Template of University Senate Committee Annual Report

Due Date: Submit in MSWord or pdf format to senate@gcsu.edu

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: 2016-17

Committee Charge:

V.Section2.C.2. Curriculum and Assessment Policy Committee

V.Section2.C.2.a. *Membership*. The Curriculum and Assessment Policy Committee shall have thirteen (13) members distributed as follows: eleven (11) members selected from the Corps of Instruction faculty, at least seven (7) of whom are elected faculty senators, one (1) member who is the Chief Academic Officer or an individual appointed by the Chief Academic Officer to serve as her/his designee in compliance with V.Section2.C, and one (1) member appointed by the University President in compliance with II.Section1.A.5.

V.Section2.C.2.b. *Scope*. The Curriculum and Assessment Policy Committee shall be concerned with policy relating to curriculum and academic assessment, which includes, but is not limited to, policies relating to general university degree requirements (e.g. General Education Curriculum, Foreign Language requirement, Wellness requirement), academic program assessment, and continuing education and non-degree programs. In addition to its policy recommending function, this committee shall be responsible for reviewing and approving proposals to create or deactivate certificates, concentrations, degree programs, and minors, as well as the periodic review of general education requirements and learning outcomes. This committee also provides advice, as appropriate, on procedural matters relating to curriculum and academic assessment.

Committee Calendar:
August 9, 2016 (Governance Retreat)
September 2, 2016 (Meeting cancelled due to GC Campus/Milledgeville water main break)
October 7, 2016 – 12:30-1:45 and 2:00-3:15 (Earlier meeting due to previous cancellation)
November 4, 2016 – 2:00-3:15
December 2, 2016 – 2:00-3:15
February 3, 2017 – 2:00-3:15
March 3, 2017 – 1:15-2:00 (Called meeting by Presiding Officer of University Senate) 2:00-3:15
March 31, 2017 – 2:00-3:15

Executive Summary:
A narrative abstract of the main issues of committee deliberations throughout the year.

Committee Membership and Record of Attendance:
COMMITTEE NAME: CAPC
COMMITTEE OFFICERS: LYNDALL MUSCHELL (CHAIR), ANGEL ABNEY (VICE CHAIR), JOSIE DOSS (SECRETARY)
ACADEMIC YEAR: 2016-2017

AGGREGATE MEMBER ATTENDANCE AT COMMITTEE MEETINGS FOR THE ACADEMIC YEAR:
"P" denotes Present, "A" denotes Absent, "R" denotes Regrets

Meeting Dates	8/9/16	9/2/16	10/7/16A	10/7/16B	11/4/16	12/2/16	2/3/17	3/3/17**	3/3/17	3/31/17
Lyndall, Muschell (Chair)	P	*	P	P	P	P	P	P	P	P
Angel Abney (Vice Chair)	P	*	P	P	P	P	R	P	P	P

Josie Doss (Secretary)	P	*	P	P	P	P	P	P	P	P
Kay Anderson	P	*	P	P	P	P	P	P	P	P
Hauke Busch	P	*	P	P	P	P	P	R	P	P
Jeff Dowdy	P	*	P	P	P	P	P	P	P	P
Juan Ling	R	*	P	P	P	P	P	P	P	P
Catrena Lisse	P	*	P	P	R	P	R	R	R	P
Mary Magoulick	P	*	P	P	P	P	P	P	P	P
Cara Meade	P	*	P	R	P	P	R	P	P	P
David Weese	A	*	A	P	P	P	P	P	P	P
James Welborn	A	*	P	P	A	P	P	P	P	P
James Winchester	A	*	P	P	R	P	P	P	P	P

* 9/2 meeting canceled due to University closure.

Motions brought to the Senate floor:
Give the motion number, and motion statement as well as the committee vote and senate action on each motion that this committee brought to the Senate body for action. Short summary of committee work for each motion, if considered necessary to explain rationale, controversial matters or content that is not evident from the motion text.
[1617.CAPC.020.C]
Recommendation Against Deactivation of B.S. in Outdoor Education
Motion Text: To recommend against the deactivation of the B.S. in Outdoor Education.

Committee Votes:
October 7, 2016 – Secret Ballot – The vote was not the bring the proposal to the University Senate for deliberation and vote.
December 2, 2016 – Secret Ballot – The vote was not the bring the proposal to the University Senate for deliberation and vote.
March 31, 2017 – Majority Vote – The vote was taken to bring the above stated motion to the University Senate for deliberation and a vote.
April 21, 2017 – 26 yes/12 no – Vote by University Senate in favor of the above stated motion.

The Deactivation of the B.S. in Outdoor Education was deliberated and voted on by CAPC members on October 7, 2016 and on December 2, 2016. The minutes for these meetings can be accessed at CAPC Minutes - October 7, 2016 and CAPC Minutes - December 2, 2016 . The List of Low Performing Programs in the document attached is an excerpt from the BOR Agenda which may be accessed at http://www.usg.edu/assets/regents/documents/board_meetings/agenda_2015_08.pdf.

The timeline below provides a context for the motion beyond the supporting documents entered in the motion database.

