**CEPP Minutes 11/5/13**

All members were present: Peter von Allmen, chair, Beau Breslin, Rochelle Calhoun, Caroline D'Abate, Pat Fehling, Amy Frappier, Sarah Goodwin, Rubén Graciani (scribe), Renée Schapiro, Charles Tetelman. Guests: Corey Freeman-Galant and Karen Kellogg

1. We approved the minutes of October 29 with minor revision.
2. Associate Deans, Karen Kellogg and Corey Freeman-Galant, joined the meeting to provide an update on several Visual Literacy projects happening around campus. The VL projects include, an upcoming proposal for a Media and Film Studies Minor, the beginning of a Documentary Studies Collaborative, and a Visualization Forum. These projects have independent funding available through a proposed 3 year Mellon grant, and a donor gift that is specifically pointed towards Documentary Studies. It should be noted that the funding opportunities came as a result of the energy and synergies of the groups and the topic, not as a precursor to the formation of the groups or projects themselves. It was made clear that the Documentary Studies Collaborative is intended to remain just that; there is no impetus or interest in developing the project into a Major/Minor. In each case there is a broad swath of faculty members across disciplines and divisions involved in each project. The work of each group has been separate, but each group is aware of the work being done by the other groups. Each project has some budget implications, but for the time being those costs are being handled by the donor and, hopefully, the Mellon funding.
3. CEPP was unable to find an available date for the Winter Retreat and have decided to use the first CEPP meeting of the spring semester as our retreat. The January 28th meeting will begin at our usual time of 3:30PM but continue until 7:30PM.
4. CEPP continued it’s robust review and discussion of the GE requirements. The conversation ricocheted from concerns about becoming too focused on the gaps in our current GE requirements rather than having a comprehensive look at our vision for the general education goals/vision of the college, to concerns that we may be saddling the GE requirement with too many expectations of deliverables. Some of the pertinent questions included:

* What is the role of the major versus the role of the GE requirements?
* Are we imagining the GE experience to be holistic throughout the 4 years, or incremental in the first two years?
* Are we looking for Transformation and Personal/Social responsibility in the GE requirement?
* Do we want to rename our expectations as a “Common Curriculum” rather than GE?
* Is there a way for the Common Curriculum to be student guided based on their areas of interest? Exploring versus Wayfinding? Does this approach lose the sense of exposure to disciplines that is integral to the Liberal Arts?
* What literacies do we consider foundational?

1. Consideration was given to the possibility of having a cluster approach as described by the previously espoused “Golden Ticket” model. This included the possibility of 1 course in all six literacies taken from multiple discipline clusters not in the major.
2. Is there a possibility for an additional common experience or Interdisciplinary project in the junior or senior year that ties together multiple areas of student interest? Given the enormous financial and man power investment in FYE this option seems less feasible, but was not left off the table.

adjourned at 4:57

Respectfully submitted,

Rubén Graciani