

Modifications to 2011-2012 Motions not formally reflected in the on-line motion database

22 April 2011 (organizational) meeting: No changes

10 August 2011 (retreat) meeting: No changes

23 September 2011 meeting: No changes

28 October 2011 meeting:

- CAPC Motion 1112.CAPC.002.P Review Process
 - Change motion type from P (policy) to R (resolution) making motion number 1112.CAPC.002.R
 - Add Amend_1112CAPC002P_2011-Oct-28.pdf as a supporting document with file descriptor text “Motion Text Prior to and Following the Amendment on the Senate Floor”
 - Replace the motion text with *To endorse the curricular review processes articulated in the supporting document with the understanding that CAPC is responsible for making future modifications to these processes that promote and maintain efficiency, simplicity, and best practices in institutional curricular review.*

18 November 2011 meeting: No changes

27 January 2012 meeting:

- CAPC Motion 1112.CAPC.004.C GC Core Curriculum Revision
 - Add Revision_1112-CN-004SuppDoc.pdf as a supporting document with file descriptor text “Cube Revision as Amended on the University Senate Floor at the 27 Jan 2012 meeting”
- CAPC Motion 1112.CAPC.011.B Establish a CAPC Subcommittee
 - Add AfterFirstReading_1112-CAPC-011-B.pdf as a supporting document with file descriptor text “UCC Bylaws Revision as amended at its First Reading”

24 February 2012 meeting:

- APC Motion 1112.APC.001.P Student Video Recording
 - Document Catherine Whelan motion to Commit to APC for reformatting
- APC Motion 1112.APC.002.P
 - Preface the existing motion text with the phrase “To adopt the following as university policy”.
- RPIPC Motion 1112.RPIPC.002.R Carnegie Community Engagement Classification
 - Add SuppDoc_1112-RPIPC-002-R.pdf as a supporting document with file descriptor text “Motion Text Prior to and Following the Amendment on the Senate Floor”

23 March 2012 meeting: No changes

20 April 2012 meeting:

- APC Motion 1112.APC.001.P Student Video Recording
 - Preface the existing motion text with the phrase “To add the following as a required statement on course syllabi”

Signatures and Other Irregularities

- 1112.APC.002.P No action by University President
- 1112.CAPC.012.C No action by University President
- 1112.CN.003.O Likely needs to be deleted (no motion text)
- 1112.CN.004.O No action by Presiding Officer (Catherine Whelan) or University President
- 1112.RPIPC.001.O Never Presented to University Senate formally (review for possible deletion)
- 1112.CAPC.006.C No action by University President
- 1112.CAPC.007.C (CAPC.010.C) Neither presented formally to University Senate (review these)
- 1112.APC.001.P No action by University President
- 1112.RPIPC.002.R No action by University President

1112.CAPC.002.P

Current Form

1112.CAPC.002.P

To approve the curricular review process outlined in the supporting document.

Motion to Amend 112.CAPC.002.P

As curricular review by the University Senate is typically delegated to CAPC, the motion type be modified from policy (type P) to a resolution (type R) and read as follows:

1112.CAPC.002.R

To endorse the curricular review processes articulated in the supporting document with the understanding that CAPC is responsible for making future modifications to these processes that promote and maintain efficiency, simplicity, and best practices in institutional curricular review.

Revision of GC Core Curriculum (GC₃)

Developed by the University Curriculum Committee
Reviewed by CAPC on December 2, 2011

Proposal: Strategically Revise GC's Cube Outcomes

Rationale: In August 2010, the University Senate endorsed the submission of the new GCSU Core Curriculum to the Board of Regents. This proposal was comprised of the plan for implementation of the new Core (now GG3 or the Cube) along with 21 Student Learning Outcomes (SLOs). While all the outcomes are reflective of knowledge and skills that are desired in our graduates, there is much overlap across outcomes, and some were written to assess very discrete skills; an endeavor more appropriate for discipline-related courses and programs. A concern as an assessment plan is being designed to assess the Cube is that, given the overlap, several outcomes will need to be assessed repeatedly throughout the Cube and then throughout the major. Additionally, given the focused nature of some of the outcomes, assessment will be difficult in courses that are not specifically geared towards developing and/or teaching the skills required as a result of such outcomes. We propose to reconsider the inclusion of the Writing and Speaking Overlays that include SLOs 12-18 in the current Cube plan.

