

CEPP Minutes
2/12/2014

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

1. Minutes were approved from 2/5/14 with minor changes
2. MALS subcommittee charge: timeline information added with the work of the committee ending at the end of fall semester 2014.
3. Academic calendar 2015-2016: CEPP had requested more information on the list of holidays and the * noting those when classes will be held. The Registrar's office confirmed that classes will not be held on Yom Kippur and the drop deadline has been adjusted accordingly.
4. ACOP update from Michael Arnush: CEPP was updated on the five short-term study abroad proposals that were approved for 2015, as well as a proposal that has been submitted for 2016. ACOP has policy issues for CEPP to discuss at a future date including, (1) how should ACOP consider more than one proposal from a single faculty member and/or from a single department; (2) how should proposals be considered from non-tenure track faculty; (3) and how should the question of course credit be consider for faculty members who are team teaching courses, as well as the relationship between credit hours and contact hours for faculty. Guidance will be needed by the end of spring 2014.
5. Final exam question from Curriculum Committee: CC requested comment from CEPP on what is perceived to be a decline in the number of final exams. CEPP discussed multiple aspects of the question including the role of final exams based on varied pedagogic methods, the presence of "finals" during the last week of classes, and the issue of a lack of academic activity during finals period in connection both to student life and to the length of the academic semester. CEPP considered charging the Dean of the Faculty's office to seize this as an opportunity for data collection. This was viewed as an interesting assessment opportunity in connection to types of final assessments being used across the college, the timing of assessments, the types of pedagogic strategies, etc. The charge could include a review of syllabi, which could include attention to the presence (or lack) of student learning goals on syllabi.
6. GE review: Conversation included the shared interest in creating two models for additional discussion at roundtables with faculty, as well as consultation with students. Further conversation centered on senior seminar possibilities including a focus on moving forward and transition to a job, civic engagement projects, integrative learning, seminars centered around big ideas (which could be proposed by the class during their junior year), or flexible credit options. General conversation about constructing models for future conversation included using the Goals for Student Learning and Development as a driving force, as well as identifying moments of integrative learning and building around those.

Respectfully submitted,
Hope Casto