On October 7, 2016, the proposal for the Deactivation of the B.S. in Outdoor Education came before CAPC for deliberation and vote. A large representation of constituents (faculty, administrators, past and current students) were present to speak both for and against the deactivation of the program. After much discussion, a vote was taken by secret ballot. The outcome of the vote was against the deactivation. Therefore, the proposal was not sent forward to the University Senate for consideration. The outcome was reported to the Executive Committee on the same afternoon during the meeting of the Executive Committee with Standing Committee Chairs.

On December 2, 2016, the proposal for the Deactivation of the B.S. in Outdoor Education came before CAPC for a second time for deliberation. Both faculty and administrators attended the meeting to speak both for and against the deactivation. After extensive discussion, a vote was taken by secret ballot. The outcome of the vote was against the deactivation. Therefore, the proposal was not sent forward to the University Senate for consideration.

On December 2, 2016, following the CAPC meeting, as chair of CAPC, I attended the Executive Committee Meeting with Standing Committee Chairs. The vote against deactivation of the program was reported to the Executive Committee. After extensive discussion, the members of the Executive Committee requested that CAPC submit a rationale for the committee decisions. This request was communicated to all CAPC members on Saturday, December 4. On December 13, the rationale was submitted to the Presiding Officer of the University Senate and to Dr. Costas Spirou, Interim Provost. I was informed that Dr. Spirou shared the document with President Dorman. Note that the rationale has been shared as one of the supporting documents to the motion.

On February 22, 2017, as chair of CAPC, I received a request from the Presiding Officer of the University Senate to meet with CAPC members with the purpose of discussing CAPC's denial of the College of Health Science's Deactivation of Outdoor Education proposal. In compliance with the request, a called meeting was held at 1:15 on March 3, 2017. At the meeting, CAPC members were addressed by the Presiding Officer of the University Senate with two primary purposes.

1) To assess whether or not CAPC members believed themselves to be acting within the bylaws of the University Senate. The following section from page 2, section 2 was referenced.

    The University Senate strives to be mindful and respectful of matters that are more appropriately handled at the divisional, college, and department levels, but may make recommendations concerning matters within these areas that have broader institutional impact or implications.

    As a whole committee members believe that they acted in good faith to adhere to the bylaws, specifically the statement, *"but may make recommendations concerning matters within these areas that have broader institutional impact or implications,"* as there is an obligation to ensure the process of shared governance.

2) To express the need to bring the proposal to the University Senate as a motion for deliberation and a vote so that the President could act upon the matter. Several alternatives were discussed.

    1. Three elected faculty senators could bring the proposal to the Senate floor.
    2. ECUS could bring the proposal forward as a motion to the University Senate.
    3. CAPC could bring forward the proposal as a motion to the University Senate.

On March 3, 2017, following the CAPC meeting, as chair of CAPC, I attended the Executive Committee Meeting with Standing Committee Chairs. At that meeting, it was requested by ECUS, that CAPC bring the proposal forward to the University Senate as a motion for deliberation and a vote.

On March 31, 2017, the request by ECUS to bring the proposal forward to the University Senate as a motion for deliberation and a vote was discussed by CAPC. A vote was taken. The results were that a majority of the members voted to bring the proposal forward as a motion. The decision was reported to ECUS on March 31, 2017, at the meeting of the Executive Committee with Standing Committee Chairs.

On April 21, 2017, the motion, to recommend against the Deactivation of the B.S. in Outdoor Education, was brought before the University Senate for deliberation and a vote. The vote by the University Senate was administered by a roll call secret ballot. The final tally was reported as 26 yes/12 no. Thus, the vote by University Senate in favor of the above stated motion aligned with the CAPC votes.

[1617.CAPC.019.C]
Additional Delivery Format - MAT in Secondary Education
Motion Text:
To recommend the approval of an additional delivery format for the MAT in Secondary Education as described in the supporting documents.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.018.C]
New Program Proposal - Masters of Arts in Teaching in Music Education
Motion Text:
To recommend the approval of the Master of Arts in Teaching in Music Education as proposed in the supporting documents.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.017.C]
Deactivation - Minor in Fiber Arts
Motion Text:
To recommend the deactivation of the Fiber Arts Minor based on the documentation in the supporting documents.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.016.C]
Deactivation - Masters of Arts in History
Motion Text:
To recommend the deactivation of the Masters of Arts in History based on the documentation in the supporting documents.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.015.C]
Concentration in Graphic Design - B.A. in Art
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.
Motion Text:
To recommend a new Concentration in Graphic Design within the B.A. in Art, as proposed in the supporting document titled B.A. in Art with Graphic Design Concentration.

