

**Revised Minutes CAPP meeting  
August 28, 2000**

Present: Professor Jeff Hansen (Chair), Vice President Neal Abraham, Professor Esther Lee, Professor Glenda Balas, Professor Robert Stark, Professor Françoise Coulont-Henderson, Ms. Elizabeth Morgan, Ms. Jane Bankhurst.

The meeting began at 4:15 pm in the Meeting Room of the Administration Building. After a short discussion of Professor Trinkle's replacement, 2 sets of minutes were approved unanimously with minor corrections (May 8, 2000 and July 3, 2000). The Chair distributed an agenda for the year. The motion to alter Winter Term (on the table) will expire and a new motion (if any) will be made at the December Faculty meeting. The actual vote may take place in February. The motion to drop the Music Composition major will also be brought up at the next Faculty meeting and the Chair indicated the music faculty should be encouraged to be present in order to elaborate. Secretary of the Faculty Howard Brooks will be notified that this motion will be taken off the table.

Oversight Procedures for Honors, Fellows and Studies Programs as well as Student and Faculty workloads are task force reports listed in the CAPP agenda. The reports need to be distributed to all committee members (especially the 2 students participants). Vice President Abraham mentioned that everyone should have a copy of all 3 task force reports as well as the report of the Strategic Planning group. He also indicated that members of the Women Studies committee may come to CAPP and ask for the formation of a task force to look into Faculty Rules re: Women's Studies (considering the academic and the social concerns components of the program).

Relating to the work of the Task Force on Independent study the committee discussed the advisability and feasibility of Independent Internships + Independent study courses.

Questions raised were:

Who will coordinate? (Academic Affairs?)

Where will credit be assigned? (University Studies?)

Who is eligible to participate in such an internship? (GPA? — Class?)

What would be the minimum requirements? (Letters of recommendation? Learning contract? Journal? Contacts?)

Would MAO have oversight over the third course?

What else would MAO have to do?

Should the number of credits received for experiential learning be limited? (Number of courses? Semesters?)

We would like to hear from MAO if there are big concerns about implementation.

Copies of the questions raised above as well as copies of the task force report will be sent to every member of CAPP before the next meeting.

Next the committee turned its attention to the G&G request to drop the Geography major. It was decided to come back and revisit this topic at the next meeting.

A proposal from FY Seminar committee to require the First-Year Seminar for graduation was discussed. Will this take the place of English 120130?

Will it be an "S" course? How will transfer students be accommodated? Will students have to pass it or just take it? FYSC will have a proposal to CAPP by the September 25 meeting.

Representatives from FYSC will come to discuss this at our October 9 meeting. About the Winter Term proposal (see first paragraph), the subcommittee will be notified of the need to contact Student Congress, the Financial Aid Office and the Hartman Center (Professor Jeff Hansen is CAPP's representative to the Hartman Center committee for another year). It was stated that the WT subcommittee should address all the related concerns with the above entities before coming back to CAPP.

Finally the committee discussed improving the lines of communication with Student Congress. CAPP agenda, task force reports and other reports will be made available to students.

The meeting ended at 6:10 pm.

Respectfully submitted,  
Françoise Coulont-Henderson

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## **October 23, 2000**

Present: Neal Abraham, Francoise Coulont-Henderson, Jeff Hansen (chair), Esther Lee, Elizabeth Morgan, Caroline Perkins, Bob Stark

The meeting began at 4:10 p.m. in the Conference Room of the Administration Building. Members were informed that NaShara Mitchell would not be serving as a student member and that Anisah Miley would assume the responsibility.

Minutes from the September 18 and 25 meetings were approved as read.

The minutes from the October 9 meeting were approved as corrected, pending comments from the First Year Seminar (FYS) Committee.

The first item of discussion focused on student access to CAPP minutes. The minutes and proposals under consideration are located on the U drive. However, the minutes are not available to students because they do not have access to the U drive. Future discussions will be necessary to identify appropriate options which would allow student access to CAPP minutes.

**Internship and Independent Study Task Force Report** Abraham informed the committee that the GLCA has internship based programs and that internship opportunities are not only fellows based”.

Presently, there are many internship opportunities available to students. Projects can be completed off-campus or locally. Information from the International Center will be sought concerning off-campus programs that include internships.

**First Year Seminar Proposal** The revised FYS proposal was edited by committee members. Corrections indicate the CAPP endorsed wording that will be presented to the full faculty. CAPP unanimously supports the revised motion. The committee's revisions will be sent to the FYS committee prior to the faculty meeting. The Secretary of the Faculty, Howard Brooks, will be consulted as to the necessity of faculty approval for the proposed FYS committee's place in the university's governance structure.

The FYS proposal will be tabled at the November faculty meeting and will be discussed at the December meeting. When the proposal is presented to the faculty, a hard copy of the proposal and a cover page noting CAPP's endorsement will be distributed. During November, an open meeting will be scheduled to discuss and answer questions regarding the proposed FYS requirement.

**Proposal to Eliminate Geography Major and Minor** Comments from the faculty regarding the proposed elimination of the geography major and minor were discussed. It was noted that the department does not have the ability or desire to keep the major and minor. The committee maintained that geography is still an important and necessary part of the curriculum. CAPP recognized that dropping the major will not eliminate all course offerings. The committee acknowledged that geography could be housed in another department. Regardless of the

department in which it is housed, a new hire would be necessary if the geography major and/or minor are to remain in the curriculum. Any department that supports the inclusion of geography should present their request to RAS. The VPAA, Neal Abraham, will convene a group of those interested in submitting a proposal to RAS.

