

CEPP minutes 2/26/14

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

1. Minutes were approved. Michael continues to post them and other documents, and asked permission to make minor corrections in spelling and punctuation as he posts; permission granted, with thanks.
2. Peter raised the question of timetable from here and what we can accomplish. If we can get two models in shape before spring break, it will be late March before we can talk about them as a community. We talked about breakfast meetings, lunch meetings, and varying dates. Maybe March 26, 27 and 28? Wed. morning, Wed. during CEPP, and Thursday morning, the 26th and 27th? Academic Council and SGA could take it up the first week of April (2nd for Council; SGA tbd, but either the 1st or the 8th).
3. We also talked about a retreat date during Senior Week: Wednesday the 14th after the faculty meeting; lunch at the Polo Club, followed by meeting till 4:00. Peter will invite the new members to the retreat. Must confirm with Beau's calendar.
4. Ruben presented the model worked out by the group of Rubén, Charles, Beau, Peter, Sarah, and Rochelle. Lively discussion ensued. Some questions raised:
 - Should we keep QR the same as it is, or revisit the language and concepts involved? Will there be pressure to retain the Non-Western requirement as is?
 - Can we build in flexibility for the sophomore project so that it can be done in the fall or digitally from abroad? Logistics: 30 faculty would have to offer the sophomore project in the spring semester; can we manage that? (We need to refine the logistics.)
 - Where will students learn the methodologies of the social sciences and humanities?
 - Where will civic engagement come in? When people hear civic engagement they think "service learning" and they don't want to take students off campus. But does civic engagement have a deeper meaning now, and less oriented toward community service? More applied learning, the public value of the liberal arts? We decided we would require a civic engagement element to one of the 3 Perspectives courses (which all have to be 200 level or above).
5. More talk about civic engagement: the Subcommittee on Responsible Citizenship is just about to look at syllabi to see where civic engagement appears in the curriculum. This could help us gauge how many more courses we might need for a requirement.
6. More talk about integrative learning: How *integrative* will the sophomore project be? How will we construct the integrative, metacognitive element of the experience? Need to work this out. We can trace the sequencing of integrative learning across four years with the FYE, the sophomore project, and the SYE (is that what we want to call it?).
7. Sarah mentioned that the Middle States Self-Study focused on integrative learning will look at IL across time (four years, and looking ahead) and across space (different sites of learning linked together). We might want to think about those concepts as we develop and refine our models.
8. What do we toss back to the majors, besides writing? Maybe technical skills, discipline-specific?

Both groups will continue to work on models in hopes that we can bring two different models to the faculty.