[1617.CAPC.014.C]
Geographic Information Science Certificate
Motion Text:
To recommend that the Geographic Information Science Certificate be recognized as a formal Academic Certificate as proposed in the supporting documents.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.013.C]
Sustainability Certificate
Motion Text:
To recommend that the Sustainability Certificate be recognized as a formal Academic Certificate as proposed in the supporting documents.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.012.C]
Deactivation of Bachelors of Music Education Degree Program
Motion Text:
To recommend the deactivation of the Bachelors of Music Education degree program.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.011.C]
Deactivation of the M.Ed. in Education with a Concentration in Secondary Education
Motion Text:
To recommend the deactivation of the Masters of Education in Education with a concentration in Secondary Education.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.010.C]
Deactivation of the M.Ed. Reading, Language, and Literacy
Motion Text:
To recommend the deactivation of the Masters of Education in Reading, Language, and Literacy.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.009.C]
Additions of CSCI 1301 and CSCI 1302 to Area D for Science and Math Majors
Motion Text:
To recommend the additions of CSCI 1301 and CSCI 1302 to Area D2 of the Core (for science and math majors), specifically in the second list with the math courses.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.008.C]
Establishment of the Department of Teacher Education
Motion Text:
To recommend the establishment of the Department of Teacher Education.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.007.C]
Establishment of the Department of Professional Learning and Innovation
Motion Text:
To recommend the establishment of the Department of Professional Learning and Innovation.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.006.C]
Department of Marketing Name Change to Department of Marketing and Logistics
Motion Text:
To recommend the name change for the Department of Marketing to the Department of Marketing and Logistics.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.005.C]
Minor in Women's Studies Name Change to Minor in Women's and Gender Studies
Motion Text:
To recommend the name change for the minor in Women's Studies to the minor in Women's and Gender Studies.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.004.C]
Master of Arts in Teaching in Middle Grades Education - Change of Delivery Format
Motion Text:
To recommend a change in delivery format for the Master of Arts in Teaching in Middle Grades Education from face-to-face to an online delivery.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.003.C]
Master of Education with a Major in Middle Grades Education
Motion Text:
To recommend a change in name of the Masters of Education in Education with a concentration in Middle Grades Education to a Masters of Education with a major in Middle Grades Education with the program modifications described in the supporting document titled M.Ed. MG Rename Modify Existing Proposal.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.002.C]
Master of Arts in Teaching in Music Education - New Program Prospectus
Motion Text:
To recommend the addition of a new Master of Arts in Teaching in Music Education as proposed in the supporting document titled MAT Music Education Prospectus SEPT 2016.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

[1617.CAPC.001.C]
Master of Music Education (MMED) - Online Delivery
Motion Text:
To recommend a change in delivery format for the Master of Music Education from face-to-face to an online format.
Committee Vote: Unanimous vote to bring the above stated motion to the University Senate for deliberation and a vote.

Other Significant Deliberation (Non-Motions):
The following *information items* were reviewed by CAPC and reported to the University Senate:

Ed.S. in Educational Leadership - The Ed.S. in Educational Leadership was revised to comply with new Professional Standards Commission (PSC) requirements for Tier II Certification. This required that the program undergo a "substantive change" process as defined by the PSC. The revised program addresses the Interstate Leaders Licensure Consortium

(ISLLC) Standards. These standards have been determined by PSC to be the official standards along with the existing PSC rules for certification in Georgia. It is anticipated that the revised program will begin Fall 2017.

Ed.S. in Special Education – Modification of Existing Program – Changes are to be made in the program of study for the Ed.S. in Special Education. These changes will not affect the number of hours in the program but will reduce the number of semesters necessary for completion from 5 to 4. In addition, the start date for the program will change from Fall to Summer. The rationale is to increase interest and improve the long-term viability. Effective date Summer 2017,

MAT in Special Education – Modification of Existing Program – Changes will impact the course requirements for the program. Changes will reduce the program hours from 45 to 42 and will reduce the number of semesters required for completion from 5 to 4. In addition, the start date for the program will change from Spring to Summer. Changes allow the program to align with Professional Standards Commission rules which call for teachers with Provisional Certificates to complete the edTPA in the third semester of the program. Effective date Summer 2017.

Modify Existing Program – New Course KINS 4253 – The new course proposal, KINS 4253, will replace a former "special topics" course. It will be added to the pre-professional concentration, replacing KINS 4343. The following prerequisite change will be made: In the Fitness and Performance Concentration, KINS 3212 will replace KINS 2103. The title of Internship in Exercise Science will be assigned to KINS 4206 for registration clarity and programmatic tracking.

Modify Existing Program – Internships KINS – A title of Internship in Public Health will be assigned to KINS 4306 for registration clarity and programmatic tracking.

Modify Existing Program – Minor in Physical Education – Modifications will be made to the minor in Physical Education to allow students more choices of courses to satisfy the minor. KINS 3203, KINS 3103, ODED 2110, and ODED 2140 will be added as 3 credit hour options for the minor in Physical Education. KINS 3203 and KINS 3103 will be removed from the required courses.

Modify Existing Program – Outdoor Education Courses – Modifications will be made to the prerequisites for ODED 3530, 3540, 4520, 4540, 4560,4908, 4920, and 2150. All other prerequisites will be removed.

Modify Existing – Prerequisites for Global Health – The prerequisites for the major and/or minor in Global Health Studies will be delineated to allow students pursuing the minor to register for a 4000 level course.

