

**Welcome!**

If you are here for the **2021 RAC Chair and Liaison Information Session**, you are in the right place. The meeting will start at 9:00 a.m.

While you're waiting, explore <https://www.usg.edu/committees/>. Check out your own committee page and click on Academic Committee Resources.

Please mute yourself during the meeting. Fine to unmute and speak before the meeting starts.

Please enter questions in Chat.

**Regents' Advisory Committee Chair and Liaison Information Session**

September 10, 2021

Barbara Brown  
[Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu)  
 404-962-3107  
 Academic Affairs  
 System Office  
 University System of Georgia



**1.4 Advisory Committees**

The BoR of the University System of Georgia has established an Advisory committee for each academic discipline and administrative function. The purpose of these committees is to advise the BoR on proposed new policies and policy changes. The committees are also instrumental in the planning and execution of policy implementation. These committees meet at least annually with a USG liaison present to hear committee recommendations and to discuss the plans of the University System. The USG liaison is also the principal contact to the committee throughout the year. Membership of these committees is composed of faculty and staff recommended by the Vice President for Academic Affairs and Vice President for Student Affairs from each institution.

The committee selects a chair who serves a term determined by the committee's by-laws.

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**RAC Resources**

<https://www.usg.edu/committees/>

Regents' Advisory Committees

Regents' Academic Advisory Committees

- Academic Advising (RACAD)
- Academic Affairs (RACAA)
- Adult Learners (RACAL)
- Anthropology
- Arts and Sciences
- Biological Sciences (BSAC)
- Business Administration, Management, & Economics
- Chemistry

• Advisory Committee Representatives By Institution

• Academic Committee Resources



**Academic Committee Resources**

- Roles and Responsibilities
- Bylaws Template
- Annotated Bylaws Template
- Listserv Information and Guidelines
- Guidelines for Meeting Minutes
- Scheduling RAC Meetings - Avoiding Conflicts
- Managing Funds for Regents' Advisory Committees
- Venues with Support for RAC Meetings
- Credit-by-Exam Information
- Common Course Prefixes and Numbers
- Form for New or Revised Common Course Prefix, Number, Title, and Course Description
- Information About Templatized Courses
- Area F Learning Outcomes and Guidelines
- Area F Approval Process
- Area F Form
- Math Pathways Overview
- Math Pathways Overview - CCG
- Math Pathways Recommendations by Discipline
- Council on General Education
- Momentum Year Resources
- General Education Redesign

**Charges to Regents Academic Advisory Committees for the 2021-2022 Academic Year**

The Regents Academic Advisory Committees will advise the Board of Regents, USG institutions, and discipline faculty on matters relating to studies in the discipline across the University System of Georgia.

This academic year, the charges to the committees will include but not be limited to the following:

1. Review your system-wide Area F guidelines and institutional Area Fs.
2. Review common course prefixes, numbers, titles, and descriptions.
3. Make recommendations for appropriate math pathway for your discipline. Is statistics a good starting point?
4. Provide informed comments and reviews of core course proposals submitted to the Council on General Education by USG institutions.

**General Expectations for RACs (every year)**

- Have a Chair, Chair-Elect, and Immediate Past-Chair
- Optional: Secretary/Recorder, Treasurer
- Have bylaws
- Succession Planning
- Establish reliable methods of communicating (listservs?)
- Meet at least once a year
- Maintain and post minutes and other documents

**Committee Roles**

- Chair, Chair-elect, Immediate Past Chair – Elected by members
- Secretary/Recorder – Optional – Elected by members
- Treasurer – Optional – Elected by members
- Members – Appointed by VPAAAs
- Liaison – Appointed by System Office

### Why you might want to have a treasurer . . .

- Collect money and pay expenses associated with RAC meetings.
- Establish and maintain a Departmental Sales and Service (DSS) account.
- Indeterminate term?

