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Present: David Alvarez, Mona Bhan, LaTonya Branham, Jeff Dunn, Tim Good, Anne Harris, Mellasenah Morris

1. Meeting called to order at 4:04 PM. Jeff will take minutes.
2. Previous minutes approved.
3. Update on attempt to staff RAS.
 - a. Clarification on the term of RAS service: we believe that terms on RAS are 2-years. However, need to check with chair of the faculty, Howard Brooks.
 - b. When needed, RAS will meet on Mondays with the CPP committee at the beginning of the regular committee meeting.
 - c. RAS may need to meet on Nov. 8 (at the latest) to discuss potential hire in Spanish.
 - d. One thing to consider is whether the revised Hispanic Studies program, which is not fully fleshed out, gives us a reason to wait on the tenure-line hire in that program.
4. Discussion on announcement and query from the Dean of Student Success and Retention
 - a. Dean Miranda has been charged by the cabinet to put together a strategic plan for student success and retention and has put together a working group for this, specifically to look at issues regarding transfer policies.
 - b. The chair of CPP was asked to be on this working group, but the chair wonders whether this does not fully recognize faculty representation.
 - c. Our intended governance model is one where the Strategic Planning Committee makes decisions about how faculty should be engaged in such strategic initiatives. However, this is not always how things have played out.
 - d. A different model is to have Dean Miranda share her proposals with the Admissions Subcommittee with input from those in Admissions, have this group discuss the proposals themselves, and then present this to CPP.
 - e. If the model of this kind is to be pursued, it will be important that these committees (CPP and Admissions Subcommittee in this instance) keep themselves apprised of each others' minutes.
 - f. More generally, this might be good opportunity for faculty, admissions, and retention to have a discussion since our admissions policy has changed quite a bit over the past 8 years, and these different policies represent different ideas about what a DePauw student should look like and what the curriculum needs to be for those kinds of students.
5. Discussion of whether the CPP report to the board of trustees at the October 2018 meeting could be shared with the faculty. The members agreed that this should be shared.
6. Discussion from previous faculty meeting of reason(s) for expansion of 100- and 200-level courses and the impact on viability of majors given the corresponding decrease in 300- and 400-level courses.
 - a. Need to have enough classes to provide opportunities for first-years and sophomores, specifically within the constraint where students complete Gen Ed and competencies before the end of their second year. This helps us avoid seniors in lower-level courses and students getting the W late in their academic career.
 - b.

100- and 200-level. The policy for W classes is that they be set at an enrollment of 18. However, many fall below this, because there is considerable departmental autonomy in setting their class enrollment limits.

- c. Another reason to increase 100- and 200-level courses is to expose students to a wider range of disciplines and topic areas.
- d. There are also frequent concerns directed to the Registrar from students who are concerned about classes that fill up too quickly.
- e. Templates for departments that shows them roughly the expected number of numbers of seats in classes, proportion of lower-level and upper-level courses, W courses, etc. might be helpful. If these were shared across departments, that might assuage concerns that different departments were being singled out for different treatment.
- f. There may be special concern from faculty about this issue given that the discussion of enrollments at the October faculty 590.41 (l)enrollty 0.24 0 0 0386 590.82141 (the) -1 (O) 1 (ctober) -1 () -1 (

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Present: David Alvarez, Mona Bhan, LaTonya Branham, Jeff Dunn, Anne Harris, Mellasenah Morris, Zhixin Wu

For item 2, joined by the Advising Committee: Melanie Finney, Matt Hertenstein, Naima Shifa, Julianne Miranda, Mike Seaman, Mandy Brookings Blinn

1. Jeff Dunn will take minutes.
2. Joint session with Advising Committee
 - a. FYS Restructuring
 - i. Advising was not the onerous part of FYS, but instead the writing aspect of FYS. So

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I.

