WHAT CAPC IS

&

HOW CAPC WORKS

Fall 2019

WHAT IS "CAPC"?

CAPC is the Curriculum and Academic Policies Council

CAPC is a faculty legislative body, the only such body with authority to recommend changes to the (or creation of new) curriculum and/or academic policies

CAPC is a recommending body; the Provost has sole authority other the curriculum and academic policies

WHY ARE WE HERE?

…because CAPC is the curricular body mandated by the CBA (Article 31 section E):

> "There shall be a curriculum committee at each University, which shall be selected as determined by the FACULTY, but which may include at least one (1) administrator if designated by the President."

WHO IS ON CAPC?

APSCUF runs elections for CAPC, which involve both at-large and department-specific members.

Members are elected to do the following:

- participate in CAPC's decision-making processes around curriculum and academic policies
- report back to their constituencies (department, college, etc.) about CAPC processes and actions
- department-specific members also provide support and guidance for colleagues developing curriculum proposals for submission to CAPC, e.g., about learning outcomes, CIM, etc.

HOW DOES CAPC WORK?

- Participation in decision-making processes happens through:
  - work on committees and subcommittees
  - monthly CAPC General Assembly meeting where decisions are made on the proposals sent up by the committees

CAPC ORGANIZATION

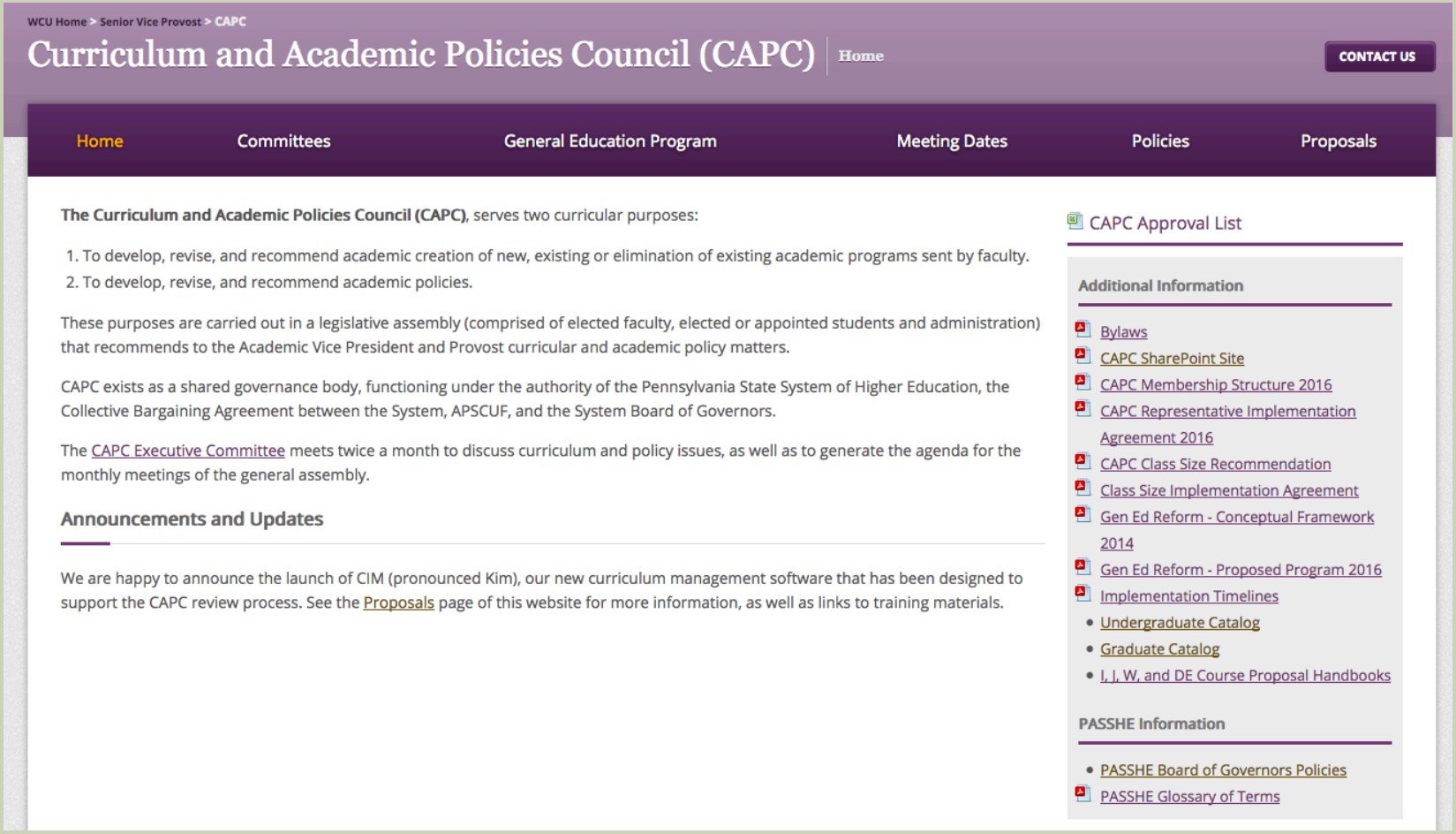
2019-20 CAPC EXECUTIVE COMMITTEE

- **Chair**: Josh Auld, *Biology*
- **Vice Chair**: Rodney Mader, *English*
- **Secretary**: Jeremy Phillips, *Public Policy and Administration*

- **Undergraduate Programs**: Scott Heinerichs, *Dean of the College of Health Sciences*
- **Undergraduate Policies**: Francis Atuahene, *Undergraduate Studies and Student Support Services*
- **Graduate Programs & Policies**: Jeffery Osgood, *Deputy Provost & Dean of Graduate Studies*
- **General Education**: Karen Mitchell, *Psychology*
- **Academic Review**: Elizabeth Pfaffle, *Applied Music*

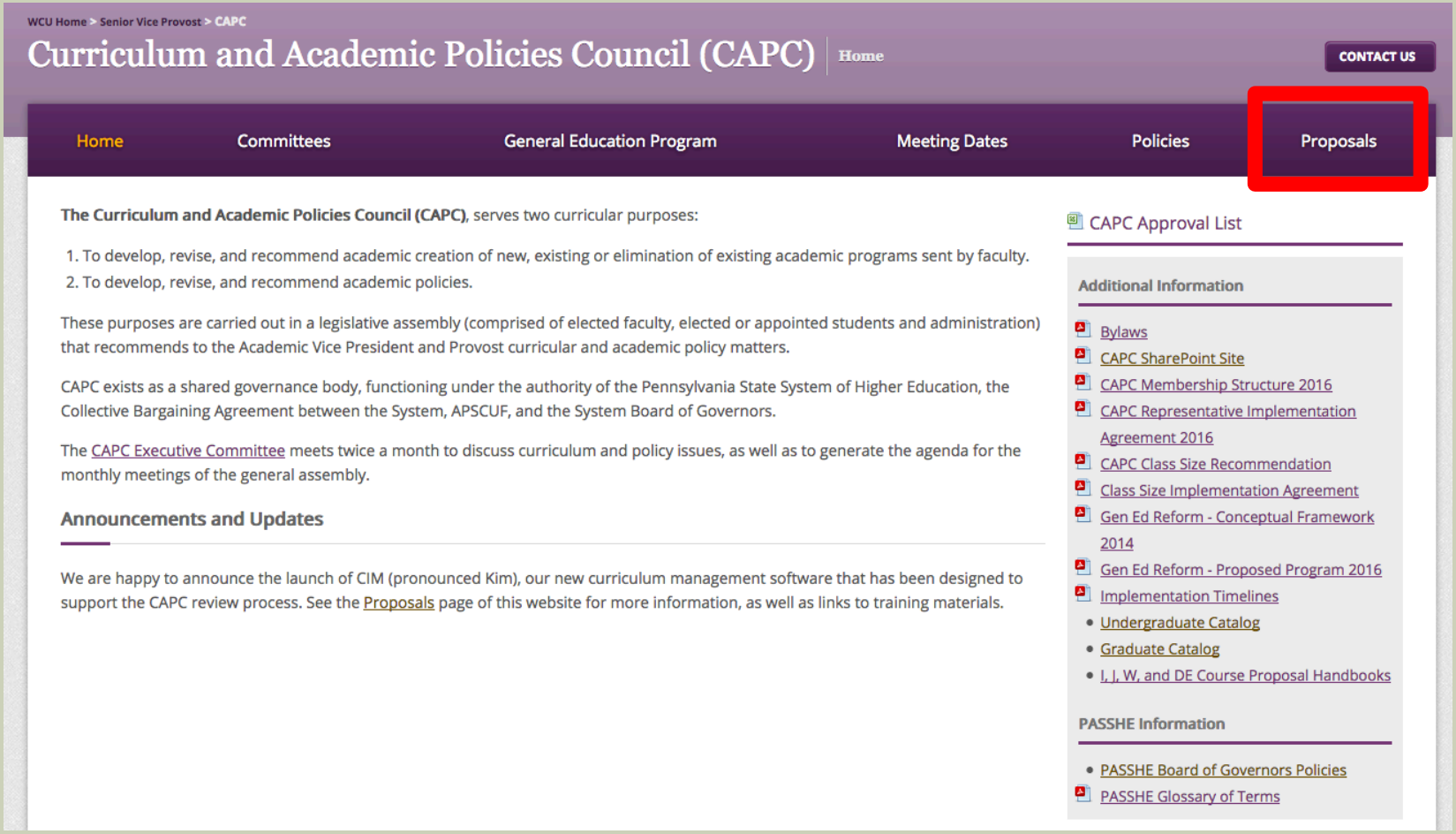
- **CAPC Support**: Andrea Grinwis, *Academic Affairs Programs & Policies Manager*