Modify Existing – New Course, M.A. in Art Therapy – ARTH 6900 Specialization: Trauma and Art Therapy will satisfy current standards set by the American Art Therapy Association that states that programs must offer an area of specialization. It must be added spring 2017 for current students to meet the requirements.

Modify Existing – Master of Music Therapy – Changes are proposed to the Master of Music Therapy. These changes are proposed to align the MMT more closely with healthcare need and the American Music Therapy Association Advanced Competencies. The current MMT is 30 credit hours; the proposal will result in 35 credit hours. Four new course will be added, one new course will be added to the supportive classes, and the number of supportive courses will be reduced from 9 credits to 6 credits. MUST 6490 Comprehensive Examination and MUST 6610 Project or Thesis Defense will be discontinued as courses and become part of the Thesis/Final Project process for graduation.

Modify Existing – New Course KINS 6560 – KINS 6560 Health Policy Analysis will replace a former "special topics" course.

IDST 2050 Sustainability - An interdisciplinary course across colleges and departments presenting an introduction to the principles of sustainability, including ethics, economics, ecology, environmental policy, and personal involvement. Students will conduct real-world analyses using campus and community data, with an emphasis on critical thinking, global issues, social justice, ethical constructs, interdisciplinary research, service learning, and community engagement. This course is a requirement for the Certificate in Sustainability, and can be applied to Core Area E.

IDST 4995 Sustainability Capstone - Independent study capstone project, guided by sustainability-trained faculty, dedicated to implementing sustainability in the campus or community. Capstone projects are suited for Sustainability Fee, Coverdell, ENGAGE, or MURACE grants, and should work toward priorities identified by the Sustainability Council. Course can be aligned to coincide with capstone projects in the student's major.

PHIL 4320 / BLST 4320 African American Philosophy - This course will survey the writings of African American thinkers in such areas as African American Feminism and Womanism, Black Theology, Pan-Africanism, and Race philosophies, among others. This course will introduce students to the voices of African Americans in the discipline in philosophy, which, in tum, will help them understand how necessary it is to include diverse perspectives in the discipline. Prerequisite: Survey of Philosophy or permission of the instructor.

PHIL 4325 / BLST 4325 Race Theory - Today, the terms "race" and "racism" are everywhere. In current debates about race and police brutality, many argue that the problem is the result of unresolved race problems in America, but this claim often leaves us with unanswered questions and worries. What is race? Why are we *still* talking about race? What can we do about racism? These and other questions frame the structure of this course. The goal of this course is to facilitate discussions that will help us be able to better articulate a response to our current concerns about race and racism. In order to establish both a framework and a purpose for our discussions, we will alternate between theories from the history of race and racism of philosophers such as Immanuel Kant with current theories and events that influence our thoughts about race.

PHIL 4100 What Is a Good Life? - Among other questions we will explore: How can we live a good life? How necessary are material goods for a good life? What is the relationship between a good life and an ethical life? How do accounts of the good life vary across ancient and modem ways of thought from the Western and the Non-Western world?

PHIL 4330 Thinking Animals - "The animal, what a word!" writes Jacques Derrida, "The animal is a word, it is an appellation that men have instituted, a name they have given themselves the and the authority to give to the living other." In this course we will examine the philosophical and ethical position of these living others, the animals. For millennia we human beings have defined ourselves by contrast to other animals in order to reinforce our sense of superiority over them. But is mere species membership really a morally relevant category? This course will take a critical look at the conventional wisdom of human exceptionalism and anthropocentric bias in light of a more current scientific paradigm. We will explore such questions as: Do nonhuman animals matter morally? What obligations might we have towards them? Should they have rights? Which rights? Equal rights? Or is rights even the best way to think about this? How can we restore right relations between us and our animal kin? What are the justice implications-both inter-human and inter-species-of the ways in which we treat other beings? We thinking animals will try to think the thinking animals within and as living others.

GEOG 4105 Geospatial Data Management - This course addresses the development of spatial database design, workload programming, and enterprise solutions for geographic information systems. The successful student will be able to create and manipulate spatial databases, integrate real world digital geographic data with a variety of computer software programs and applications, and program rudimentary scripts in Python and Visual Basic to automate processes for enterprise solutions.

GEOG 4115 Computer Cartography - Applications of computer technologies to cartographic design. Students will explore cartographic history, mapping design, and symbology theory to create a variety of reference and thematic maps for both analog and digital applications.

SOCI 3433 Sociology of Food: Exploring Paradox, Proposing Solutions - This course takes a food systems approach to exploring the production and distribution of food in the United States. It focuses on capitalism and government policy as strong influences on the types of food available for consumption and some of the consequences of eating industrial food. The course explores paradoxes such as the problem of hunger in a land of plenty and the difficulty of small-scale conventional farmers to make ends meet when their yields are as high as ever. We also consider food movements that have responded to some of the social problems associated with industrial farming. We take a structural approach in this course as opposed to an individual-level, decision making approach about food choices. Students will also have an opportunity to experience life off campus by way of working in the Lucille Harris community garden in Harrisburg.

MAT in Middle Grades Education MAED Course Corrections – Prior records for the program of study include MATH 5001 and 5002. The prefix for these two courses has been corrected to reflect MAED 5001 and MAED 5002.