The Geology & Geography department wish to continue to be dual department even if it does not grant a major or minor in geography. The feasibility of the department remaining a dual department will be discussed with the Registrar, Ellie Ypma. The committee will continue to consider the issues relating to dual departmentalism.

The motion and rationale will be printed and distributed at the November faculty meeting. The following quote will be included in the rationale: "The Geology and Geography Department indicates it will discontinue offering cultural geography courses. In exploring the implications of this proposal CAPP found a number of faculty members interested in having cultural geography courses especially in support of area studies programs. CAPP encourages those interested in continuing these offerings to meet and to formulate a proposal to RAS for an appropriate tenure track position".

CAPP voted to support the elimination of the geography major and minor. RAS The need for a new chair of RAS was acknowledged. A new chair needs to be selected before the requests for proposals are due. The issue of longer range planning versus yearly planning was discussed. At present, proposals are submitted every year. CAPP and RAS need to discuss the issue of longer range planning. Potential dates were identified for the summer meeting to consider proposals. RAS members need to be consulted about a possible date. The call for proposals document is currently being revised.

Women's Studies Proposal The rationale for needing three separate committees was discussed. The membership of each proposed committee was discussed. CAPP currently interprets the proposed committee structure as follows: 1) the Women's Study Affiliated Faculty would be open to anyone interested; 2) the Women's Study Steering Committee would consist of a selected group of faculty and would act as a department, and 3) the Status of Women Committee might need to be run like a Presidential Task Force Committee.

The agenda for the November 13 CAPP Meeting will include continued discussion of RAS and two proposals: Women's Studies and Internship and Independent Study Projects. Jeff Hollander, Director of Winter Term, and Ellie Ypma, Registrar, will be in attendance to answer questions regarding the Internship and Independent Study Projects proposal.

The meeting ended at 6:08 p.m.

Respectfully submitted,  
Caroline Perkins

**CAPP minutes**  
**Meeting of November 13, 2000**

Present: Vice President Abraham, Professors Balas, Coulont-Henderson, Hansen (Chair), Lee, Perkins and Stark. (Registrar Ypma joined the committee at 5:00 pm)

The meeting came to order at 4:05 pm. Vice President Abraham distributed a news release from AACU about requirements for Diversity courses in many colleges. He also noted that soon the University will be evaluating the W, Q and S programs which have not been assessed for a long time.

The committee approved the minutes of the October 23 meeting with corrections. Regarding the reference to the accessibility of minutes to the students, it was noted that appropriate specific items from the U Drive will be mirrored on the I:Drive in due time.

The committee discussed the location of the Open Meeting of November 28 to discuss the First Year Seminar motion. It will be in Olin Auditorium from 4:00 to 5:30 pm.

Possible dates for the Spring meetings of RAS were discussed. Chair Hansen will write to the faculty and to the Division Heads to recruit volunteers. The consensus was for starting on the afternoon of May 22 and deliberate until Wednesday May 30th (with Memorial Day off). [May 30 might or might not be used depending on the number of applications]. The CAPP meeting to review and approve RAS rankings will be May 31.

On December 11, CAPP will have a meeting to finalize the membership and discuss selection of a Chair for next Spring's RAS. Proposals from departments will be due before May 5.

The Women Studies proposal was discussed briefly. CAPP will recommend that the section of the Rules related to WS be deleted and the new structure outlined by the Women Studies committee be approved. CAPP Chair Jeff Hansen will check with Howard Brooks, Chair of the Faculty about the procedure to follow. CAPP approves the change of structure and CAPP's rationale is that other similar programs (Black Studies, Conflict Studies) are not included in the bylaws.

At 5:00 pm Registrar Ellie Ypma, representing the Task Force on Internships and Independent Study, joined the committee to present and recommend the Task Force proposal. She focused on parts 1 and 2 of the proposal:

1. "DePauw should expand opportunities for students who desire to have quality active learning experiences such as internships as a part of their formal education but for whom currently available options are not appropriate or possible.

Except for the New York Arts program, the amount of credit for a given internship may not exceed two course credits. Internships for two credits are considered to be essentially full time work experiences (at least 30 hours a week).

Individually designed internship projects are coordinated by the academic affairs staff and sponsored by a member of the faculty whose field is related to the internship experience. To ensure that students reflect upon and synthesize the work experience, an additional onecredit independent course associated with the internship experience shall be required. This course should require an additional 1012 hours a week.”

2. “A small committee of faculty and students, organized on the model of the Winter Term subcommittee of CAPP, should be established to advise on the supervision of this new program and should report to CAPP at least once a year.

Given the many offices that support internship and service learning experiences, the task force further recommends that the directors and coordinators of these various active learning programs meet regularly (a minimum of once a semester) to coordinate policies and procedures and discuss common issues. Representatives from the three fellows programs, international education, Winter Term, career services and the Hartman Center might be included in this group, which should report to the coordinating committee at least once a year.”

In answer to CAPP members’ questions Ellie Ypma stated: Academic Affairs would have oversight on such a program. The committee would have two functions group similar to WT subcommittee (under CAPP) would work with Jeff Hollander and also devise forms, etc... Registrar Ypma reiterated that the third course must be tied to the internship (be an integral part of it). Students would only be approved for a three course “package”. She stated that it is important that the process begin with Academic Affairs (student would receive a packet of information at this stage). Academic Affairs would then talk to the student about an appropriate faculty member to work with.