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### Bylaws

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### Succession Planning

- Chair-Elect >> Chair >> Immediate Past-Chair
- Secretary/Recorder >> Chair-Elect >> Chair >> Immediate Past-Chair
- Secretary/Recorder >> Chair >> Immediate Past-Chair

### Official Member Lists

<https://www.usg.edu/committees/>

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- Chemistry

### Committee Directory

| Institution                          | Representative                         | Contact Information      |
|--------------------------------------|--|--------------------------|
| Abraham Baldwin Agricultural College | Nicholas Urquhart                      | nurquhart@abac.edu       |
| Albany State University              | Sarah Rogers                           | sarah.rogers@asurams.edu |
| Atlanta Metropolitan State College   | Sharon R. Duhart, Immediate Past-Chair | sduhart@atlm.edu         |
| Augusta University                   | Veronica Williams                      | williams6@augusta.edu    |
| BOR University System Office Liaison | Heather Collins                        | heather.collins@usg.edu  |
| BOR University System Office Liaison | Jonathan Watts Hull                    | Jonathan.Hull@usg.edu    |

## Communication for RACs

- Within RAC
  - Listservs
  - Other email distribution lists
- With institutional constituents

The diagram illustrates the communication structure. On the left, a circle labeled 'RAC' contains five members: 'Chair', 'Member', 'Member', 'Member', and 'Member'. On the right, a box labeled 'Institution' contains five 'Discipline Colleague' entries. Arrows point from each member in the RAC circle to the 'Institution' box, indicating communication flow.

## Listservs

### Academic Committee Resources

- Roles and Responsibilities [↗](#)
- Bylaws Template [↗](#)
- Annotated Bylaws Template [↗](#)
- Listserv Information and Guidelines [↗](#) ← red arrow
- Guidelines for Meeting Minutes [↗](#)
- Scheduling RAC Meetings - Avoiding Conflicts [↗](#)
- Managing Funds for Regents' Advisory Committees [↗](#)
- Venues with Support for RAC Meetings [↗](#)

- Please make me an owner or “Quiet Owner” if you request a new listserv.

The screenshot shows a form for creating a listserv. It includes fields for 'List Owner's First Name', 'List Owner's Last Name', 'Additional Owner Email Address', 'Additional Owner First Name', and 'Additional Owner Last Name'. Below the form, there is a section for 'Owner' with a 'Quiet' checkbox and a list of email addresses for helpdesk and other contacts.

- Make USG helpdesk a quiet owner.

## Existing Listservs

- Academic Advising (RACAD-MEMBERS-L)
- Adult Learners (RACAL-L)
- Biological Sciences (BSAC-L)
- Data Science (RAC-DS)
- Distance Education (RACDE-L)
- eCore (ECORE-L)
- Educator Preparation (EDURAC-L)
- Effectiveness and Accreditation Executive Committee (RACEA-EXECOMM-L)
- Effectiveness and Accreditation Members (RACEA-MEMBERS-L)
- English (BORAACE)
- Foreign Languages (FLAAC-L)
- Geological Sciences and Geography (USGGEOL)
- Humanities (HUMRAC)
- Learning Support (LEARNSUP-L)
- Mathematics (ACMS-L)
- Psychology (RAC-PSYCHOLOGY)
- Sociology (SOCIRAC-L)
- Transfer Officers (TRANSFER-RAC-L)

## Meetings

- Plan your meeting dates as soon as possible, while trying to avoid conflicts with large system-wide meetings.
- Decide on the location. Consider whether your meetings for 2021-2022 should be virtual.
- Decide how you will handle food/costs for your meeting.
- Ask your members to encumber their travel money right away so that they will be able to attend your meeting.

## Meeting Options – Food Costs

- Have meeting at a place where participants can purchase their own meals (e.g., adjacent to institutional food court). No registration fee necessary (but **DO have participants register**).
- Have meeting catered at your institution. You will need to collect a registration fee.
- Have meeting at a USG facility that will support space/food/registration. Registration fee will be necessary, but they will collect it.

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## Scheduling RAC Meetings

### 2021 – 2022 Dates You May Want to Avoid

Scheduling for 2021-2022 meetings is still murky. Thanks, COVID-19, especially the Delta variant!

