CEPP Minutes 4.12.19

Attendees: Marta Brunner, Pat Hilleren, Peter von Allman, Feryaz Ocakli, Bina Gogineni

Scribe: Bina Gogineni

1. Approval of 4.5.19 minutes.
2. Lengthy discussion of Language Study Working Group’s request and rationales. The LS Working Group proposes a new course, English as a World Language (WLE 281), that would satisfy the all-college language requirement. This course *option* is imagined to draw non-native English speakers who may wish to increase their English proficiency (beyond ELL offerings) while also understanding the language in cultural context, as one would in the other WLL courses that currently satisfy the all-college language requirement. The LS Working Group’s rationale is that non-native English speakers who are already required to learn—and constantly learn *in*--a language that is not their native one should not be required to learn a second foreign language (WLL). Not only does that extra burden make for an inequitable situation vis-à-vis native English-speaking students, but it also diminishes the prospects for a non-native student who may wish to pursue English language coursework beyond the ELL context. CEPP mapped out in a flow-chart the new path to language requirement fulfillment, as proposed by the LS Working Group. CEPP considered the following three key questions:
3. Does the LS Working Group’s proposal need to go to the faculty floor?
4. Does English as a world language (i.e., a language in context class) make sense?
5. Resources: Which department will deliver and house this course? Will the Dean’s Office commit to resources to teach English as a world language?

Regarding whether the working group’s proposal is substantive enough to bring to the faculty, there seemed to be consensus among CEPP members that it is at least worth discussing with the faculty, since there had been enough faculty concern about non-native English speakers and the language study requirement when the new General Education Curriculum deliberations and the vote took place. CEPP considered whether it would require a friendly amendment or something more, and which body would make the decision as to whether to discuss or vote on this new course and path for language study. CEPP also discussed how to identify the students for whom this new proposal is intended. The Working Group seemed to wish to keep ELL and its mechanisms for identifying students who need support with English (currently TOEFL, IELTS, and Directed Self-Placement) separate from the mechanism to place students into the proposed WLE. WLE’s mechanism would, as CEPP understood it, be parallel to the WLL placement process: i.e., WebCape placement exam. CEPP also considered the resource implications for creating a WLE 281 course. How many faculty would be necessary to deliver this course? Which department would house it: English or World Languages? Finally, CEPP conjectured as to which course(s) would follow on WLE 281, in parallel with WLL offerings: perhaps English Department 200-level offerings, or other? Or would WLE 281 be a dead-end, unlike its WLL equivalents?

1. Review and discussion of the revised version of the proposed change to the policy regarding religious holidays.

CEPP discussed whether there should be a deadline for students to alert professors about the religious holiday(s) they plan to observe. One possibility would be to treat such notices at the beginning of the semester in parallel with disability and athletic notices. That said, NYS law would allow for students to observe a holiday without alerting the instructor beforehand. Still, faculty may be encouraged to put the appropriate language regarding courtesy of alert into their syllabi. CEPP discussed the fruitfulness of having the yearly religious holiday calendar provided (perhaps by the Office of Religious Life) to the faculty in late August—with the caveat that no list would be exhaustive—so that faculty can plan their syllabi accordingly if they wish.

1. Very brief discussion of qSET form report, to be extended via email as CEPP has recently been discussing these forms. The new version of the report includes feedback from Joe Stankovich. CEPP discussed how best to utilize the new knowledge revealed by this mega-study—in other words, learning/teaching how to read these data. New Faculty Learning Community Orientation might be a good place to start. Given that our statistics seem to diverge from national averages, CEPP considered whether it might be worth doing a comparative assessment with other small colleges.
2. Final agenda item, the General Education Curriculum Dashboard migration, tabled because time ran out.