Such an Internship/Independent study should be viewed by the students and the IIS (Internship and Independent Study) committee as always the last option rather than the first. The hope is that the 3rd course would fit in with what DePauw already has (Peter Graham’s Business Writing for example). The internship and the 3rd course would likely be listed under University Studies (like Media Fellows). Departments wanting to use any or all of the internship credit toward the major may do so by notifying the Registrar’s office.

Students are required to have a 3.0 GPA (to insure self-motivation and discipline). A strict early deadline (9 months lead time) is enforced to insure that students talk to committee members before contacting anyone on the outside and also to avoid last minute rush) A member expressed concerns about the quality of the program (especially the planning and monitoring phase as well as the grading). Ellie Ypma replied that there would be two faculty advisors (in certain cases it could be the same person) who would give grades. The faculty members would evaluate the student’s work but would not be obligated to do site visits as is the case in the MOFO program. There would also be requirements for a learning contract, a journal (or a self-reflection of sorts) and a statement from the supervisor.

In response to more questions Ellie Ypma stated that there is no limitation as to what class students must be in (though it would be fairly impossible for a First Year student to meet the deadlines).

All information that the task force gathered indicated that strong programs compensated faculty, and the task force discussed this with Neal. The task force recommends compensating faculty, especially for the non-internship course, after a faculty person has supervised a certain number of these. This is a different policy than what we do for other classes faculty do as independent study courses. An organized course is preferable to an independent study.

Registrar Ypma related that the task force had divergent view points as to the number of students drawn to such a program. It is thought that the difficult process will discourage massive numbers.

Jeff Hollander will check with the three Fellows Programs regularly to see whether their course could accommodate more students.

The matter of linkage with WT has not been resolved yet. As a new program this is a CAPP issue and not a MAO issue. Ellie Ypma left and CAPP Chair Hansen asked for a volunteer to work with Ellie Ypma and Jeff Hollander on designing the final motion. Glenda Balas volunteered. The motion is to be written and ready for the first CAPP meeting in February.

Chair Hansen announced that CAPP's next meeting will be devoted to the WT proposal. Meeting was adjourned at 6:15

**CAPP minutes (corrected)  
January 29, 2001**

Present: Vice President Abraham, Chair Jeff Hansen, Dr. Balas, Dr. Coulont-Henderson, Dr. Lee, Dr. Perkins, Dr. Stark and Ms. Elizabeth Morgan (student representative).

Meeting was called to order at 4:10.

First, Chair Jeff Hansen brought up the issue of the First Year WT requirement motion.

**MOTION ON FIRSTYEAR ONCAMPUS WINTER TERM REQUIREMENT**

CAPP moves that:

The requirement that first year students must fulfill their first Winter Term on campus be suspended on a three year experimental basis beginning with students enrolling in academic year 2001-2002, permitting first year students to choose without limitation from the full array of Winter Term options. During the experimental period, however, first year students will be required to complete a Winter Term project.

Rationale:

CAPP endorses the longstanding principle that Winter Term is a place for students and faculty to explore nontraditional, experiential, and other forms of learning. We find, however, that no compelling justification remains for the current graduation requirement obligating first year students to participate in the on campus Winter Term. The current on campus program is working well. In recent years, student engagement with the curricular component of the on campus Winter Term program has been strong. With the advent of depauw.year1 (including the

first year seminar program), it appears that many of the educational rationales of the current on campus Winter Term requirement are being met during the first semester and throughout the academic year. We believe that first year students will benefit from access to a wider range of Winter Term options.

Our proposal would give first year students even more choice among valuable alternative educational experiences. It would allow first year students to assume more responsibility for their academic programs by giving them choices and by mitigating a feeling of being forced to remain on campus during the first January. It would give them the chance to experience other cultures early in their academic careers, and it might encourage curricular experimentation such as the linking of in class and out of class learning experiences.

CAPP believes it would be detrimental to the students' development for them to not participate in Winter Term during their first year. In recent years, the academic rigor and intellectual vitality of on campus projects have increased noticeably. Likewise, the Winter Term Sub Committee and Winter Term Office have done an admirable job of assuring the quality of off campus projects.

One of the goals of the University is certainly to develop our students into lifelong learners. The many different kinds of experiences that are available during Winter Term and the fact that the kind of learning that takes place is different from what occurs in semester courses does much to accomplish this goal. Furthermore, CAPP believes it is important that first year students not have long periods of time in which they are not academically engaged. We believe it is good for students to have to choose from a variety of quality academic alternatives.

For these reasons, CAPP believes it is especially important for first year students to participate in Winter Term.

1. Is there clamor for change? In a word, no. However, in recent years there has been pressure to raise the standard of expectation for Winter Term projects. We also believe that having a choice will improve student attitude toward on campus Winter Term while helping to ensure that all Winter Term projects are of high quality. We have been careful, particularly in light of the agitation surrounding the change in the academic calendar, to solicit student opinion on the proposed change. The Winter Term Sub Committee met with Student Congress and conducted a survey of a sample of upper class students last semester. They also added questions on the first year requirement to the survey of student opinion about the on campus courses this January. There is no evidence of a call from the student body to change the current system. Yet the results indicate that a considerable number of upper class students (43%) would have been interested in the option of a study or service project in their first year; 74% of the respondents felt that they had been ready to participate in a study or service project as first year students. Fewer expressed an interest in participating in an internship project during the first year, not surprising since two-thirds of the surveyed upper class students (68%) felt that they had not been ready as first year students to do an internship project.