Current Cube Requirements (<http://www.gcsu.edu/success/corecurriculum.htm>)

Specific proposed actions:

1. Remove the Writing and Speaking Overlays from the Cube, thus eliminating student learning outcomes 12-18. These outcomes are encompassed in the Area A outcome and should be assessed in Area A and discipline-related courses. Additionally, written and oral communication is also a priority in the newly proposed University Shared Learning Goals and thus will be emphasized and assessed throughout our students' entire undergraduate experience.

SLO-12. Students will be able to demonstrate style, personal voice, and coherence as a communicator.

SLO-13. Students will be able to use description, analysis, and synthesis of data, ideas or information appropriate to the purpose.

SLO-14. Students will be able to employ organization appropriate to the purpose and intention between the writer and reader.

SLO-15. Students will be able to demonstrate vocal delivery, which encourages listening.

SLO-16. Students will be able to employ physical presentation and use of the body appropriate to the speaking situation.

SLO-17. Students will be able to understand and demonstrate skill in listening and extracting information from oral communication.

SLO-18. Students will be able to employ organization appropriate to the purpose and intention between the speaker and audience.

2. Continue requiring that Area B1 courses have an additional writing or speaking component. This can be implemented and assessed by University Shared Learning Goal #1, Oral and Written Communication.

3. Continue requiring that Area B2 courses have an additional writing component. This can be assessed by University Shared Learning Goal #1, Oral and Written Communication.

4. Eliminate the requirement that students must gain one additional exposure to either the writing or speaking overlay beyond exposures provided in Areas A and B

Version After Revisions Made During the First Reading for 1112.CAPC.011.B

Bylaws Revision Proposal Subcommittee on the Core Curriculum

Membership: The Subcommittee on the Core Curriculum shall have ten (10) members distributed as follows: the University Registrar who is an ex officio non-voting member, eight (8) selected from the Corps of Instruction faculty, at least three (3) of whom are elected faculty senators, and one (1) member who is the Chief Academic Officer or an individual appointed by the Chief Academic Officer to serve as his/her designee. For each college not represented from among the aforementioned three (3) elected faculty senators serving on the committee, the outgoing Subcommittee on Nominations shall nominate a Corps of Instruction faculty member from that college to serve on this committee.

Reporting: The Subcommittee on the Core Curriculum is a subcommittee of the Curriculum and Assessment Policy Committee.

Officers: The members of the Subcommittee on the Core Curriculum shall elect a chair, a vice chair, and a secretary by secret ballot. These elections shall be facilitated by the Curriculum and Assessment Policy Committee chair or his/her designee. Only elected faculty senators are eligible to serve as the committee chair, but any member of the committee is eligible to serve as vice chair or secretary. The chair, vice chair, and secretary shall be elected for a period of one year. The chair, vice chair, or the secretary may be reelected.

Scope: The Subcommittee on the Core Curriculum shall be concerned with matters relating to the University Core Curriculum (Core), which include, but are not limited to, reviewing proposals for courses to be offered in the Core and assessing the Core. This subcommittee also provides advice, as appropriate, on procedural matters relating to the Core and its assessment.

Motion 1112.RPIPC.002.R
Carnegie Community Engagement Classification
Motion Text Modification
24 Feb 2012 University Senate Meeting

Motion Text as presented by RPIPC

RPIPC endorses pursuit of the Carnegie Community Engagement Classification.

Motion Text as amended on the floor of the University Senate

To endorse the RPIPC recommendation that Georgia College pursue Carnegie Community Engagement Classification.