Liberal Education Program Committee Meeting

Thursday, April 7, 2016

9:35-10:50 in SCI 319

Minutes

Present: Polly Beals (chair), Wendy Hardenberg (recording), David Pettigrew, Elliott Horch, Mike Shea, Wes O’Brien, Helen Marx, Nicole Henderson, Bill Rowe, Resha Cardone, Liz Keenan

Call to Order: 9:44 a.m. when we found someone to unlock the seminar room. Thank you, Vince Breslin!

1. Update on UCF vote results on LEP credit reduction. LEPC identified some clarifications needed about Round 2 voting. Liz agreed completely.
   a. What the 2 student subgroups are in Option B and what the process is to apply to Charter Oak life experience.
   b. Option F department waiver means demonstrating that the major teaches the key elements of an LEP area.

2. Report (Wes and Polly) on April 1 Community College counselors day at SCSU. Organized by Academic Advisement to encourage transfer student enrollment. Helen was there also to discuss EDU transfer. CC counselors firmly believed that some transfer students chose other CSUs because of SCSU’s Multilingual Communication requirement. Resha says WLL is well aware and underscored WLL efforts to build more programs for majors akin to medical Spanish. Nicole reported that effective communication with parents of students helps them understand what we believe about 21st century citizenship. Wes and Resha will add a new FAQ for the LEP webpage on “why do I have to study a language at SCSU if I already studied one in high school?”

3. Report on meeting about LEP assessment held April 1 with Wes, Polly and PRAC chair Lisa Vitale. LEP assessment is already part of the guidelines for the five-year review by PRAC. All agreed that it should continue during the upcoming assessment cycle. Wes will assist in defining LEP goals and assessment rubrics for programs coming up for assessment next year. We recognize that this may not be the ideal scenario for assessing the LEP holistically as a program, but it’s pragmatic and ensures faculty compensation. Data collected from PRAC assessments on LEP can be collated by Office of Assessment.
   a. LEPC should take lead in formulating further and more detailed LEP assessment policy and procedures. Currently PRAC has no language about LEP assessment and they could use our help. LEPC will dedicate time next academic on further defining, scheduling, and shaping how the PRAC-generated LEP assessments can become programmatic. Work with PRAC, LEP Director, and Michael Ben-Avie.
4. Teaching Critical Thinking and Written Communication in LEP. David detailed ways that his students were not learning or retaining key things about writing arguments, writing conventions, and other scholarly attributes of writing and critical thinking. The committee shared ideas for gathering data beyond our experiences and anecdotes. David and Nicole will send us some bullet points about topics to discuss next year on this important subject.

5. “Conditions and Resources for LEP Credit Reduction” document. David reported that the Senate Academic Policy subcommittee passed a resolution to return W-courses, INQ, and Critical Thinking courses to a 20 student cap (raised a few years ago to 23 as an emergency measure). LEPC will revise its document in light of this and return to it next meeting.

Adjournment: 10:51 a.m.