CAPC WEBSITE



- https://www.wcupa.edu/viceProvost/capc/

CIM: COURSE INVENTORY MANAGEMENT



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HOW CIM WORKS

Proposals

Scoll down for: CIM FAQs, CIM Open Lab Dates, Rubrics, Gen Ed Rubrics, Distance Ed Requirements, and Handbooks.

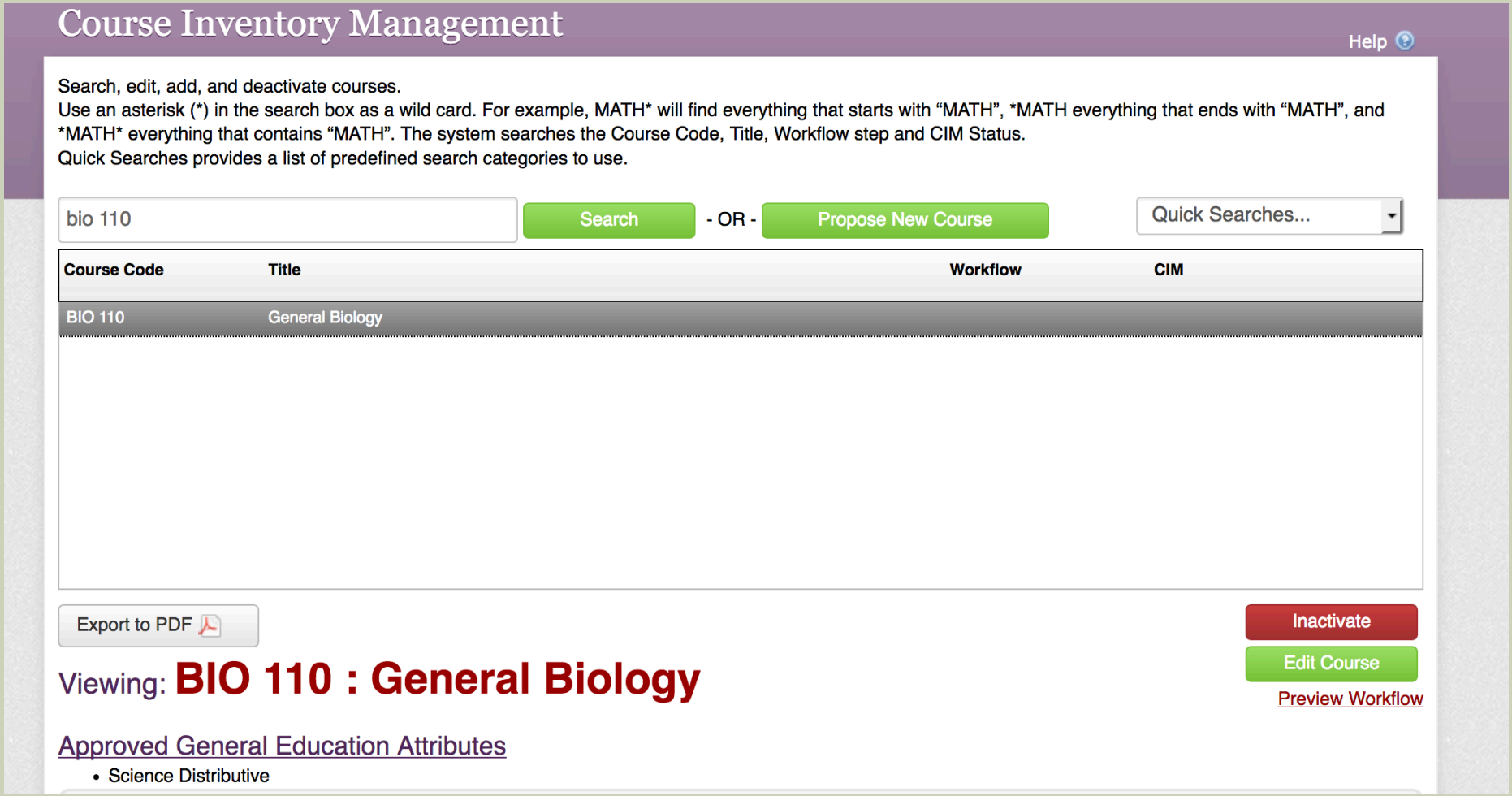
CAPC Proposal Process

Utilize CIM (pronounced Kim), our new curriculum management software, to submit course, policy, and program proposals to CAPC.

Use the links below to access CIM forms and training. *(Faculty members who joined WCU in 2015 or later will need to be added to CIM before logging in. Please contact Andrea Grinwis for assistance.)*

CIM-Approvers	CIM-Course	CIM-Policy	CIM-Programs
Approvers Screen / Training Utilize this screen to edit, review, and approve a proposal that has reached your queue in workflow.	Online Form / Training Utilize this form to edit, add, reactivate, or inactivate a course, including making changes related to gen ed, distance ed, and condensed format.	Online Form / Training Utilize this form to propose new division, college, or department policies. The form is also used to add policies to specific programs of study.	Online Form / Training Utilize this form to edit, add, reactivate, inactivate, or delete a program. This replaces the old Program Action Form.

