Committee on Education Policies and Planning
29 October 2015
Minutes

In attendance: Erica Bastress-Dukehart, Addison Bennett, April Bernard, Chair, Beau Breslin, Gail Cummings-Danson, Amy Frappier (scribe), Soyong Lee, Megan Schachter, Kelly Sheppard

Beau provided CEPP members with a booklet on Integrated Liberal Learning from AAC&U.

Old Business: The CEPP Chair will present the amicable split proposal from the Department of Mathematics and Computer Science at the upcoming November Faculty Meeting. After an invitation to respond to informational questions, the proposal will lie over until December when a vote is anticipated. April will work with Debbie to develop the materials for the agenda.

CEPP members continued to report back from lunch discussions with faculty. CEPP reconsidered strengths and weaknesses of Modes of Inquiry as well as the common integrative experiences elements of the curriculum. CEPP discussed the possibility of adapting the science inquiry courses require a lab and/or field component along with the science literacy focus. CEPP also discussed the possibility of changing the artistic inquiry to artistic practice, and maintained the need to broaden the disciplines that contribute to the creative arts. Revisions of key sections of the proposal document will be headed by CEPP members in the coming weeks, to incorporate both design changes and better justification of the proposal. The Bridge Proposal’s essential themes were re-considered in a broad context. At this stage CEPP’s sense is to place the intellectual emphasis for Bridge courses on taking a critical approach to power and social justice.

New Business: CEPP discussed in detail a letter from the WLL Department regarding the cultural inquiry and second language elements of the current curriculum proposal.

Megan Schachter presented a proposal from the SGA Sustainability Commission regarding the new Curriculum design. The students propose that sustainability be included as one of the key components of the Bridge Experience. CEPP appreciated the quality and thoughtfulness of the SGA Sustainability Commission’s proposal. After discussing the history of student-led proposals to add a sustainability/environmental course requirement to the curriculum, how sustainability relates to ethics, power, and justice, and the goals for the Bridge Experience, the sense of the Committee was that sustainability courses could be effective themes for teaching and learning about power and justice. Although CEPP did not endorse the inclusion of the term “sustainability” in the Bridge Experience’s subtitle, we will strongly consider including sustainability in descriptions of the Bridge Experience as an example of appropriate course themes.

CEPP tabled the following agenda items due to lack of time:

A) A request for CEPP’s consideration of a proposal from David Karp to convert the Restorative Justice Program into a Center

B) A suggestion from Bob Turner regarding courses and Academic Technologies

Meeting was adjourned at 1:34 pm.
Respectfully submitted,
Amy Frappier (scribe)