Current first year students appear to be split fairly evenly on the question of whether future students should be required to remain on campus. The main reason given in support of remaining on campus is the opportunity to get to know members of their class. In recent years, students have also indicated that their on campus curricular and co-curricular activities have been

valuable experiences. We believe that most first year students will opt to remain on campus for the first Winter Term, particularly if this option is presented as a positive experience rather than as a booby prize. (Looking back, approximately half of the upper class respondents (and nearly 60% of the sophomores) indicated that had other options been available to them they would nevertheless have stayed on campus for their first Winter Term.) So we do not see the lifting of the requirement as representing a major shift in the distribution of students among the various Winter Term categories.

2. Will there be real options for first year students under this proposal? Yes. It appears that the possibility of first year participation in study and service projects is very real. Plans are underway to add a sixth Winter Term in Service project for 2002, and this can easily become a first year project. The Service Trip Evaluation Committee feels strongly that an all first year project with upper class officers is the preferred option; this committee has also discussed how to handle the quarter credit preparatory course.

For study projects, we suggest that first year students be allowed to take vacant spots in existing projects, and that for the coming year we increase the number of approved study projects by a few. There often have been open spots on interesting projects. In most cases first year student participation will be acceptable to the study project faculty, though these faculty should have the right to exclude first year students for pedagogical reasons if they wish. Within a year or two of this change we will have enough experience to know by how much the demand for spots in study projects has grown, and we will be able to adjust the number of accepted proposals accordingly. Another possibility is that of an all first year project, perhaps one associated primarily with a first year seminar or group of seminars. (This opportunity could be extended to first year seminar faculty members even as early as next year.) There might be ancillary benefits here. One fine project was canceled this fall because of low enrollment, but because its content was closely linked to that of a first year seminar, it would probably have garnered more participants had first year students been able to participate.

Allowing first year students to participate in internship projects is more controversial. We do not wish to divert first year students' attention from the many important things that face them during their first several months of college. But we believe that the current internship program, with its strictly enforced guidelines and deadlines and emphasis on student initiative, discourages those students who are not yet prepared to undertake an internship project. We are confident that the current administrative structures will operate effectively if first year students are allowed to participate, and believe that some modest number of particularly resourceful, motivated, and well organized first year students will benefit from being permitted to do internships. Clearly internships for first year students would be one of the areas most closely monitored during the three year experimental period.

3. Will there be scholarship support? Yes. Obviously the addition of first year students into the pool of scholarship applicants for Winter Term would mean that more funding is needed. This funding is not secured at the moment, but we are clearly moving in the right direction. For example, the University was able to increase the available scholarship funds significantly this year, and supported many more students than in recent years. Clearly, if more students participate in off campus trips, more scholarships will be needed. CAPP believes the University

should enable all students, regardless of financial need, to have equal access to these enriching experiences during Winter Term. CAPP encourages the administration to continue seeking additional funding for Winter Term scholarships.

4. How will students, and their faculty advisors, learn about Winter Term options? First year students will need to receive information and advising about Winter Term options early – perhaps even during the summer before they arrive on campus. The Advising Committee, Winter Term office, and first year advisors will all need to be involved in this process. The Advising Committee has begun to discuss how to ensure that first year students and first year academic advisors are educated about Winter Term options.

It will be put on the table at the February faculty meeting. It was suggested that a statement about the improved quality of WT be included in the rationale. (Whereas in the past, WT had come under criticism for weak academic programs it is now stronger because of diligent and careful planning). Points raised were the possibility of more trips, the need for information and advising (as early as the summer) and the need to continue to evaluate and meet the financial needs of students wanting an off campus WT experience. As part of our discussion opportunities for first year internships in Greencastle were discussed. We also discussed the status of co-curricular activities in the new scheme. In particular, Jeff Hansen will inquire of Jeff Hollander and/or Ellie Ypma as to the legislation which requires co-curricular activities during the First year WT. Should CAPP commission the WT subcommittee to report on assessment of co-curricular activities? We can finalize the report on this matter after our Open Meeting.

Professor Stark moved that we present the motion at the February faculty meeting and Professor Coulont-Henderson seconded the motion. It was voted unanimously.

Next meeting we will review the priorities for our agenda this semester. We are planning a meeting with MAO for next time (about Interdisciplinary minor, Film Studies, European Studies, etc...) A meeting with 2001 RAS members will be called on February 26. [Copies of the draft statement for R.A.S applications will be obtained from Darlene Whitham prior to the meeting].

Meeting was adjourned at 5:25 pm.