ARTS 2630 Graphic Design Studio I explores digital media focusing on idea development and skill refinement. The computer is used as a creative medium introducing various software, tools, and technique that will benefit

students in achieving effective visual communication. The course primarily emphasizes in vector drawings and digital manipulations within cultural, historical, and social context.

ARTS 3630 Graphic Design Studio II combines the history of design and contemporary pedagogy within studio practice to provide students the opportunity to examine conceptual thinking and to develop practical intelligence. Many strategies will be considered for the development of visual process and practical progress in design.

ARTS 3631 Typography explores the theoretical and conceptual ideation of type and its function in design principles. Letterforms in traditional and digital media will be reviewed and explored within cultural, historical, and social context. Emphasis is given in the technical areas such as typographic structure, visual hierarchy, grid system, letter spacing, and font kerning.

ARTS 4630 Graphic Design Studio III explores advanced design approach to provide visual solutions for theoretical and conceptual design problems. The course provides students scopes of design methodologies such as critical thinking, marketing strategy, intensive research, ideation process, prototype model, and visual presentation.

ARTS 4992 Graphic Design Capstone I provides platform for students to carry out independent study focusing on advanced research, idea development, visual exploration, and oral presentation. This course will emphasis on understanding design theory and developing conceptual methodology to craft a strong portfolio.

ARTS 4993 Graphic Design Capstone II is a continued exploration of an in-depth research and conceptual development that focuses on identifying visual problems and developing alternative design solutions. This course is designed to prepare students for their senior exhibition, oral defense, and professional portfolio.

BIOL 4310 Bioethics - The course will serve as an introduction to a wide array of bioethical dilemmas faced by researchers, physicians, and the general public. There will be a focus on proper construction of moral arguments, logical reasoning, and an exploration of all sides to different issues. In addition, analysis of these topics will occur by using biological and biotechnological knowledge and performing literature-based research.

BIOL 5310 Bioethics - The course will serve as an introduction to a wide array of bioethical dilemmas faced by researchers, physicians, and the general public. There will be a focus on proper construction of moral arguments, logical reasoning, and an exploration of all sides to different issues. In addition, analysis of these topics will occur by using biological and biotechnological knowledge and performing literature-based research.

B.S. in Early Childhood, Middle Grades, Special Education – Admission and Additional Education Program Requirements - These changes are primarily based on the admission and completion requirements set forth by the Georgia Professional Standards Commission in rule 505-.3-.01REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS effective October 15, 2016.

ENGL 5680 - Hip Hop Literature and Culture - An examination of hip hop literature and culture as extensions of traditional black musical and literary expression.

ENGL 4650 - Hip Hop Literature and Culture - This course will work to situate hip hop literature and culture as extension of larger traditions of African America literature and culture. It will demonstrate how hip hop culture can facilitate a simultaneous engagement of various supposed oppositions, such as black/white, male/female, moral/immoral, and less obviously past/present and body/spirit. In doing so, we will also begin to think about how an examination of hip hop culture and literary production can trouble the tendencies to construct boundaries between high/low and/or musical/literary culture. We will utilize a variety of texts including folklore, novels, film and, of course, sonic texts.

WMST 4450 – International Women's Literature - This course will focus on international women writers of literary acclaim. We will read contemporary fiction and non-fiction from women from around the world, who set their work in various cultures and heritages (African, American, European, and South Asian). We will consider how gender and culture impact the women's writing and the lives of their characters in addition to each work's literary merits. Poetry, stories, films

and other supplemental readings may also be assigned as appropriate. Since this course will be run as a seminar, students should come prepared to discuss the readings each day, and each student must pick one assigned reading/writer to research and present/discuss in depth before the class. Students will be evaluated based on a number of written and oral assignments, including short and long essays, a final exam, writings during class meetings, and (in groups) leading the class (a type of presentation) for part of one day. Students will meet with the professor regarding final essay topics.

BIOL 4999, 3999, 2999; ENSC 4999, 3999, 2999; PSYC 4999, 3999, 2999 – Undergraduate Research - One successful model in tracking student involvement in UR is a *Zero Credit Hour Course for Undergraduate Research*. Purposes for implementing a zero credit hour course are multifold and include, but are not limited to, (a) providing an accurate count of the number of students engaged in UR as a transformative experience, (b) providing faculty with documented enrollment for their annual individual faculty reviews and T&P portfolios, (c) allowing students who'd like to become involved in research but have financial constraints or don't wish to add additional credit hours to their program an opportunity to do so, and (d) sustaining and supporting the culture of UR at GC.

THEA 1107 – Electric and Lighting - The third of a three-course certificate program designed specifically to provide students with a basic level of on-set film lighting skills, knowledge and experience with film industry standard organizational structure, professional equipment, and on-set procedures in lighting and electrics.

Certificate Modification – THEA 2007 – On-Set Film Production II - Credit Hour Change - The Georgia Film Academy of the Board of Regents has asked that THEA 2007 On-Set Film Production II be changed from 12 credits to 6 credits. In accordance with their wishes, we ask on behalf of Georgia College that this credit amount be changed. The 6 credits that this leaves will be fulfilled with other electives which the Georgia Film Academy is creating, such that the overall Film Certificate will still be an 18 credit Certificate as it was originally approved by the Senate at Georgia College.

