

**Minutes of the Committee on Academic Policy and Planning,
10/19/98**

Members present: Sheryl Tremblay (chair), Meryl Altman, Jeff Hansen, Carl Huffman, Neal Abraham, Bob Stark, Ryan Danks, Jenn Burger.

At 4:15 the minutes of the previous meeting were approved.

We had a brief report on the meeting with the Board of Trustees Academic Affairs Committee. CAPP was represented by Bob Stark and Meryl Altman. The meeting was positive and the Academic Affairs Committee seems to understand the importance of the academic program.

The Q-coordinator position continues to be unfilled. Nominations were requested at the October faculty meeting. Several names were suggested. It was decided that NA should ask these people to serve as Q-coordinator.

NA reported that we should expect a proposal from either the Q committee or the Math Department concerning a change in the preQ course offerings. The plan is for the Math department to offer several alternative courses to the current US 101.

The WT subcommittee wants to know if CAPP would like to have a report from them. It was decided that a report one time a year should be sufficient. There was some discussion about the most appropriate time to receive that report. ST will thank them and tell them that CAPP will let them know when it wants a report.

There was a lengthy discussion about the Health and Physical Performance (HPP) major. NA reported that he met with the department and they are anxious about CAPP's deliberations. Concern was expressed by Meryl Altman about a lack of cohesiveness in the HPP major. This is apparently due to the piecemeal way in which the major had to be put together using only faculty and resources currently available at DePauw. ST provided relevant information about that from previous CAPP minutes dating back to 1991. MA felt that a fresh start was perhaps needed and wondered what resources would be needed. Carl Huffman reiterated the importance of asking the question "Is this a major that fits the liberal arts model?" He pointed out that only 2 of 40 top liberal arts schools have a Sports Science major and none of the top 10 do. He also pointed out that the course syllabi, text books, and other material provided by the department for our review indicates that the major is highly oriented toward preparing students for a particular profession. Ryan Danks questioned whether preprofessional training is necessarily inconsistent with DePauw's mission. Could a strong HPP major be considered a part of a liberal arts education? Are the liberal arts a what or a how or both? How do you decide which subjects are liberal arts and which aren't? ST asked committee members to come to the next meeting with ideas about what criteria should be used to decide which subjects are acceptable in the liberal arts curriculum at DePauw.

The meeting was adjourned at 5:45.

Respectfully submitted:
Jeff Hansen

**Minutes of CAPP
October 26, 1998**

Present: Abraham, Altman, Burger, Calvert, Danks, Hansen, Huffman, Stark, Tremblay (chair).

Minutes were approved after discussion. Sheryl Tremblay inquired about the selection of the Q coordinator and the development of new introductory Q courses; Neal Abraham explained that both matters are still pending.

To advance our consideration of the HPP major, Jenn Burger and Carl Huffman presented written definitions of the liberal arts (see attached) and others commented verbally. Discussion focused mainly on the relationship between liberal arts teaching and teaching that was more narrowly "vocational," "professional," and/or "preprofessional,"

with comparisons and contrasts drawn to some programs DePauw currently has (32 nursing and engineering programs, education courses that prepare for certification, accounting and business finance courses), and to programs we no longer have or have decided not to have. Carl Huffman's handout presented a detailed analysis of the HPP program as it stands, and reiterated his points: that top schools we are trying to emulate do not have such programs, that the selfstudy and other materials prepared by HPP show the program as "heavily directed at specific preparation" for particular jobs.

Bob Calvert suggested that the existence of other departments that violate our criteria should not be taken as precedentsetting for suspending those criteria. Meryl Altman observed that for her, the question was less whether a course or program contained vocational elements, or was helpful in leading to jobs for students; the question was whether the program or course contained anything else, any deeper investigation or skills that could be more broadly applied. Bob Stark explained how current or potential HPP courses and research in areas such as kinesiology are considered part of science, for example in how they are presented and discussed at professional conferences and how faculty members in HPP or PE in these areas are treated as scientific colleagues.

Sheryl Tremblay presented language from the DePauw catalog and the mission statement, reminding us that this is the definition of liberal arts education the faculty has agreed upon, and corrected a date in Carl Huffman's handout: while the HPP major has had its present configuration only since 1992, a major has been offered through that department since 1942. She suggested that rather than focus on weaknesses in the present program, which the faculty members and external reviewers for HPP have themselves identified in requesting additional faculty with higher degrees, and which may result from the institution's denial of resources to that department in the past, we should attempt to determine what a strong program in this field would look like. Others felt we could decide only on the basis of materials we have, which do not fully explain or show this.

We agreed to ask the chair and representatives of HPP to speak to this point when they meet with us, to present examples of strong programs elsewhere, and to search for such examples ourselves as well.

Neal Abraham reminded us that students in the HPP department have expressed a desire to speak to us about what they feel the strengths and importance of the program are.

While recognizing the importance of a student perspective, some of us worried that student input would not focus on the point under debate the centrality of HPP to the mission of the liberal arts and would instead bear on points which are not at all in dispute, such as the good faith and hard work of those presently involved. We decided to invite HPP to bring a few students with them, who could address these issues.