Below is what we have now. This page will be updated as additional information becomes available.

All dates are subject to change.

September 21 – 22, 2021 **Chancellor's Learning Scholars Training Workshops** – Involves 100+ faculty across the System

September 23, 2021 **USG Advising Academy**

October 8, 2021 **Council on General Education Meeting** – Probably not a conflict for most. See membership at [https://www.usg.edu/committees/view/general\\_education](https://www.usg.edu/committees/view/general_education).

October 12 - 13, 2021 **Board of Regents Meeting** – Probably not a conflict for most.

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- Middle Georgia State University – Robert F. Hatcher Conference Center
- The Georgia Center at the University of Georgia

## Minutes

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## Minutes

- Minutes become public documents; should not be a detailed report on the meeting
- Should record:
  - Name of Committee
  - Date, time, venue
  - Attendees and person presiding
  - Order of agenda – brief summary of each item
  - Motions/Actions taken/Votes: List outcomes

## Minutes


- Leave out:
  - Names of people involved in discussions
  - Details of discussions (consider: An animated discussion ensued)
- Send to [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu) when you have approved minutes, ready to post.

Academic Committee: Biological Sciences (BSAC)  
 (Last Modified September 3, 2021)

Advisory Committees

- COMMITTEE INFORMATION +
- RELATED DOCUMENTS / PRESENTATIONS / OTHER +
- MEETING MINUTES +

Committee Directory



MEETING MINUTES

- April 15, 2021
- October 19, 2020
- April 22, 2016
- April 24, 2015
- April 24, 2014
- April 1, 2013
- April 9, 2012
- March 31, 2011
- March 13, 2009
- April 5, 2008
- April 20, 2007


**2021-2022 Priorities for RACs**

1. Review system-wide Area F guidelines and institutional Area Fs.
2. Review common course prefixes, numbers, titles, and descriptions.
3. Math Pathways recommendations – Is statistics a possible starting point in Area A for your discipline?
4. Provide informed comments and reviews of core course proposals submitted to the Council on General Education by USG institutions.

**Area F**  
 Committees are responsible for Area F Learning Outcomes and Course Guidelines for programs in their discipline areas

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**Area F**  
 Area F Guidelines

University System of Georgia

- Agricultural and Environmental Sciences
- Anthropology
- Architecture
  - Architecture
  - Architecture and Environmental Development (Kennesaw State University)
  - Building Construction
  - Industrial Design
- Astronomy
- Biological Sciences
- Business Administration
- Chemistry
- Communication Studies
- Computing Disciplines
  - Computer Science
  - Information Systems
  - Information Technology
- Criminal Justice

**Area F**  
 COMMUNICATION STUDIES

Area F Learning Outcomes

Upon completion of Area F, students will be able to:

1. Students will demonstrate an introductory collegiate-level understanding of key concepts and theories in the field of communication.
2. Students will demonstrate an introductory collegiate-level competence in communication practices, including written and oral communication.
3. Students will demonstrate an introductory collegiate-level knowledge of diverse cultural values, norms, and communicative behaviors.

Area F Course Guidelines

Area F consists of 18 hours of lower-division (1000- and 2000-level) courses related to the discipline of the program of study and courses which are prerequisite to higher level major courses in Journalism and Mass Communication.

**Foundations** **3-6 semester hours**

Courses at the 1000- or 2000-level in:

- COMM 1100 Human Communication
- Interpersonal Communication
- Media Studies/Mass Communication
- Communication and Popular Culture
- Communication Ethics
- Rhetoric and Society

## Area F

New Area Fs, Changes to Area F must be submitted to the Council on General Education and RACAA (Regents Administrative Committee for Academic Affairs)

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## Common Course Prefixes, Numbers, and Descriptions

- Academic and Student Affairs Handbook in Section 2.4.10
- Need additional information for some courses already on the list.