Master of Management Information Systems
1. Change of Course Name – Change the name of MMIS 6296 from Data Base Management to Database Management
   Justification: The term data base is no longer accepted in the field as it was years ago when the class was created. The term database is used.
2. a. Change the catalog description of 6295 to *In this course, students learn the fundamentals of IT project management, with a focus on the agile project management framework. Students also learn about issues involved in the management of the information technology, the overview of communications technology used in various business applications including local area networks, wide area networks, broadband networks, wireless networks, and Internet technologies and protocols.*
   b. Eliminate 6393 from required classes for MMIS students, replacing this class with an elective
   c. Remove 6393 from the list of courses that MMIS students may use to satisfy their degree
   Justification: We believe the content coverage for project management (MMIS 6393) can be added to MMIS 6295 – IT Infrastructure. This will allow a class content project to also be used as a project management project. We cannot change MMIS 6393 because it is part of the MLSCM program. MMIS students should not be allowed to take 6393 for credit because they are required to take MMIS 6295 (which will now cover most of 6393). The new requirements will be effective Jan. 2017 because MMIS 6295 will be taught in spring 2017.

Computer Science Curriculum Changes
1. The foreign language requirement will be removed from the CS Major. Reason: Most ABET BS in CS programs do not require a foreign language.
2. CSCI 3342 Systems and Networking Programming
   Current Pre-requisite: CSCI 3341 Operating Systems
   Proposed: Pre-requisite CSCI 3341 Operating Systems and CSCI 2350 Programming Language II
   Reason: Programming assignments require knowledge of C/C++ which is taught in CSCI 2350
3. CSCI 3211 Assembly Language
   Current Prerequisite - CSCCI 1302
   Proposed: Pre-requisite CSCI 1302 **AND** Co-requisite CSCI 2350
   Reason: Knowledge of C/ C++ programming is now required which is taught in 2350

Doctor of Nursing Practice - Documentation requested revisions to program of study for the Doctor of Nursing Practice Program. This involves the deletion of one course, addition of one new course, modification of eight courses. Modifications include name changes and either

addition or reduction of the total number of required clinical hours over the six semesters instead of in the last two semesters of the program. No increase in total credit hours or required clinical hours for the program are being requested.

Government & Sociology – A modification was made to the Bachelor of Arts degree in Political Science. The senior capstone is a 3 hour requirement. The faculty requested the removal of the internship (POLS 4960 Internship and/or Cooperative) as a capstone option.

BA in English, Literature Concentration: Upper Division Course Requirements – After a review of the upper-division curriculum, the undergraduate Literature Program found limitations with its major requirement categories, both in terms of student exposure to important areas of literary study and in terms of offering a range of courses for degree progress. A proposal was submitted and approved, effective Fall 2018, which exposes students to a better range of literary areas, including national and multicultural literatures, and also affords students a broader range of options for the degree.

BA in English, Creative Writing Concentration: Changes to the Three Courses - The "Three Courses from the Following" Major Requirement of the BA in English, Creative Writing Concentration must be updated based upon the approval of the new and retitled undergraduate ENGL literature courses, effective Fall 2018.

Discontinuation of MBA program delivery at RAFB - The College of Business will no longer offer the MBA in a face-to-face mode at RAFB. This is a modification of location only; the College of Business will continue to offer the MBA degree. Effective Date: Fall 2017 – no new admits to the face-to-face MBA program at RAFB after fall 2017. Teach-out of currently enrolled and to-be-enrolled students is expected to take at least five semesters

MMIS - Change the admission waiver policy (GMAT or GRE) from AACSB institution to AACSB and/or ABET institutions

MSLCM - Change the Waiver policy from 3.5 GPA and AACSB institution to 3.15 GPA and AACSB institution

MBA – Create a Waiver policy of 3.15 undergraduate GPA and AACSB institution

CHEM 2999 - The credit hour range was changed from 1-4 credit hours to 0-4 credit hours.

PHYS 2999 - The credit hour range was changed from 1-4 credit hours to 0-4 credit hours.

ENGL 4440 - In order to expose literature students to both modern and contemporary drama, the Literature Program of the Department of English & Rhetoric has made the following changes:
1) catalog description of ENGL 4440 Modern Drama from "a study of selected modern plays in English" to "a study of selected modern and/or contemporary plays," and
2) the academic profile of the course such that whenever the phrase "modern drama" appears it is replaced with "modern and/or contemporary drama."

ENGL 4446 - In order to expose literature students to both modern and contemporary poetry, the Literature Program of the Department of English & Rhetoric has made the following changes:
1) the catalog description of ENGL 4446 Modern Poetry from "a study of selected modern poetry in English" to "a study of modern and/or contemporary poetry," and
2) the academic profile of the course such that whenever the phrase "modern poetry" appears, it is replaced with "modern and/or contemporary poetry."