Respectfully submitted,  
Françoise Coulont-Henderson

**Minutes: CAPP meeting  
February 12, 2001**

Present: Professor Jeff Hansen (Chair), Professor Francoise Coulont-Henderson, Professor Caroline Perkins, Professor Robert Stark, Professor Esther Lee, Professor Glenda Balas

The meeting began at 4:20 p.m. in Room 112 of the Julian Science and Math Building, as a joint meeting of CAPP and MAO. The two committees first discussed the governance of interdisciplinary minors and how each of the committees should be involved. It was noted than

neither departmental majors nor minors are governed by either committee, while interdisciplinary minors currently are overseen by MAO and interdisciplinary majors go through CAPP. All agreed that some consistency in practice and policy is needed. It was also noted that university committee oversight of changes in all majors and minors could be useful in alerting other faculty members and departments that could be affected by the changes. The joint committee recommended that in future all new majors and minors should go through CAPP; that changes to existing majors and minors should be approved by MAO; and that changes possibly affecting existing university programs or philosophy should be referred to CAPP for review. It was agreed that a motion stating such a policy on majors and minors should be developed and presented to the faculty in March.

In other business, the joint committee determined that issues related to student work load and internships should be addressed by CAPP; and that issues of internship credit from other schools and transfer of summer credit for distance learning courses at other universities should go before MAO. It was further agreed that questions of how these courses might be applied toward group requirements should also be addressed by MAO. Lacking further business, the joint meeting of CAPP and MAO was adjourned.

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CAPP then went on to meet in regular session.

Minutes from the last meeting (January 29, 2001) were reviewed and approved with minor corrections.

The first matter of business undertaken by the committee was review and discussion of the draft motion for expanding internships opportunities for DePauw students. The committee made the following recommendations: 1) that procedures for internship projects be included in the CAPP motion; 2) that a specific administrative staff member be named in the motion as recipient for student applications; and 3) that a coordinating subcommittee be named only if necessary. Otherwise, the draft was accepted and will be presented to the faculty in March.

CAPP also discussed whether appropriate faculty governance was followed in determination of new policies regarding workload issues and Winter Term. The committee determined that faculty governance did function appropriately, since, according to the faculty bylaws, the Winter Term committee is to "oversee and make final recommendations about the staffing of WT programs." CAPP maintained that the Winter Term committee was fulfilling this obligation when it sent a proposal regarding staffing of Winter Term trips to the Vice President for Academic Affairs. It was noted that the Winter Term committee should have sent the proposal to CAPP first. The feeling among committee members was that CAPP would most likely have forwarded the proposal to the Vice President and made an announcement to that effect in a faculty meeting. Even so, since the Vice President distributed a draft of the proposal and invited comments from faculty in December 2000, CAPP members agreed that the faculty had sufficient notification of the change. It was also noted that since faculty do not have the final say in matters of workload, it was not necessary for the faculty to vote on this proposal. Finally, committee members suggested that the administration consult with COA about policies that affect faculty pay during full year sabbaticals.

Other questions regarding proposed changes in Winter Term trips were raised, including criteria for selection of WT trips; whether faculty developed budgets and proposals should be made available to the campus at large or if they constitute proprietary information; and if trips that promote diversity (eg. international trips) or coordinate with a sophomore seminar would have priority. It was agreed that such topics will be the first issues on the agenda at the next meeting of CAPP, scheduled for February 26, 2001.

The meeting ended at 6:30 p.m.

Respectfully submitted,  
Glenda Balas

**Minutes: CAPP Meeting,  
February 26, 2001**

CAPP members present: Professor Jeff Hansen (Chair), VPAA Neal Abraham, Professor Glenda Balas, Professor Esther Lee, Student Representative Elizabeth Morgan, Professor Caroline Perkins, and Professor Robert Stark

RAS members present: Professor Susan Balter-Reis, Professor Bernard Batto, Professor Yung-chen Chiang, Professor Wayne Glausser, Professor Nachimuthu Manickam, and Professor Pam Propom

The joint meeting with RAS (Resource Allocation Sub Committee) began at 4:10 PM in the Meeting Room of the Administration Building.

RAS elected Professor Wayne Glausser as the Chair. The VPAA office and staff will assist the Chair in scheduling interviews, distributing proposals and providing the strengths and weakness of proposals to the departments. The RAS Chair will report to the CAPP upon completion of the tasks.

All attendees should have received the RAS Procedure from June 1999 and the February 20 memo from VPAA to Department Chairs. An excerpt concerning the assessment of requested positions from the January 10, 1992 Report of the Faculty Committee on Financial Affairs (FCFA) was passed out. Attendees were asked to review these documents. It was decided that information on enrollments in courses, number of majors, staffing, teaching load, and curricular offerings over the past five years would be provided to all departments via the Office of Institutional Research (OIR). Those submitting proposals will be encouraged to discuss this information in their proposals.

We discussed the concern that some departments are unsure, even though they have a list of strengths and weaknesses from RAS, why their requests were not ranked more highly. More importantly, they are unsure of how to improve their proposals for the next time. Since the membership of RAS changes each year, making changes suggested by RAS one year may not improve the chances that a proposal will be ranked more highly by a different RAS the next year.

Unfortunately, there is little that can be done to help this situation. Departments are encouraged to consult with the VPAA to clarify the situation.

It was discussed whether CAPP/RAS should ask for a proposal or some indication of need for positions in future years including projection of future retirement. CAPP has access to external reviews, self study reports and five year plan while RAS focuses on annual allocation. Since CAPP has a broader view of the concerned issues and timeline than RAS, RAS submits its recommendations to CAPP for final approval.

CAPP should set aside a meeting each fall to address long term staffing needs.

Information needed for this meeting are departmental self study documents and feedback from RAS about any long term staffing issues they could identify during their deliberations. Inclusion of programs like Environmental, Conflict, or Jewish Studies, some of which do not even yet exist, may be difficult. CAPP will need to be diligent.

