Global Health
    - MDS 294: Propaganda in Media
    - WMS 294: Title IX and Women’s Movements
    - EDU 322: Family, School, and Community Partnerships
    - Some approved Tier 3 courses have not yet appeared in Banner, so that’s being looked into
- Old Business
  - Role of affinity groups – revised statement
    - Will look at next time
  - Resources for LEP
    - Will it do any good for us to discuss this issue?
    - If we make a statement, does it need to be well researched or can it be quick?
    - Might this be more appropriate for Faculty Senate?
• How did WAC determining the size of W courses come about? How can we think about caps for LEP courses the same way?
• Need to be able to demonstrate that it’s better for students to have smaller classes (could look at data from before and after raising W course cap—but there’s also scholarship out there)
• Joe has volunteered to investigate this issue for next time
  • Follow up on students who fail INQ 101 or CT during the first semester – this item of old business is closed for the present time until further investigation is done regarding these students and what the best course of action would be

  o Quick New Business (mostly policy revisions)
  • 7/9 Tier 2 courses needed for Tier 3: cannot be tracked in Banner; how to handle
    • is there anything we can do about this except advise well?
    • Could we revise and say “junior status” or 21 credits in Tier 2?
    • Could contact Banner vendor to find out if this can be programmed? (yes, but very time consuming)
    • Contact departments to ask if it’s okay to put “junior status or departmental permission” on all Tier 3 courses?
    • Polly could send an email to all department chairs to notify them that this is what we’re doing in lieu of the impossible “7 of 9”, and allow them to object if need be
    • Should some Tier 3 courses be restricted to LEP? (unintended consequences!)
    • Motion: Tier 3 courses for Fall 2013 shall be restricted to students with junior status and above or with departmental permission. [withdrawn]
  • Conclusion: We will not follow any of above at this point since more problems will be created than solved, but Kim will explore the “7 of 9” problem meanwhile

  o New Business
  • LEP Assessment
    • All of Tier 1 has assessment programs in place (to varying degrees)
    • Michael Ben-Avie could be asked to give us suggestions
    • Assessment office could do the “meta-assessment” based on all the individual affinity group assessments (but we might want to move cautiously)
    • Will invite Michael to an LEP meeting
    • What does NEASC require of us and what do we care about?
      1. It’s an overstatement to say that we have no plan; key elements are the basis for the assessment, but there is no standard instrument
    • It would burden faculty less to have outside readers (grad students, consultants) look at the assessment artifacts
    • Tunxis pays faculty a nominal fee to evaluate portfolios over two days (but are we provided with resources like that?)

  o Meeting adjourned at 4:48 p.m.