ENGL 4110 - On March 10, 2010, after being approved by the Department of English & Rhetoric and Chair Whitaker as well as the College of Arts & Sciences Curriculum & Instruction Committee and Dean Procter, Provost Jordan approved changing the academic profile of ENGL 4110 Literary Criticism and 5110 Literary Criticism to an in-depth study of one to three critical theories. However, the subsequent catalog description was not amended. The revised catalog description should read: "A focused study of one or two methodologies of literary criticism."

ENGL 4555 - The Literature Program of the Department of English & Rhetoric has changed the title of ENGL 4555 American Literature 1865 to 1920 to ENGL 4555 American Realism.

BIOL 3810 - This course provides an overview to botanical concepts including the biology of the plant cell, energetics (photosynthesis and respiration), plant structure and development, physiology (growth and development, nutrition, water relations), along with a consideration of ecology, systematics, and evolution.

ENGL 4224 - A study of selected works of poetry and prose from the Renaissance period in England, continental Europe, and explorations of the Americas.

ENGL 4229 - A study of dramatic literature from the Elizabethan and Jacobean periods in England.

ENGL 4450 - A study of literature and film by and about women from a global perspective and from perspectives of women's and gender studies.

ENGL 4540 - A study of selected American literature from 1800-1865.

ENGL 4660 - A study of early twentieth-century American literature

ENGL 4675 - A study of contemporary American literature.

ENGL 4775 - A study of the interconnections between folklore and literature and how they influence each other, from a global perspective.

ENGL 4810 - A study of film and film theory.

ENGL 4820 - A study of selected texts by Jane Austen in comparison with film adaptations of Austen's work.

ENGL 4910 - Special studies in topics in American literature. This course is repeatable for credit.

ENGL 4915 - Special studies in topics in American literature. This course is repeatable for credit.

ENGL 4920 - Special studies in topics in pre-1800 literature. This course is repeatable for credit.

ENGL 4925 - Special studies in topics in post-1800 literature. This course is repeatable for credit.

ENGL 4530 - A study of selected American literature before 1800.

THEA 1207 - The third of a three-course certificate program designed specifically to provide students with a basic and advanced level of on-set grip rigging skills, knowledge and experience with film industry standard organizational structure, professional equipment, and on-set procedures in grip rigging.

THEA 1307 - The third of a three-course certificate program designed specifically to provide students with a basic level of on-set film set construction skills, knowledge and experience with film industry standard organizational structure, professional equipment, and on-set procedures in set construction.

Other Significant Deliberation (Non-Motions or Information Items):
1. Guidelines for Submission of Curriculum Changes – Kay Anderson, Dale Young, Costas Spirou, and Lyndall Muschell met on August 25, 2016, to discuss the guidelines for submission of curriculum changes and approval process. As a result the attached flow chart was developed. This represents only minor changes from the existing process. The most significant is that new courses, course changes, program or study changes, or changes to existing programs originating at the department level will be sent by the Dean of the unit to the Associate Provost, Registrar, University Senate Presiding Officer, and CAPC Chair.

2. At the request of ECUS, CAPC began a review of the scope of the committee which is currently outlined in the by-laws. Following are points which were discussed:
   - Listening to concerned constituents (faculty, students, concerned community members, etc.)
   - Considering greater implications to the university community as a whole
   - Reviewing, approving, disapproving, and making recommendations
   - Providing a checks and balances system for the process of shared governance

Ad hoc committees and other groups:
None

Committee Reflections:
Timing of Graduate Council Meetings – Impact on Approval Process – Committee members discussed the timing of meeting for Graduate Council and the impact on CAPC. Currently, Graduate Council meets the Friday immediately before the scheduled CAPC meetings. The concern is related to the time sensitive nature of curriculum items – both action items and information items. The current expectation or practice is that the CAPC chair is informed early in the week of the actions taken by Graduate Council and proposal are forwarded for distribution to CAPC members for review in the upcoming Friday meeting. Many proposals are lengthy with nuances based within specific disciplines. Not only do CAPC members need to thoroughly review the proposals, but also it is desirable to have representatives from respective programs to attend the CAPC meeting when the program is reviewed. This review, development of the CAPC agenda, and sharing the agenda with prospective representatives must take place within an extremely short period of time. CAPC's role in the review of curriculum changes is a strong example of shared governance; however, under the existing schedule, this role is extremely hard to fulfill in a timely manner. CAPC proposed that the Graduate Council meetings be scheduled two weeks before CAPC meetings to ensure that CAPC members have the time necessary to prepare for their meeting.

Review of Committee Composition – The composition of the committee as defined in the University Senate Bylaws was discussed. It was determined that the current composition is appropriate. The view was expressed that the wording specifically state that there be representation from each of the academic units.

There was the suggestion that the number of elected faculty senators be increased by one to allow for one elected faculty senator to serve on the Sub-Committee on Core Curriculum without being a member of the Curriculum and Assessment Policy Committee.