By examining the FCFA document distributed by the VPAA on February 20, a suggestion was made to build item #3 into #2 as required components of submitted proposals. It was suggested that the words "last year" referring to the well argued proposals as indicated in the VPAA's memo needed to be deleted.

The joint meeting of CAPP and RAS was adjourned at 5:15 PM. CAPP continued its regular session.

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The following items were discussed at the CAPP meeting:

**Internship Motion:** It was suggested that the final version approved by the faculty would be included in the bylaw policy section of the Academic Handbook. This motion was passed. The internship courses only need MAO's approval for new numbers.

**Winter Term (WT) Proposal:** there is a lot of concern regarding the effect of changes on first year students taking the WT. The risky issues include retention, transfer, and quality of experience. It would cost more DPU funds and rely heavily on advice from upper classmates, advisers and parents. It was suggested to take the motion off the table for 20 minutes at the upcoming faculty meeting, then put back to the table to be voted on at the April meeting. Handouts addressing pros and cons of the winter term proposal will be prepared for faculty members.

**Major and Minor Motions:** There were two revisions of the motion as requested by MAO: changing from "oversight" to "review" and "equally important for majors, minors and interdisciplinary majors." The changes of the motion were passed and will be placed on the agenda of the next faculty meeting.

Concerns were expressed regarding student representatives' attendance in CAPP. It was decided that after two unexcused absences, CAPP will consider whether or not to allow that student representative to continue on the committee. If CAPP decides to remove that student from the

committee such will be communicated to the Student Body President along with a request for a replacement. Since SLAAC has asked for guidance on the role of student representatives on committees, this policy will be communicated to SLAAC. Otherwise, CAPP felt the guidelines suggested by MAO were good.

Minutes of the 2/12 meeting were approved.

Adjourned at 6:20PM.

Respectfully submitted,  
Esther S. Lee

**Minutes of CAPP Meeting  
Monday April 9, 2001**

Present: G. Balas, F. Coulont-Henderson, J. Hansen (chair), C. Perkins, R. Stark, M. Enenbach

The meeting began at 4:00 in the Meeting Room of the Administration Building.

J. Bruggemann and A. Evans were invited by CAPP to answer questions regarding the proposal for a minor in European Studies (ES).

**I. Discussion of ES Proficiency Requirements**

The European Studies Committee (ESC) will use the model by which foreign language proficiencies are measured by a scale which addresses speaking, listening, reading, writing, and cultural awareness. There are particular skills that correspond to each level of proficiency; for example, intermediate low would constitute the ability to satisfy basic survival needs and minimum courtesy requirements. A beginning language student would be at the novice low proficiency level. An intermediate language student (three to four semesters of language) would be expected to be at the intermediate low to intermediate high proficiency level.

Depending on a student's background and placement level, two to four semesters may be needed to complete the proficiency requirement. Evans noted that half of the students place beyond two semesters of their primary language while thirty percent must take a one semester review.

In addition to on-campus courses, students can meet their proficiency requirement through off-campus study.

**II. Discussion of First Language Possibilities**

The ESC believes French and German to be the most useful languages for our students. They maintain this belief because German and French are the most common, non-English languages in European schools and the most common languages spoken in the European Union.

It is expected that students will be interested in and/or have a background in French or German if they are interested in pursuing a ES minor. The ESC believes the minor may be especially helpful for language majors.

III. Discussion of Core Courses vs. Electives Courses will be categorized as core courses or elective courses. Core courses, those which “anchor” the minor, have a broader European scope (more than two countries) and are transnational and trans-cultural in focus. Elective courses generally provide more in depth study of specific European cultures/nations or time periods.

IV. Discussion of Requirements for the minor Students will complete five courses in addition to their language proficiencies. It is imperative that there be breadth and depth in the minor. There must be a rational coupling of courses; therefore, a random combination of courses will not constitute a ES minor. In addition, not all courses on the list can count toward a minor.

The course package must be approved by the ES Director and a learning contract may be agreed upon. Students must plan the minor in advance. Students who have taken various courses from the list will not necessarily be granted a minor. To maintain consistency, the rules that dictate what comprises an acceptable ES minor will not change with each director.

Courses from a minimum of two departments are required. One off-campus course, for languages, can be counted toward the minor. Courses can be double counted with other majors or minors, but only in a limited way.

The ESC wants to stress that students must take courses that focus on pre and post 19th century. Students will take courses that focus on the 19th century by default.

#### V. Discussion of Administrative Structure

The Director’s role will be to advise students and to approve course packages for the completion of the minor. He/she will send reminders to advisors about the ES minor.

A committee will determine which courses can be added or should be deleted from the elective list. Courses will be reevaluated as to the appropriateness of content to meet the objectives of the minor; therefore, courses on the current list may be different next fall. Faculty representatives will serve on this committee.

CAPP members proposed that a Steering Committee be part of the administrative structure. It was suggested to the ES co-chairs that the ESC consider the Women’s Studies model of a six to eight member committee.

#### VI. Miscellaneous Comments

If the minor is approved, a minor completion form will be developed.

At this time, no release time is requested for the Director. The minor will not require the addition of new courses. No funding has been requested.

