Call to Order: 3:30 p.m.

Announcements
- Our esteemed colleague, Wendy Hardenberg will be on Jeopardy on May 30. Since she is sworn to secrecy, we don’t know the outcome, but we’ll all be by our televisions on that date cheering her on!
- The committee welcomed Yilma Gebremariam as the alternate representative from the School of Business. Yilma will fill in for Robert Forbus, the elected representative who is unable to serve this semester due to a class conflict.

Committee and Ad Hoc reports
- Affinity groups – update, Polly Beals
  - No report
- WAC Report – Deb Carroll and Karen Burke - WAC sent out announcements for the W-course writing contest and the WAC newsletter was sent to the Provost last week, but there has been some delay in Public Affairs’ getting it out to the University community. Deb has been meeting with Liz Kalbfleisch about writing program structures and she’ll be speaking at UCF on March 27th about the results of WAC assessment. She would like to chat with the LEP group prior to the UCF meeting and has requested a date.

Old Business
- Update from Registrar’s office on Tier 2 screen
  - 7 out of 9 Tier 2 Areas as a pre-requisite for Tier 3 registration is now in place as a screen in Banner. This should facilitate student advising in helping to ensure that unqualified students are not able to register for the courses.
- Questions from UWIC – UWIC is asking for LEPC guidance on the following (see background):¹
  - Written Communication – WC is a required Competency area (Box E) for Tier 2 course proposals. Proposers are asked to insert an
explanation of how students will continue developing the chosen competencies, including methods of evaluation. How should the WC Key Elements be utilized for this requirement? Should CD have same requirement?

This topic was broadened to include not only WC, but all 3 competency areas required for Tier 2 courses. It was agreed that while the Key Elements should be reinforced, not every Key Element must be addressed in each Tier 2 course. It was also agreed that there should be some type of feedback to students regarding writing and that this is something that should be explained by the proposer. It was decided to add verbiage to the Tier 2 form that will prompt the proposer to enter the desired information. As proposed for Box E:

“Please indicate the kind of instructional feedback you will use to reinforce at least two Key Elements for each of your three competencies.”

Deb will revise the form and submit to the LEPC for a vote at the next meeting.

• Problem-based learning (PBL) - All Tier 2 proposals must demonstrate specific criteria including PBL appropriate to the topic. How is PBL defined?

Various definitions and meanings of PBL were discussed. It was decided that this issue would be addressed by adding a footnote to the LEP document that would provide a definition of PBL. Jim Tait and Mike Shea will present wording for this at our next meeting.

o New Business

• A meeting has been scheduled for March 5 to address the issues presented at the Town Hall meeting by the Student Success Task Force. The meeting may be cancelled depending on the content of the report.

• NW1 & 2 credit for CC students

• A meeting was held between Lauren Doninger and Mike Buccilli from Gateway and Deb Weiss and Polly Beals to discuss several LEP transfer issues. One major issue was that of transfer of science courses. The recommendation from that meeting was that students who fulfill the two TAP science courses at the community college receive credit for NW1 and NW2 at Southern. This was previously agreed to regarding students who complete the Associated Degree. It
is now suggested that this be extended to all students who have completed the science TAP requirements, whether the student has completed the Associates Degree or not. Discussion will continue on this issue at the next meeting.

- At some point the Committee may want to issue a statement to the upper administration about their problematic public remarks on the LEP.

○ Adjournment: 4:50 p.m.

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\(^1\) UWIC has asked proposers of Tier 2 courses that only offer essay exams (and no other writing assignments) to include other writing assignments, feeling that offering only essay exams is not sufficient to meet this requirement. Per LEPC, what is the intention for WC?

Problem-based (PB) learning is not defined in the LEP document. UWIC reviewed a proposal that stated that MC and T/F exams would be used to show PB learning. Other items that seemed like problem-based learning were included as well, so the proposer was asked to remove the MC and T/F questions. The reaction to this was negative. Per LEPC, what is the definition of problem-based learning?

\(^\text{ii}\) Key Elements (from page 25)

1) **Argument Comprehension** - Summarizing, analyzing, and challenging sophisticated texts by evaluating evidence and the validity of an author’s claims.

2) **Argument Construction** - Making a coherent written argument that gives background information, presents a reasonable claim, and uses a range of evidence to support the claim.

3) **Academic Honesty** - Avoiding plagiarism by properly using primary and secondary sources, including paraphrase, summary, and accurate citations (in an appropriate citation style).

4) **Audience Awareness** - Using the conventions of multiple genres to communicate effectively with particular audiences.

5) **Correctness** - Demonstrating control over standard English language usage (grammar, spelling, tone, style, semantics, and syntax) and revising for accuracy, clarity and depth.

\(^\text{iii}\) 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.