II. Curricular discussion begins at 5.32 pm
Approval of minutes from February 11 meeting

III.

idea was to gauge how departments think about liberal arts and the curricular committee could create a Gen ed curriculum around these learning goals;

- 3....There was also a conversation about Jackie Robert and Eric Wielenberg's proposal for Gen ed restructuring? The Chair said that he thought that the committee had agreed that instead of approaching it in terms of box checking, the point was to thoroughly understand the rationale behind our gen ed requirements?
- 4.... What are our learning goals? We need to know these... a two step process; request this info from chairs and heads of programs and departments; to get a sense of how different curricular areas map out and intersect and it'd be the work of the curricular committee to do this?
- 5... Jackie has contacted Ann and Erik with David.
- 6....It was once again emphasized in the meeting that we need a comprehensive rethinking of meeting these gen ed learning goals;

Present: David Alvarez, Mona Bhan, Jeff Dunn, Tim Good, Anne Harris, Mellasenah Morris, Zhixin Wu

1. Meeting called to order at 4:05 pm. Jeff Dunn will take minutes.
2. Meeting minutes from 2/18/19 approved.
3. Discussion of the proposed English Writing Minor and cognate courses.
 - a. Discussed whether minors at DePauw should have cognate courses. This applies to the proposed minor because of potential cognates courses in, e.g., screenwriting.
4. German Studies major and minor proposal.
 - a. Is there any lingering concern about the name of the major because of its ties to white-centered curriculum? Perhaps, although the curriculum has been constructed specifically to

- a. How does promotion work within this new proposed structure? Each language program will have a steering committee; this will involve some more input from faculty in cognate disciplines to serve on these committees.
 - b. Who goes to chairs meetings? Currently, each language coordinator already attends chairs meeting. So, no extra time needs to be devoted to this.
7. Themed Minor Approval Process
- a. Perhaps announce our interest in this at the faculty meeting.
 - i. Better to implement some definite process before unveiling. Instead to report that we are working on thinking through this.
8. Update on the change to Sociology and Anthropology major.
- a. Need a rationale for the change and a before/after sheet showing the old major

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Curricular Policy and Planning Meeting
April 1, 2019
Hoover-Hamilton Room, DePauw University

Present: David Alvarez, Zhixin Wu, Dave Berque, Tim Good, Jeff Dunn, LaTonya Branham, Anne Harris

1. Meeting called to order: 4:03 pm. Jeff Dunn will take notes.
2. Minutes from 3/18/19 meeting were approved.
3. Notice from the VPAA that a solution to a problem with dance fees will be brought to the CPP to consider.
4. Break for RAS meeting.
5. Discussion of a letter to departments regarding general education requirements.
 - a. Should this go to the School of Music? Consensus was yes.
 - b. Do we want those, for instance, outside of the sciences to give feedback about what kinds of science topics a liberally educated student should know?
 - c. Perhaps we want to break up the big-picture question about what a liberal arts education should consist in and how we practically implement this with our departmental and course offerings.
 - d. Proposal: ask each department to provide a paragraph

Curricular Policy and Planning Meeting
April 15, 2019
Hoover-Hamilton Room, DePauw University

Present: David Alvarez, Zhixin Wu, Da

_____ . The proposal, with [comments from Curriculum committee members](#).

Graduation requirement page does not have the proviso of dual subject departments.

g) When psych becomes Pysch and Neuroscience, is it single or dual subject department?

h) As more departments develop tracks, this will become an issue.

i) For instance, if journalism is added to English, it is going to get trickier for departments.

j) Econ and management folks: We have graduated many students who are economics majors and management fellows. Management fellows is not a major. 91 out of 127 management fellows have majored in economics. But there are some shared courses between Management Fellows and Economics

k) This raises overall questions of how Fellows programs feed majors; we have the most popular Economics Major benefitting from Management Fellows program.... We need more cognate courses outside of Economics in management fellows.

l) It seems many students who major in Econ and Management fellows, there is no violation of graduation requirements.

