

## CAPC Annual Report

**Due Date:** Submit in MSWord format to [ecus@list.gcsu.edu](mailto:ecus@list.gcsu.edu) no later than April 22, 2011

*Note: This report should represent consensus of the entire committee and serve as a historical record of committee deliberations over the academic year.*

**Committee Name:**

Curriculum and Assessment Policy Committee

**Academic Year:**

2010-2011

**Committee Charge:**

[http://info.gcsu.edu/intranet/univ\\_senate/Standing\\_Committee\\_Bylaws.htm](http://info.gcsu.edu/intranet/univ_senate/Standing_Committee_Bylaws.htm)

**Committee Calendar:**

August 11, 2010 – Organizational Retreat  
August 30, 2010  
September 3, 2010  
October 1, 2010  
November 5, 2010  
December 3, 2010  
January 14, 2011  
February 11, 2011(rescheduled from Feb. 4, 2011)  
March 4, 2011  
April 1, 2011

**Executive Summary:**

This year CAPC had the opportunity to discuss and weigh in on the new Core Curriculum. CAPC voted and approved the Core Curriculum Outcomes and the new Core Curriculum. This was an extremely busy year and part of the opportunities was the need to adopt the Core Curriculum Outcomes, the new Core Curriculum, and all of the proposals for new programs and for changes in present programs. Additionally, with reports from the University Curriculum Committee(UCC), CAPC was kept abreast of the new courses that were created due to the new Core Curriculum.

In August the committee discussed the role CAPC could play in the Core Curriculum Outcomes, the new Core Curriculum and the work of the UCC.

The UCC updates provided information to CAPC. Cara Meade was invaluable in reports to the committee with regards to the progress of the UCC. These sessions provided the committee with an opportunity to ask questions about what type of progress is being made and take information back to their units. In the coming years, the UCC will probably become more important for CAPC, particularly if UCC becomes a subcommittee of CAPC.

CAPC submitted 11 separate motions to be considered before the entire Senate during the 2010-2011 school year. All of the motions were curricular changes to new or existing programs. The workload represents a significant increase from the previous year's load.

## Committee Membership and Record of Attendance:

Attendance 2010-11	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Beauty Bragg	X	R	X	X	X	X	X	X	X
Ryan Brown	X	X	X	X	X	X	X	R	X
Beth Broyles	X	X	X	X	X	X	X	X	X
Carol Christy	X	X	X	X	X	R	X	X	X
Diane Gregg	X	X	X	X	X	R	X	X	X
Sandra Hancock	X	R	R	R	R	X	X	X	X
Donna Ingram	X	X	X	X	X	X	X	X	R
Mary Magoulick	X	X	X	X	X	X	X	X	X
Julia Metzker	X	X	X	X	X	X	X	X	R
Cara Meade	X	X	X	X	X	X	X	X	X
John Swinton	X	X	R	X	X	X	X	X	X
Barbara Roquemore	X	R	X	X	X	X	X	R	X
Deborah Vess	X	X	X	X	R	X	X	X	R

### Committee Operating Procedures:

At the August 30 meeting of CAPC members agreed that meetings would continue to be informal unless any particular issue required a more formal approach. If and when the need arises for a more formal approach to any issue, the committee will revert to Roberts Rules of Order. For all matters that come to a vote the chair will officially abstain unless the vote is needed to break a tie. All subsequent vote tallies will reflect the chair's abstention.

### Motions brought to the Senate floor:

#### CAPC Motion Summary 2010-2011

CAPC submitted 11 separate motions to be considered before the entire Senate during the 2010-2011 school year. All of the motions were curricular changes to new or existing programs. The workload represents a significant increase from the previous year's load.

**August 11, 2010- Retreat-** Items discussed at meeting: 1)Orientation recap from new senators ; 3)Robert's Rules recap and discussion ; 4) Core Curriculum elements will come through CAPC; 5) Discussion about relation of CAPC to core revision; 6)Outcomes through CAPC; 6)Structure of core through CAPC; 7)UCC as part of CAPC; 8) Four Criteria for CAPC Review of Proposal-Fits mission, Demand/Need, Required resources, Assessment; 9) Collaboration with other committees; 10) Routing ideas to ECUS 11) Monthly chair meetings with ECUS. During the meeting, a retrospective on the 2009-10 CAPC year.

#### August 30,2010

**01011.CAPC.001.0- New Core Curriculum-** The supporting document includes:

- A chart summarizing the proposed credit hour distribution;
- A rationale for proposed changes to Areas A-E ;
- A rationale for additional exposures to the Global Overlay beyond USG minimums.

- A rationale for the creation of two additional overlays, Writing Intensive and Speaking Intensive, along with proposed minimum exposures.

**September 3, 2010- Modern- Discussed/No Action Taken-** Foreign Language Proposals- Change the majors, B.A. in French and B.A. in Spanish, to B.A. in Modern Languages and Cultures (with concentration in French Studies) and B.A. in Modern Languages and Cultures (with concentration in Hispanic Studies) respectively; Plan for discontinuation of present majors, B.A. in French and B.A. in Spanish.

**October 1, 2010- Modern- Discussed/No Action Taken-** Foreign Language Proposals (continued from September CAPC Meeting)- Change the majors, B.A. in French and B.A. in Spanish, to B.A. in Modern Languages and Cultures (with concentration in French Studies) and B.A. in Modern Languages and Cultures (with concentration in Hispanic Studies) respectively; Plan for discontinuation of present majors, B.A. in French and B.A. in Spanish.