Based on the mission statement, Ryan Danks argued that the concerns of students and their parents about where a DePauw education leads are legitimate; these concerns might include future job opportunities, but also the ways a DePauw education might affect a person's work life from an ethical and moral point of view. He and Bob Calvert debated whether we could take our cues from students, and from the outside world's expectations of the structure of "careers," in designing our programs of study, and still maintain our definition of liberal education. Bob Stark and Sheryl Tremblay pointed out that practical benefits are often stressed when selling the advantages of DePauw to prospective students and parents. Bob Calvert explained his position that all education is practical, which should not prevent it from being philosophical.

Jeff Hansen presented the following list of questions, which we agreed to ask HPP representatives to address when they meet with us.

Criteria for a liberal arts major at DePauw University.

Does the major help the students develop a framework for understanding the world in a way that is unique to the discipline? If so, how? Can this framework be used to provide insight to problems outside the discipline? If so, how? Can I recommend courses in the major to advisees that would contribute to their liberal education? If so, why? Does the major help student develop skills for acquiring and/or creating new knowledge? If so, which skills, and how?

We also agreed to share these minutes, and the liberal arts criteria we discussed, with HPP, and ask them to speak to our specific concerns about the breadth of inquiry involved, and how the program might change if PhD faculty were hired. Our plan is to meet with representatives of HPP, including students selected by the department, on or around Monday Nov. 9, and to reach a final decision on Nov. 16, in time for hiring to proceed if that is our decision.

Sheryl Tremblay was charged with communicating this to HPP. We adjourned at 6 pm.

Respectfully submitted,
Meryl Altman

Minutes of CAPP Meeting Monday November 9 1998

Present: Abraham, Altman, Burger, Calvert, Danks, Hansen, Huffman, Stark, Tremblay.

Judy George, Rex Call, Vince Lazar, and Mary Bretscher from HPP were present to respond to CAPP's questions about the HPP major. Judy George began by going over the departmental philosophy and vision statement the department had prepared for us (attached to file copy), and then introduced her colleagues. We heard about students who have gone on to graduate programs and successful careers in sports medicine, athletic training, teaching and coaching, and medical and dental school; we read a letter from a graduate of the program who is now in medical school at Iowa, who was voted the outstanding student in health sciences in her year at DePauw.

HPP faculty then began describing the new curriculum they have designed for the millennium, which represents the strong program they would be able to offer if new positions should be funded, and takes a creative approach they have not seen elsewhere (most other schools seem to structure their programs in the ways DePauw's program is structured now). They are recommending a name change, to become the "Department of Kinesiology," and a new way of setting up the major's core curriculum around "ways of knowing." Many course titles would also change for example, "Injury Recognition" would become "Pathomechanics" and the course descriptions are also quite different. Vince Lazar explained that the department realized their existing course descriptions did a better job of explaining the courses to the students than to faculty colleagues. He drew on his experience as a doctoral candidate at IU to describe experiments that students could do. He explained that his field, kinesiology, draws on methodologies of biology and physics, is about trying to understand learning processes and solve human motor problems generally, and applies not just to sport but to orthopedics, geriatrics, work with the disabled, and many other important areas. It became clear that students needed a broad science base to take a course such as biomechanics.

Judy George then described the liberal studies part of the curriculum (see HPP statement attached to file copy), and explained that these courses involved not just studying about sports, but learning history, including learning about issues of race, class, and gender, which come up every day. Rex Call described his course, and (responding to a question from Bob Stark) explained that the method is partly clinical but mainly involves applied science and applied anatomy. Neal Abraham inquired about how accessible these courses would be to students with other majors (answer: this varies from course to course).

Judy George concluded her presentation by noting that she and her colleagues have undertaken to develop this area out of love of learning, and that if new positions are authorized, the people who fill them will be expected to be full faculty colleagues to us in ways that coaches and part-time teachers have not always been able to be. HPP faculty then responded to questions from CAPP member. Calvert: do HPP courses further new knowledge, or merely new information? George: the latter as a means to the former. Carl Huffman asked for clarification on whether Mt. Holyoke really has an HPP major, and Bob Stark asked why people thought more schools didn't have them. Vince Lazar responded that it was a new and developing field, and that the field in general was expanding in the directions we've been looking for: away from pedagogy and toward the liberal arts. Judy George mentioned the possibility of moving in a service learning direction, as well (Vince Lazar says this direction is being pursued at IU).

Discussion followed about which conceivable majors, if any, would not fit a definition of "liberal arts." Judy George and Vince Lazar pointed to language in the mission statement, as printed in the catalog, that speaks to the

preparation of students for jobs. Meryl Altman asked which existing department the proposed HPP major would most resemble (answer: natural sciences, music or art).

At this point, HPP faculty left, and CAPP began a discussion with five students majoring in HPP. We asked them to describe the kinds of thinking they did and skills they applied in their courses, what further study or jobs they felt qualified for on the basis of their majors, what seemed creative to them about their work in the department, how HPP could be applied to other fields, what controversies in their fields they had studied, and so on.

After the students left, we briefly took up another question: does CAPP need to review issues that have arisen because of changes the Biological Sciences department has proposed to its curriculum and its major? We decided to wait and see what issues arose at the open meeting MAO has arranged.

We adjourned around 6:30.

Meryl Altman