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- [Information About Templated Courses](#)

| Course Prefix and Number | Course Name                         | Course Description  |
|--------------------------|-------------------------------------|---|
| ACCT 2101                | Principles of Accounting I          | A study of the underlying theory and application of financial accounting concepts.  |
| ACCT 2102                | Principles of Accounting II         | A study of the underlying theory and application of managerial accounting concepts. |
| ANTH 1102                | Introduction to Anthropology        |   |
| ANTH 1103                | Introduction to Social Anthropology |   |
| ANTH 1104                | Introduction to Archaeology         |   |

## What We Would Like: Common Course Prefixes, Numbers, Course Title/Name, Course Descriptions

- Course Prefix and Number
- Course Name
- Course Description
- Common Course Outline

DATA 1501 Exemplar

## DATA 1501

|           |                              |  |
|-----------|------------------------------|--|
| DATA 1501 | Introduction to Data Science | This course is intended to provide an introduction into the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application. <a href="#">Link to course outline. This is a templated course.</a> |
|-----------|------------------------------|--|

### DATA 1501 - Introduction to Data Science

*Course Description*  
This course is intended to provide an introduction into the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application.

*Course Credit*  
3-0-3

**Learning Outcomes**

Required Outcomes for all Sections of the Course (should account for 70 – 80% of course content)

1. Explain the importance of and be able to formulate a data analysis problem statement that is clear, concise, and measurable.
2. Identify and appropriately acknowledge sources of data.
3. Be able to apply basic data cleaning techniques to prepare data for analysis.
4. Be able to identify the categorical and/or numerical data types in a given data set.
5. Apply appropriate descriptive and inferential methods to summarize data and identify associations and relationships.
6. Use appropriate tools and technology to collect, process, transform, summarize, and visualize data.
7. Be able to draw accurate and useful conclusions from a data analysis.
8. Effectively communicate methods and findings in a variety of modes.
9. Differentiate between ethical and unethical uses of data science.

### “Templated” Courses

**What is a templated course?**

A templated course is a course with a common prefix, number, title, course description, credit hours, student learning outcomes, and course outline. It is listed in [section 2.4.10 of the Academic and Student Affairs Handbook](#) with the designation “This is a templated course.”

**How are templated courses developed and approved?**

Regents Advisory Committees (RACs) must use [existing common-numbered courses](#) or [propose new common-numbered courses](#). In order for a course to become a templated course, RACs must develop and approve complete information about the proposed course, including prefix, number, title, credit hours, student learning outcomes, and a comprehensive course outline. The intent is that all institutions offering sections of the templated course will adhere to the specified prefix, number, title, credit hours, and student learning outcomes. The course content outline must be constructed in such a way that mandatory content to be taught in every section offered at every institution would be spelled out, as would optional content to be offered at in different sections at different institutions. Mandatory content is expected to account for 70 – 80% of course content, with optional content accounting for the remaining 20 – 30%. The RAC would propose the area of the General Education curriculum (A – E) into which the course would be likely to fit at the majority of institutions. The RAC must approve the course template prior to submitting it to the Council on General Education for further review using a standard [Council course proposal form](#).

## New Common Course Prefixes, Numbers, Titles/Names, Descriptions, and Outlines for:

- African American History
- Anatomy & Physiology I & II
- Art Appreciation
- ~~Biology courses for non-science majors~~
- ~~Introduction to Data Science (DATA 1501)~~
- Environmental Science
- Film Appreciation
- Humanities
- ISCI 2001 – Integrated Science I: Life/Earth Sciences
- ISCI 2002 – Integrated Science II: The Physical Sciences
- MATH 2008 – Foundations of Numbers and Operations
- Microbiology

## Math Pathways

- Since the early 2000s, the Mathematical Association of America (MAA) advocated that colleges and universities rethink the value and relevance of the course College Algebra as the required or general education (core) course for all entering students.
- In the MAA report from the Committee on Curriculum Renewal Across the First Two Years (CRAFTY), it concluded that the skills taught in College Algebra were not the skills required in disciplines outside of STEM.
- The MAA report in 2004, *Voices of the Partner Disciplines*, recommended that departments should “replace traditional college algebra courses with courses stressing problem solving, mathematical modeling, descriptive statistics, and applications in the appropriate technical areas and thus, de-emphasize intricate algebraic manipulation” (Ganter & Barker, 2004, p. 6).