**November 5, 2010- Modern- Discussed/No Action Taken-** Foreign Language Proposals (continued from October CAPC Meeting)- Change the majors, B.A. in French and B.A. in Spanish, to B.A. in Modern Languages and Cultures (with concentration in French Studies) and B.A. in Modern Languages and Cultures (with concentration in Hispanic Studies) respectively; Plan for discontinuation of present majors, B.A. in French and B.A. in Spanish.

**December 3, 2010- Modern- Discussed/No Action Taken-** Foreign Language Proposals (continued from November CAPC Meeting)- Change the majors, B.A. in French and B.A. in Spanish, to B.A. in Modern Languages and Cultures (with concentration in French Studies) and B.A. in Modern Languages and Cultures (with concentration in Hispanic Studies) respectively; Plan for discontinuation of present majors, B.A. in French and B.A. in Spanish

**Information Items-** 1)UCC Approved Courses; 2)Discussion Item- CAPC review of information item (UCC);Process of reviewing information items such as new courses; 2) Review of new BOR process for curricular review; Link to new Program Review policies and processes [http://www.usg.edu/academic\\_programs/new\\_programs/](http://www.usg.edu/academic_programs/new_programs/) ; Link to program and curriculum changes [http://www.usg.edu/academic\\_programs/changes/](http://www.usg.edu/academic_programs/changes/) .

**January 14, 2011-** 1)Deactivation of general business major-The College of Business determined that the general business major, which was originally intended to be a major focusing on entrepreneurship, is more often used by students as general business undecided. The faculty wants to encourage students to have a more focused track. Employers do not prefer more specific degree programs, and general business is regarded as a weak major. Questions were raised about how this would affect the retention of students. Those students who are undecided belong in business undecided category so that they could be placed in a more appropriate program once they have taken some courses. Students genuinely interested in entrepreneurship will be served by the new small business management concentration. Some students may end up

in other programs altogether. College of Business resources are nearly stretched beyond being able to serve all of the current students. 2)Discontinuation of Business Communication Minor There is no demand for this minor. Minor may already be deactivated.

**Information Items-** 1)The College of Business will offer a small business management concentration ; 2 UCC Approved courses were shared by B. Roquemore.

**Discussion Item:** University Core Courses

How will students know what the topics are in Area B courses? Where can that information be found and how should it be given to students? What is the role of CAPC in ensuring this information is available to students and faculty?

Area B, especially B1, does not seem to have enough sections to accommodate incoming freshman students. The Colleges of Business, Health Sciences, and Education are encouraged to put forth proposals for Area B courses.

**February 11, 2011**

**01011.CAPC.002-** To make the BS in Exercise Science a stand-alone major. The current program is presently offered as a concentration under the B.S. Degree in Health Education. The stand-alone program will enable the Department of Kinesiology to seek external program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). There is currently only one accredited program in exercise science in Georgia.

**01011.CAPC.003 -**To deactivate the Exercise Science concentration of BS in Health Education, contingent on BOR approval of the BS in Exercise Science.

**01011.CAPC.003-** To approve the renaming of BS in Health Education to BS in Public Health and modifications contingent on the BOR approval of the BS degree with major in Exercise Science. The proposal from the College of Health Sciences is to rename the program “BS in Health Education: Community Health and Human Services” to “BS in Public Health.” Additionally, two courses KINS 2313 and KINS 3333 were revised with name changes, biostatistics applications were added to KINS 4813, and two new courses “Introduction to Environmental Health” and “Public Health Administration” were developed to meet missing components of public health knowledge.

**Information Items-** 1)Business- Revision of the Part-time MBA in Macon and Warner Robins; 2)UCC Approved Courses- 1) Changes to Outdoor Education Program; 2)Information Item- UCC Approved Courses

**April 1, 2011- Information Item-** 1) The Special Education Program requests to make changes in the B.S. in Special Education program course requirements. The course changes will not change the program hour requirements, but increase trainee course requirements in literacy and math. Presented documents include deletions and additions to program course requirements; 2) UCC course approvals.

**Committee Reflections/Other Significant Deliberation (Non-Motions):**

CAPC spent a great deal of time discussing the new Core Curriculum and its implications. Additionally, UCC course approvals were part of the ongoing discussions. With all of the 11 program proposals, it was difficult to have other goals and directions.

CAPC worked very efficiently in 2010-2011. While as a committee it did take up discussions concerning a wide assortment of curricular issues on campus, at no time did the committee get bogged down in irrelevant discussions. It handled its tasks in a very methodical way. There seemed to be a plethora of curricular issues that needed attention. This has been an extremely productive and active year.

**Committee Recommendations:**

- 1) CAPC continues to strive to evaluate the merits of new proposals
- 2) CAPC continues have a seat on appropriate assessment/curricular committees.
- 3) CAPC recommends a lengthier timeline for a Core Curricular process in the future.

**Recommend items for consideration at the governance retreat:**

CAPC recommends that all motions that come to CAPC that propose significant curricular changes (e.g. addition of degree programs or minors, or significant changes in course offerings or content) include the following information:

- Indication of demand for changes (e.g. student demand, accreditor, BOR change)
- Resource requirements
- Consistency with University mission
- Impact on Campus at large
- Assessment plan

While, traditionally, all changes have been examined with an eye toward the first four points, it is imperative that program assessment becomes ingrained into the campus mindset. Therefore, we suggest that assessment plans that include a mechanism for measuring future student success become part of curricular change proposals.

Submitted respectfully,

Barbara C. Roquemore, Ed. D.  
CAPC Chair, 2010-2011