CAPP’s discussion of the ES minor:

- \* The ESC has no idea as to the number of students who might be interested in pursuing a minor in ES.
- \* There is concern about the potential number of courses necessary to complete the minor for those students with limited language background.
- \* The committee structure must be set before the minor can be approved.
- \* Would it be advisable to have only one language required since English is one of the European languages? This was suggested because of the concern about the number of language courses required. J. Hansen will contact the ESC co-chairs and suggest that the second language requirement be omitted.
- \* Should there be an upper level number of courses for a minor?
- \* Should ES be a major?
- \* Could the second language be counted as electives?

A motion to accept the minutes from the previous meeting was put forward by G. Balas and seconded by C. Perkins. The minutes were approved as read.

#### Questions and Concerns Raised in Regard to the Black Studies (BS) Major:

- \* Are faculty who teach BS courses released from their home department?
- Are the attached agreements from the various departments (i.e., English and Political Science) too vague to consider them a binding agreement?
- \* What does the approval of this major mean in terms of staffing?
  - \* There are too few advanced courses on the list to meet requirement of six electives in three different fields (for example, Afro Latin).
- One course in each field must be offered every year.
- \* More information on the operation of the major is necessary.
  - \* What courses will be offered on a regular basis to regulate the major and meet requirements?
  - \* A description of the major and course numbers are needed for the catalog.

Members of the BSC will be invited to CAPP's next meeting. A list of questions for the BSC to consider will be provided to Vanessa Dickerson.

CAPP discussed the need to create guidelines for those departments wishing to submit proposals for majors. A description of the information that is to be included in every proposal will be designed and distributed.

Agenda for the next CAPP meeting:

1. Black Studies Major
2. International Education Committee
3. General Education Requirements
4. Guidelines for proposing majors

The meeting was adjourned at 6:00.

Respectfully Submitted,  
Caroline Perkins

**Minutes of CAPP Meeting**  
**Monday April 23, 2001**

Present: G. Balas, F. Coulont-Henderson, J. Hansen (Chair), C. Perkins, E. Lee, E. Morgan, M. Enenbach, N. Abraham, B. Stark

The meeting began at 4:00 in the Meeting Room of the Administration Building.

V. Dickerson and M. Dixon-Fyle were invited to CAPP to discuss the proposed Black Studies Major (BS).

I. Reviewed catalogue description of proposed BS Major.

CAPP questioned whether or not there were already established courses meeting the Afro Latin electives. The committee requested that a list be provided.

II. V. Dickerson and M. Dixon-Fyle answered questions and discussed the proposed BS major. Concern was raised over the electives and whether these electives would be offered regularly. These courses have been developed, but have not been taught. It was also discussed whether or not there is an effect on the faculty members whose duties are in another department; will Black Studies take them away from their departments? This shouldn't be a problem because those courses are normally offered in those departments anyway. Another concern raised was whether faculty members would have trouble understanding how the Black Studies curriculum would function. Black Studies has a template for the next 2 years, but the Black Studies committee agreed to show how the courses break down by semester and classes by the May faculty meeting.

It should not be hard to keep track of which electives will count each semester because they will be reviewed just like in other majors. This is the job of the Director. How much release time will be given has not yet been determined. There are also at least 2 professors in each elective area who are leaders in that area.

CAPP asked for the Black Studies Committee to list by department how many different professors and classes are offered.

III. Discussion of proposed BS major after the guests left.

CAPP discussed whether or not an evaluation time period should be established for new majors to see if there has been enough interest. We also discussed that the BS Minor may need to be revamped with new classes such as BLST 100. CAPP urges regular review of this and other Studies programs.

IV. The Black Studies Major will be approved by CAPP if the following is met: they can show that there are at least two courses and faculty in each elective area. This motion passed 90.

V. European Studies Minor Discussion

The European Studies Committee would like to keep the two language requirement, but it will be willing to drop this requirement if mandated by CAPP. CAPP also discussed COF interviews for the director of the minor.

The European Studies Committee must address the faculty in the May meeting with documentation as to why the ES Minor requires a German or French language proficiency.

A motion was made to approve the European Studies Minor if the second language proficiency was dropped and if the director would be selected in the usual manner. This motion passed 80.

**VI. Discussion of International Center Bylaws.**

CAPP discussed the proposed changes as submitted by the International Center. CAPP discussed whether or not allowing more than 2 members from a department to vote was ok. CAPP decided that having 8 people who vote still creates diversity.

The changes to the International Center Bylaws were approved as submitted 80.

**VII. Discussion of the General Education Requirements.**

CAPP feels that the campus climate has changed since the original GED task force. A discussion was held on whether or not the courses meeting S, Q, and W requirements could double count if Multicultural and Technology requirements were added.

We discussed whether or not the groups are properly defined. Should a list be created as to what courses a student at a Liberal Arts University should receive? It seems that many students do go in depth in other areas of study besides their major when satisfying group and competency requirements. But—should it be required for students to go into depth in another area of study, especially by taking 200 and 300 level classes?

The following will be discussed in the future:

1. Clearer explanation of DPU's GER.
2. Double counting
3. Are students taking too many 100 level classes to fulfill group requirements?
4. What counts as a group and what does not?
5. Multicultural, Technology, and Global requirements
6. A revised Group 6

**VIII. The minutes of the April 9 meeting were approved as amended.**

The meeting was adjourned at 6:00.