## Math Pathways: Area A Statistics Course & Pathway

| Who?                      | All majors other than those listed to the right   | Majors that require calculus at some point in the sequence | Science, technology, & mathematics majors | Engineering majors and all Georgia Tech students    |
|---------------------------|---|--|---|---|
|                           | Start With  | Start With   | Start With                                | Start With  |
| Area A2 Math course>>     | MATH 1001 - Quantitative Reasoning<br>OR<br>MATH 1101 - Introduction to Mathematical Modeling | MATH 1401/STAT 1401<br>Elementary Statistics               | MATH 1111 - College Algebra               | MATH 1113 - Precalculus or MAIH 1112 - Trigonometry |
| Next Math Course (Area D) | Statistics  | Advanced Statistics, Data Science, OR Computer Science     | Statistics OR Precalculus>><br>> Calculus | Statistics OR Calculus                              |
|                           |   |  |   | Calculus (no common number)                         |

## Math Pathways

- **ACMS\*: Math should be aligned with a student’s program of study.**
- Each discipline RAC was asked to identify the appropriate gateway math.
- There are five math pathways, each defined by an Area A2 math course. Specific starting courses are specified in the Academic and Student Affairs Handbook for students planning to major in Science, Technology, Engineering, or Mathematics (STEM).
- It is important to note that Quantitative Reasoning and Introduction to Mathematical Modeling are not “algebra free.” They are rigorous mathematical courses that **incorporate essential algebra skills** for non-STEM majors in appropriate contexts.

\*USG Advisory Council on Mathematical Subjects

## Math Pathways

- Non-STEM students may choose from among MATH 1001 Quantitative Reasoning, MATH 1101 Introduction to Mathematical Modeling, MATH 1111 College Algebra, or higher.
- Beginning last year, 15 institutions are offering MATH/STAT 1401 Elementary Statistics as an Area A2 Math
- USG institutions may not require students to take a particular course from among MATH 1001, MATH 1101, and MATH 1111 (or MATH/STAT 1401) as long as they are not STEM majors.
- However, students in non-STEM majors should be *ADVISED* to take the math course *most appropriate for their intended majors*.
- Students with strong math interests and abilities may **opt** to take MATH 1111, but MOST students should be advised to take MATH 1001, MATH 1101, or MATH 1401.



### Math Pathways by Program

- Each RAC is asked to reflect upon the “best fit” math for their discipline and submit a recommendation to the System Office.
  - This review should now also include Elementary Statistics
- This information is used to support institutional advisors in their conversations with students, especially around transfer.
- **Math Pathway Recommendations by Program of Study or Major are available at [completega.org/math-pathways](https://completega.org/math-pathways)**

### Math Pathways: Area A Statistics Course & Pathway

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### Responsibilities Related to the Council on General Education

Evaluate proposals for new courses to be included in Core Curriculum at various institutions.

| Submission Deadline | Sent to Committees  | Committees Send Back to Council | Council Meeting Date |
|---------------------|---------------------|---------------------------------|----------------------|
| September 3, 2021   | September 3-6, 2021 | September 24, 2021              | October 8, 2021      |
| November 5, 2021    | November 5-8, 2021  | November 29, 2021               | December 10, 2021    |
| January 21, 2022    | January 21-24, 2022 | February 11, 2022               | February 25, 2022    |
| April 15, 2022      | April 15-18, 2022   | May 6, 2022                     | May 20, 2022         |
| June 10, 2022       | June 10-13, 2022    | July 1, 2022                    | July 15, 2022        |

### Dr. Tristan Denley

- Executive Vice Chancellor for Academic Affairs and Chief Academic Officer, USG, since May 2017
- Vice Chancellor for Academic Affairs, Tennessee Board of Regents
- Provost and Vice President for Academic Affairs, Austin Peay State University