Committee Recommendations:
- The committee recommends that Graduate Council meet at least 2 weeks prior to the CAPC Committee meeting. (See discussion notes above.)
- The committee recommends that the practice of reporting Information Items in the minutes be continued.
- Committee members should continue the discussion related to the scope of CAPC as stated in the bylaws.
- After the final committee meeting of CAPC on March 31, multiple information items were forwarded from A&S. These documents will need to be reviewed, included in the minutes for the meeting, and reported to University Senate through the Consent Agenda.

Recommend items for consideration at the governance retreat:

Appendix: Committee Operating Procedures

2015-2016 CAPC OPERATING PROCEDURES

1. The Curriculum Affairs Policy Committee (CAPC) is governed by the Senate bylaws in participating in the shared governance of Georgia College & State University. The members are accountable to the constituents they serve and function as a team to benefit these constituents
   - reviews motions and resolutions submitted for University Senate consideration
   - is responsible for the maintenance and dissemination of meeting minutes,
   - ensures that governance documents are up-to-date and accessible (including statutes, bylaws, handbooks, and calendars), and

2. The CAPC members work cooperatively as a team for the good of the University, the University Senate, and the Committee. To realize this objective, members should
   - attend and participate in all scheduled meetings,
   - communicate respectfully, openly, and candidly with each other

3. The CAPC acts as an appeals committee for those objecting to decisions made by the Subcommittee on Core Curriculum (SoCC)
   - Those objecting to a decision by SoCC may submit a written appeal to CAPC. They must do so within ten business days after the SoCC decision. At least three faculty must sign the appeal.

4. Committee Officer Responsibilities
- ▪ Chair (Presiding Officer)
  - • Drafts, in consultation with the committee, the tentative agenda for committee meetings
  - • Distributes each tentative agenda to the committee via email prior to the committee meeting
  - • Be contacted by committee members extending regrets prior to a scheduled committee meeting
  - • Presides at committee meetings
  - • Entering committee motions proposed for University Senate consideration into the online motion database
  - • Advertising committee meeting times and meeting agenda to the university community
  - • Present the CAPC report to University Senate at scheduled University Senate meetings
  - • Others as defined/assigned by the committee

- ▪ Vice-Chair (Presiding Officer Elect)
  - • Assumes all duties and responsibilities of the chair in the absence of the chair
  - • Others as defined/assigned by the committee

- ▪ Secretary
  - • Be contacted by committee members extending regrets prior to a scheduled committee meeting
  - • Drafts, in consultation with the committee, the minutes for committee meetings
  - • Posts committee minutes in a manner consistent with University Senate protocol after the minutes have been reviewed by the committee – including any amendments made as a result of the review
  - • Others as defined/assigned by the committee

5. Communication
- ▪ Communicate via the capc@list.gcsu.edu email list to communicate approval or share constructive suggestions
- ▪ Notify the committee chair and secretary to extend regrets prior to scheduled committee meetings.
- ▪ Deliberation on information items is deferred to email conversation unless a committee member recommends face to face.
- ▪ Informational items must be reported to ECUS/SC chairs and US to be formally recorded in the minutes
- ▪ Guidelines for submitting proposals to CAPC

6. Duration of Meetings
- ▪ Committee meetings shall be no more than seventy-five (75) minutes in duration unless otherwise agreed to by a motion to extend the meeting duration

7. Agenda
- ▪ Agenda items will be prioritized by time-sensitivity and not necessarily reflect their relative importance.
- ▪ The tentative agenda is distributed to the committee members, by the CAPC Chair as early in the week of a meeting as possible and is finalized in consultation with the other members of CAPC.
- ▪ Drafts of supporting documentation for agenda items are provided to the committee members, and standing committee chairs when appropriate, prior to the meeting whenever possible to encourage and facilitate review prior to the meeting.

8. Deliberation and Parliamentary Authority
- ▪ Deliberation is informal until there is a motion for committee consideration in which case Robert's Rules apply.
- ▪ The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the CAPC Committee in all cases to which they are applicable and in which they are not inconsistent with the University Senate Bylaws, these operating procedures and any special rules of order CAPC may adopt.

9. Quorum & Voting
- ▪ A majority of the committee membership shall constitute a quorum.
- ▪ Unless otherwise determined by the committee in advance of the vote, a majority vote is necessary for committee approval.
- ▪ In all committee votes, the voting threshold is applied to the number of voting members present at the time of the vote assuming the presence of quorum.

10. Minutes

- CAPC members review the initial draft of the minutes of CAPC meetings prior to distribution to the University Senate.
- The CAPC secretary shall prepare a draft of the minutes of each committee meeting and may request guidance from the committee during a meeting to inform the preparation of this draft.
- This draft of the minutes is circulated to the committee for review prior to posting.
- If suggested revisions are offered, the revised minutes are again distributed to the committee for review.
- The minutes are posted as soon as possible after the review process concludes.
- Except for the minutes of the final meeting of the academic year, the approval of the previous meeting minutes is an item on the agenda of each CAPC meeting.
- Informational items shall be included in the minutes.

11. Amendment of these operating procedures
- These committee operating procedures may be amended by a majority vote at any scheduled committee meeting provided that committee members receive written notification in advance of the meeting at which the proposed revision(s) is/are considered. Any such revision(s) that are approved are effective immediately following the committee vote.