Respectfully submitted,  
Matthew M. Enenbach

**CAPP. Minutes of  
May 14 meeting.**

Present: Dr. Neal Abraham (Vice President for Academic Affairs), Dr. Jeff Hansen (Chair), Dr. Robert Stark, Dr. Caroline Perkins, Dr. Glenda Balas and Dr. Françoise Coulont-Henderson.

The meeting came to order at 4:35 p.m.

Minutes of the April 23 meeting were corrected and approved.

CAPP continued to discuss the General Education requirements. Chair Hansen distributed a list of starting points for thinking about the issues. In the document were also included suggestions on how to proceed to begin the discussion next year as well as "The Purpose and Aims of DePauw" statement excerpted from the University Catalog. Chair Hansen also distributed "Guidelines for new major or minor proposals" which the committee discussed and amended. The new document will be sent to all department chairs as well as all directors of interdisciplinary Studies programs. Professor Hansen suggested that we post it to the Faculty Services area of the website rather than the u:drive which is not easily accessible by all faculty members. Professor Coulont-Henderson will contact Ken Kirkpatrick and Daniel Pfeiffer of the webteam to ask about effecting such a move for all CAPP documents.

The next items on the agenda was the election of a chairperson for next year. After a short discussion Professor Coulont-Henderson was elected as chairperson for the fall semester. Vice President Abraham suggested going to a calendar year tenure instead of an academic year (as SLAAC has done) since Professor Coulont-Henderson cannot assume the duties of chairperson in the spring. Librarian Bruce Sanders has just been elected to CAPP. He has a longer experience at DePauw than any of the current or upcoming members. He served on CAPP in the early 90's. Professor Coulont-Henderson upon recommendation of the committee will ask him whether he would agree to be co-chairperson for the fall and take over chair duties for the Spring. Chair Hansen indicated that there should probably be a joint meeting with MAO early in the fall semester to ascertain that both committees are on the same page. Professor Coulont-Henderson will contact the new chairperson for MAO.

CAPP discussed the scheduling of the meeting to discuss RAS rankings. It was scheduled for May 31st but may be moved to the 30th if RAS finishes early. Professor Coulont-Henderson will notify everyone of the meeting.

Professor Coulont-Henderson made a motion: "CAPP expresses its appreciation for chair Hansen's easy managing style, steady leadership and great effectiveness, making this one of CAPP's most productive years." The motion was seconded and voted unanimously.

Meeting was adjourned at 5:30.

Respectfully submitted,  
F. Coulont-Henderson

**CAPP corrected minutes  
May 30, 2001**

In attendance: Vice President Neal Abraham, Professor Françoise Coulont-Henderson (Chair), Professor Esther Lee, Professor Caroline Perkins, Professor Wayne Glausser (Chair of RAS), Professor Hilary Eppley, Professor Anne Fernald.

Meeting began at 2:00. RAS rankings were presented to CAPP by Dr. Glausser. The procedure to arrive at rankings was explained in detail. Dr. Coulont-Henderson also presented a list of 3 RAS requests for next year (as follows):

1. As CAPP examines departmental self-studies and reports of external evaluators, it should pass along to RAS information, questions, or judgments it considers relevant to RAS deliberations.
2. CAPP should include in the Guidelines to the Departments a statement about confidentiality expected not only of RAS members but of interviewees also.
3. CAPP should develop guidelines to help in determining who will be the presenter(s) for interdisciplinary programs.

There was a brief discussion of the need for CAPP's Instructions to RAS to be sent to Chairs earlier so that departments have ample time to discuss and plan their proposals.

After Dr. Glausser's departure, Dr. Coulont-Henderson distributed copies of the university's Strategic Plan and General Education Task Force reports to the new members. A meeting of CAPP and MAO chairs is planned for the beginning of next semester to discuss shared responsibilities.

The minutes for the meeting of May 14 were approved as read. The RAS ranking of position requests was approved. Dr. Coulont-Henderson will send a letter to President Bottoms and the documents to concerned Chairpersons and to the whole faculty.

The meeting was adjourned at 2:50.

Françoise Coulont-Henderson

#### **Guidelines for new major or minor proposals.**

Proposals for new majors or minors should be sent to CAPP. Proposals to change existing majors or minors should be sent to MAO (MAO may forward them to CAPP if MAO deems the changes substantial).

Proposals for new majors or minors should include the following:

- 1) a brief statement of the process used to generate the proposal with signatures of those members of the department, school, or program endorsing it,
- 2) the curricular justification for the major or minor,
- 3) the departmental (and program) staffing context (i.e., how the current faculty will be used to offer the new major or minor and how their teaching in the new major or minor will affect course offerings in their "home" department or program and whether or not new faculty will be needed),
- 4) consideration of the ramifications for the department, school or program should the major or minor not be approved,
- 5) a proposed catalog description of the major or minor including requirements and course descriptions,
- 6) an indication that the courses are or will be in place for a student to have a reasonable opportunity to complete the major.

7) a discussion of any budgetary impact the new major or minor may have. A discussion of this issue with the Vice President for Academic Affairs should precede submission of the proposal to CAPP.

8) for interdisciplinary majors or minors a plan for administrative organization and oversight of the major or minor should be included as well as letters of support from appropriate departments (see number 3 above).

You should make available to CAPP data of recent course offerings, course enrollments, numbers of majors, demand analyses, and results of self studies, external visiting committee reports, and department strategic plans. Departments should address this data if it is relevant to the arguments made in the proposal.