m) Do we want to understand major area in terms of pre

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Y'31-(*,&+7(UD\$%D(\$3(\$-1,0SG\$1-(Y+(0D1(%D'\$#(',-('??*#<1-(Y+(0D1(W)AA5(ID1(%D'\$#(0D1,(#1%#"03(1 / 1#0\$(G'%&0+(U\$0D\$, (0D1(0D#11(%'01.*#\$13(*G(31#<\$%1(C01'%D\$, .7(#131'##D(',-(31#<\$%1E5(IU*(% '01.*#\$13(%',(Y1(%*/Y\$,1-7(Y"0(*0('&&(0D#115(L*/1(*G(0D1(.#1'0(?#*G133*#3(J"30(U',0(0*(01'%D(*,1(*#(1<1#+(*0D1#(31 / 1301#5(T0(\$3(<1#+(G&10\$Y&15(A(31?'# '01-('??*\$,0 / 1,0(&1001#(\$3(31,0(31 / 1301#(Y+(31 / 1301#5((C6E()#13\$-1,0(10?&'\$,1-(0D1(*?1# '0\$,.(?#\$,%\$?&13\$,(-10'\$&35(((CCE\$E ID\$3(\$3(',(*??*#0", \$0+(G*#(G'%&0+(/ 1 / Y1#3(UD*(D'<1(#10\$#1-(Y"0(&*#<\$,.(01'%D\$,.(',-(%* , ,1%01-(U\$0D(30"-1,03(G*%"3(*,(* ,1(*#(0U*=%*"#31(01'%D\$,.(U\$0D*"0(10?1#1\$,%,.(0D1(01'%D\$,.(&* '-(Y" #-1,5(ID1+(30'+(U1&&(%* , ,1%01-(U\$0D(0D1(-1?'#0 / 1,05(((CCE\$E ID1(#1'3*,(0*(*-*(0D\$3(\$3(0D'0(0D1(",\$<1#3\$0+(-*13(*0(U',0(0*(D'<1(',*0D1#(Y"-10(?#133"#15(a\$, -('U'+(0D'0(\$3(G'\$#(0*(0D1(G'%&0+7(D* ,*#(*"#G'%&0+(',-(Y1,1G\$0(0D1 / 5(ID1+(30\$&&(D'<1('%%133(0*(0D1(&\$Y#'#+(',-(G'%&0+(-1<1&*? / 1,0(*??*#0", \$0\$13(',-(;X(3?1%\$'&(#'0135(@*(,*0(U',0(?1*?&1(0*(G11&(0D1(U'+(0D'0(UD1,(0D1+(#10\$#1(0D1+[]"30(U'&S('U'+(U\$0D*"0(G"#0D1#(%* , ,1%0\$*,(U\$0D(0D1(@1)'"U(%* / / ", \$0+5(ID1+(3D*"&-(G11&(D* ,*#1-('G01#(#10\$#1 / 1,05(!#1'01(',(mZ / 1#0"3(X'01(CD\$.D1#(0D',(?1#=#*"#31(#'017(%#"#1,0&+(qb78887(&*U1#(0D',(98 \ (*G(#*&&\$,.(Y'317("3"'&&+('#*" ,-(q9878887(?#*?#31-(q:7888(?1#(%*"#31(U\$0D(: (30"-1,0(/ \$, \$ / " / E5(CRE(a*#(0D\$3(?#*?#3'&7(10%1?0(01'%D\$, .7(0D1#1(\$3('&3*(#131'##D(',-(31#<\$%1(*??*#0", \$0+(G*#(0D1(Z / 1#0"3(G'%&0+5(C>E(T3(0D1#1(' ,+(#1<\$1U(?#*%133_(X1?#*#0(0*(0D1(!D'\$#_(ID1(W)AA(3" . .1301-(?#*#<\$-,.(0D1(' , ,"'&(#1?#*#05(C[E(ID1(W)AA(%&&1-(G*#(%* / / \$0011(/ 1 / Y1#3'(%* / / 1,03(Y+(0D\$3(%* / \$,.(a#-\$'+(2'+(R#-(Y+("3\$,.(0D1(3" . .130\$,./ * -1(\$,(0D1(K** .&1(-*%(3"%D(0D'0(0D1(W)AA(S,*U3(UD*(3" . .1303(\$05((R5(A??*#<1(/ \$, "013(C'00'%D1-E(A??*#<1-(0D1(/ \$, "013(*G(0D1(%"##\$%"&" / (%* / / \$0011(/ 110\$,.(* ,(A?#&&(665(((>5(V?-'01(',-(X1<\$1U(*G(?#*?#31-(%D',.13(0*(K1*3%\$1,%1(/ ']'#5(C)&1'31(,*01('--\$0\$*, '&(1 / '\$&(/ '01#'\$&5E(W)AA(1 / ?D'3\$B1-(SG(0D1#1(U1#1(3* / 1(%D',.13('GG1%01-(3* / 1*,1`3(A??1,-\$0(J7(1<1,(SG(0D\$3(?1#3*,(\$3(*0(\$,(0D1(-1?'#0 / 1,07(0D'0(?1#3*,(3D*"&-(Y1(,*0\$G\$1-(',-(%* ,3"01-5(((([5(L0',-'#-\$B'0\$*,(*G(T,01#,3D\$?(%#1-\$0(D*"#3((C9E(ID1(%D'\$#(*G(0D1(%"##\$%"&" / (%* / / \$0011(30'#01-(0D1(%* ,<1#3'0\$*,(Y+(?*#\$,0\$,.(*"0(0D'0(0D1#1(U'3(',\$,%*,3\$301,0(?*&\$%+(G*#(\$,01#,3D\$?3Q(L1 / 1301#=#&*,.(\$,01#,3D\$?(D'3(658(%#1-\$0(Y"0(G*#(0D1(3D*#0=01# / (&\$S1(U\$,01#(01# / (\$,01#,3D\$?(30"-1,03(#1%1\$<1(B1#*(%#1-\$05(ID1(30"-1,0(10?1#1\$,%1(0D1(3' / 1(0D\$, .7(*,1(\$3(.<1,(0D1(%#1-\$0(*,1(\$3(*0(.<1,(0D1(%#1-\$05(TG(0D1(\$,01#,3D\$?(30"-1,0(?'\$-(0*(@1)'"U7(0D1(%#1-\$0(\$3(.<1,5((