HOW CIM WORKS



HOW CIM WORKS

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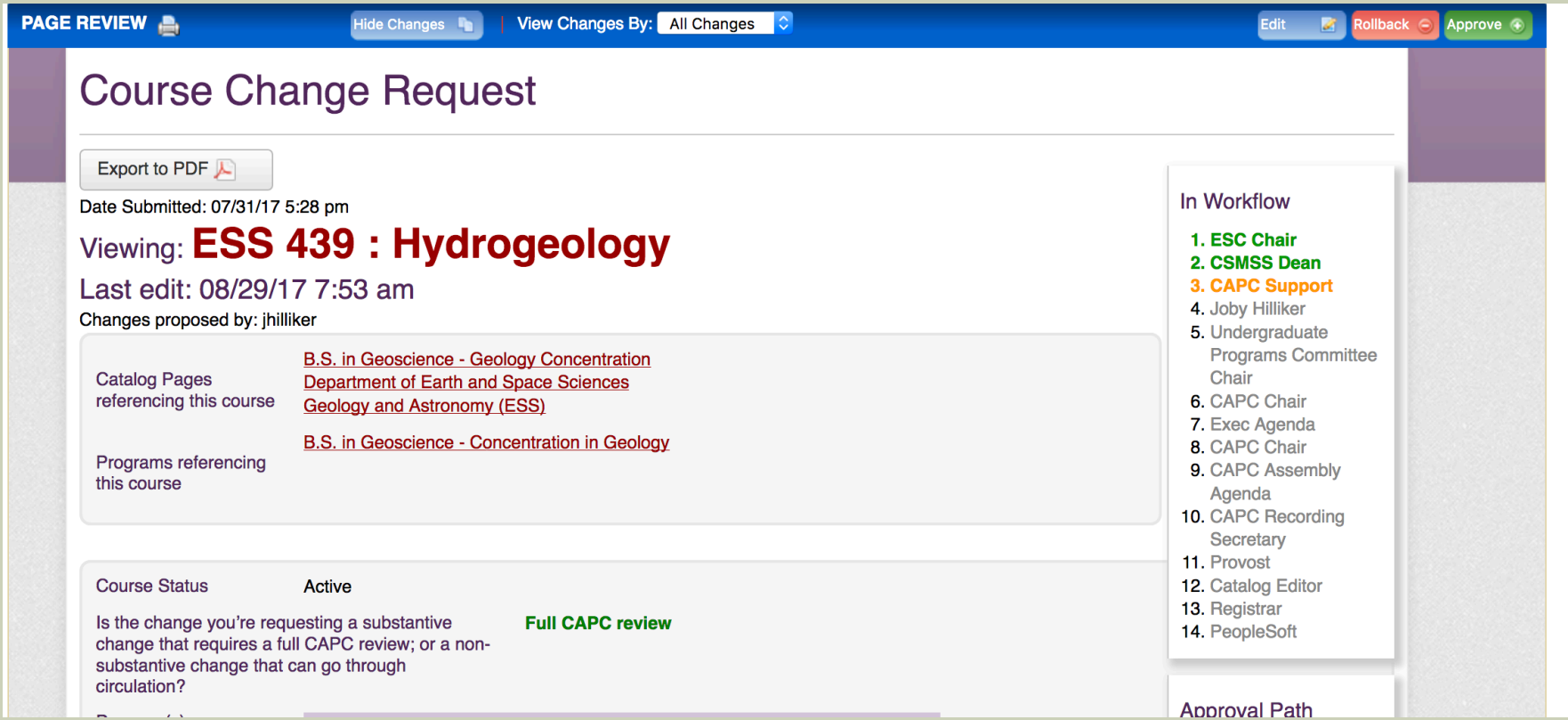
HOW CIM WORKS



Note: Email notifications (approval requests & notifications) come from "Andrea Grinwis"

REVISED GENERAL EDUCATION PROGRAM

The General Education program is changing, effective Fall 2019

Mission Statement

A liberal arts education prepares students to think and communicate as professionals to understand the social and global contexts of their lives to transfer knowledge and skills from one setting to another, to recognize difference and make informed decisions using reasoning skills, and to balance the various dimensions of their personal and professional lives. With these important goals in mind, West Chester University's General Education Program strives to provide students with the experiences necessary to achieve the following goals:

1. communicate effectively
2. think critically and analytically
3. employ quantitative concepts and mathematical methods
4. demonstrate the ability to think across and about disciplinary boundaries
5. respond thoughtfully to diversity
6. understand varied historical, cultural, and philosophical traditions
7. make informed decisions and ethical choices

REVISED GENERAL EDUCATION PROGRAM

First Year Experience	4
Academic Foundations	
English Composition (WRT 120 and 200-level writing course)	6
Mathematics	3
Interdisciplinary	3
Diverse Communities	3
Distributive Requirements	
Science	6
Behavioral And Social Science	6
Humanities	6
Arts	3
Capstone	*major requirement*
Total Credits	40

Additional Baccalaureate Requirements

Writing Emphasis Requirements for all Baccalaureate Degrees	9
Speaking Emphasis Requirement for all Baccalaureate Degrees	9
Ethics Requirement for all Baccalaureate Degrees	3
Language and Culture Requirements for B.A., B.M and some B.S. Degrees	0-15
Minimum number of total earned credits for all Baccalaureate Degrees	*120*