CEPP Meeting Agenda

November 1st, 2018

Scribe: Steve

1. Discuss/Approve the minutes of last meeting (10.25.18)
2. Updates:
3. Discuss progress on convening subcommittees for refining course criteria for Senior Coda, the Bridge Experience, and the Language Requirement.
	1. Senior Coda subcommittee met and revised criteria (appended below)
4. SGA Proposal to alter academic calendar (appended below)
5. Discuss progress on review of qSET form (aka Deans Card, appended below)
6. Discuss the issues of minors (email from Ben Givan)
7. Conclude

**Senior Coda**

(1 course or a capstone experience)

The Senior Coda concludes the series of integrative experiences that include the First Year Experience and the Bridge Experience. Once senior status has been achieved and the Bridge Experience has been fulfilled, each student must successfully complete one course or capstone experience designated as satisfying the Senior Coda requirement.

In the Senior Coda students will:

1. Integrate aspects of a broad liberal arts education by producing original work. Such work may involve analysis, synthesis, invention, creation, or any form relevant to a particular field.
2. Consciously and reflectively examine their liberal arts education. Students are expected to engage intentionally and thoughtfully with the process of reflecting on their college experiences.
3. Connect to the broader world of academic discourse and/or the world outside of academia. Students should have the opportunity to imagine themselves—productively, creatively, passionately, and responsibly—as citizens in the world they are facing beyond graduation.

Students may choose to fulfill their Senior Coda within their major, but they are free to find interdisciplinary experiences and codas offered by other departments and programs. Senior Coda courses and capstone experiences may take a variety of forms, including, but not limited to:

Senior Thesis projects or capstone courses, experiences, or performances;

Courses that require substantial engagement with original research or creative works, in-depth analysis, service learning, and/or civic engagement with a focus on integrative learning;

Practicum experiences within a major (e.g., an Education Studies major may satisfy this requirement with the teaching semester);

An add-on to an existing course that requires the student to focus on integrative learning, work in collaborative settings with peers and faculty, and present a final project that satisfies the three criteria of the Coda as described above;

A course or experience that is specifically designed by a faculty member to invite students who do not choose to take on individual research or practicum experiences to engage with the three criteria of the Coda as described above.

Proposal to CEPP to Alter the 2019-2020 Academic Calendar

November 1st, 2018

Riley Filister, SGA Vice President for Academic Affairs

Each fall, CEPP is given the responsibility to approve the calendar for the academic year two in the future. Therefore, the CEPP that convened in the fall of 2016 approved the academic calendar for the year we are in now, those on the committee last year (the fall of 2017) approved the calendar for next year, and we will be approving the calendar for the 2020-2021 academic year.

This year, we had a study day on Friday, October 25th. I bring forward two reasons to alter the coming year’s (and set precedent for the future years’) academic calendar.

For most students, this date was too late to be effectively used to study or prepare for midterms. Additionally, a study day at the end of the week is prone to simply be used as an extended weekend, for students (and faculty no doubt) are ready to relax at this point.

The study day policy is the second, and arguably more pressing reason, to change the study day date. On study days, students may not host any parties (more than fifteen people) on campus. This drives students to either disregard the policy and, in turn, get points (which have negative impacts on their on-campus opportunities), or to go off campus to party and drink. This is dangerous for our students for reasons I outline below.

Michael Hedges, a member of the class of 2019, was killed by a drunk driver while walking on Clinton Street late on October 31st, 2015. It is important for us to take action to acknowledge the behaviors of the student body and to find ways that we can take these into consideration in our decision making. SGA is not endorsing underage drinking or unsafe behaviors of any kind. However, it is important to recognize that these behaviors are going to happen regardless of the college’s policy on study day parties and therefore, as an institution responsible for the safety of its students, we should take the necessary steps to provide as safe an environment as possible. While it can be a liability to have students drink on-campus, it is safer than to have students going off-campus (to Downtown Saratoga or otherwise).

Initially, Residential Life did not grant students any party hosting privileges for the study day weekend (10/25-10/27). This was problematic as there would be increased drinking due to Halloween coming in the following week. Only after the SGA Executive Committee and many RA’s explained the implications prohibiting all parties did they grant parties for Saturday.

I propose that the mid-fall study day for the 2019-2020 academic year be switched to Monday, October 14th, 2019. By doing so we make the study day a more effective date for students’ preparation for midterms and, further, allow students to host safe parties on campus on the Friday and Saturday of the weekend preceding.

