CEPP Minutes – March 26, 2014

In attendance: Peter von Allmen (Chair), Michael Arnush, Beau Breslin, Rochelle Calhoun, Hope Casto (scribe), Amy Frappier, Sarah Goodwin, Rubén Graciani, Renée Schapiro, Charles Tetelman

1. Approval of minutes from March 19, 2014.
2. GE roundtables: Roundtable dates are set for Monday, 4/14, Tuesday, 4/15, and Thursday 4/17 all from 8:30am to 10am. CEPP will ask participants to RSVP to know how best to staff these events with members of CEPP. These will be announced at the April 4th faculty meeting.
3. CEPP subcommittee on MALS: CEPP discussed the need for an additional candidate for the subcommittee who has not worked with MALS to participate in order to fulfill the charge.
4. General education curriculum: CEPP considered how aspects of integrated learning could be embedded across a student's career at Skidmore or how a moment could be used as a model for integrative learning expected of students throughout their time at Skidmore. This led to discussion of a sophomore experiences, including the current optional program for students just prior to their sophomore year. CEPP considered a potential third model that combined the FYE, a sophomore experience (from a choice of options to be run May post-first year, August pre-second year, January mid-second year), and an e-portfolio to document student learning (potential in the forms of: GSLD, themes, skills, knowledge, etc.). Information was shared from CEPP members who have heard presentations from other institutions that have implemented e-portfolios. In addition, CEPP considered examples from other schools (e.g., Harvard University, Ithaca College) where the core curriculum is defined thematically, rather than by disciplines.
5. Roundtable session formats: CEPP discussed using 30-40 minutes to discuss the two GE models developed this semester, including time for discussion at the tables, as well as responses on butcher paper (what is your favorite aspect of a GE curriculum that is not present in the models?) and voting by sticker on large format versions of the models presented (green: go, yellow: caution, red: no thank you). Then 30-40 minutes to present the organization of a core curriculum thematically (i.e., themes from Harvard and Ithaca) and to ask the following questions: What are Skidmore's themes? and What is distinctive about Skidmore? And to conclude with 15-20 minutes of wrap-up discussions.

Respectfully submitted,

Hope Casto