C6E(A, , 1(?*\$, 01 - (*"0D'0(0D\$3(U'3('R8=+1 '#=*k - (3+301 / 5((
CRE(T0(U'3(3" . . 1301 - (. \$<\$, . (B1#*(%#1 - \$0(G*#(' (31 / 1301#=#k* , . (\$, 01#, 3D\$?5(ID1(Y\$. (\$ / ?' %0(U\$&&(Y1(
2 ' , ' . 1 / 1, 0(' , - (2 1 - \$'(a1&&*U5(L0" - 1, 03('#1(#1^"\$#1 - (0*(- *('(31 / 1301#=#k* , . (\$, 01#, 3D\$?(' , - (. 10(
'% ' - 1 / \$(%#1 - \$035((
C>E(@ '<1(?*\$, 01 - (*"0D'0(\$G(' , (\$, 01#, 3D\$?(U\$0D*"0(?' \$- (' , - (, *0(%* , , 1%01 - (U\$0D(0D1('% ' - 1 / \$(
10?1#\$1 , %1(0D1 , (0D1#1(U\$&&(Y1(?#*Y&1 / '0\$%5(ID1(1 / ?&*+1#(D'3(\$&&1 . ' &(?#133"#15(
(
b5(!* / ?&101 - () *&&Q(Z, D' , %\$, . (K&*Y'&(H1 '# , \$, . ('0(@1) ' "U(0D#*" . D(0D1(K&*Y'&(H\$Y1# '&(A#03(
[A&&\\$' , %1\(CKHAAE\(](#)
C9E(ID\$3(?*&&' 3S3(UD\$%D(KHAA(\$, 30\$0"0\$* , 3(+*" (U*"& - (&\$S1(0*(#1%* / / 1 , - 5(ID1(?*&&(#13" &03(U\$&&(Y1(
3D'#1 - (U\$0D(0D1(! "##\$% " & " / 7(a '% " &0+(@ 1<1&*? / 1, 07(' , - (L0#'01 . \$(%)& ' , , \$, . (%* / / \$001137(UD\$%D(U\$&&(