

Minutes Regents Academic Advisory Committee for Psychology (February 16, 2018)

In attendance:

Abraham Baldwin Agricultural College	Janet Kopusko
Abraham Baldwin Agricultural College	Allison O’Leary
Atlanta Metropolitan State College	Ricardo Frazer
BOR University System Office Liaison	Myk Garn
College of Coastal Georgia	J. Brian Pope (Chair)
Dalton State College	Michael Hoff
Fort Valley State University	Diane Byrd
Georgia College & State University	Lee Gillis
Georgia Gwinnett College	Vickie Williams
Gordon State College	Barry Kicklighter (Chair-elect/Secretary)
Middle Georgia State University	James Collins
Savannah State University	Katherine Stewart
University of North Georgia	Katherine Kipp
University of West Georgia	Jeffrey Reber

1. Welcome by Chair Brian Pope
2. Introductions
3. Report from System Office by Myk Garn, Assistant Vice Chancellor for New Learning Models
  - a. New Learning Models 2030 Taskforce Strategic Recommendations
    - i. Centralize the administrative functions for critical distance education assets
    - ii. Alignment of resources and technical infrastructure for competency based education initiatives
    - iii. Work with fiscal to setup new business model including tuition pricing and financial aid and partner with regulatory players
    - iv. Continuing integration of affordable instructional materials and textbooks
    - v. Stackable credentials & coordinated delivery strategies Faculty development and supports
  - b. Southeast CBE Regional Innovation Partnership
    - i. Developing recommendations for SACSCOC Colleges addressing CBE programs that are not direct assessment.
    - ii. Competency-Based Education and the Western Governors University model is being explored
  - c. The Extensible Semester
    - i. 30 Credit hours per year
    - ii. Fewer concurrent courses
    - iii. Negotiable/flexible deadlines
    - iv. Reduces weekly coursework & homework hours by 37% - Total hours & work per course stay the same
    - v. Uses teams to build engagement
  - d. Academic Genome – Competencies within a course. More detail than learning objectives.
  - e. USG College 2025 Commission
    - i. Using three lenses for this future-envisioning work:
      1. Life-Long Learning - Higher education in Georgia has always been committed to creating life-long learners, but in the future, there will be an increasingly important role for learning across a lifetime, and new types of credentials.

2. Adaptability - USG institutions should be adaptable to ever-changing educational needs of their learners. Institutions must examine policies, pedagogies and programs and should be agile and nimble so that graduates have access and are prepared for the skills needed in the 21st century.
  3. Essential Skills - The essential elements of a higher education experience from the 20th century remain relevant today, but new skills and experiences demanded by an ever-changing workforce will link learners to life in the world of the future.
- f. USG College 2025: Nexus Degrees - The new degree will entail 18 hours of coursework, with at least six of those hours in experiential learning such as internships or in-the-field experiences. At least 12 hours of coursework must be at the upper-division level.
  - g. USG Momentum Year Strategies
    - i. Purposeful Choice
    - ii. Academic Mindset
    - iii. Pathway/Program of Study - 30 credit hours in the first year including 3 courses in the major or focus area
    - iv. Critical Course Analysis
  - h. USG Psychology Enrollments have increased yearly from 14,322 in 2011 to 18,270 in 2017
  - i. USG Psychology Degree Awards have increased yearly from 1389 in 2011 to 2401 in 2017
4. ECORE Update
    - a. Review of Introduction to Psychology course objectives
    - b. Faculty Feedback that have been addressed
      - i. Some courses are missing important content
      - ii. Rubrics need more detail
      - iii. Instructors shouldn't have to load questions
      - iv. Stay with the open stacks textbook
    - c. Solutions, Actions, & Progress
      - i. Rearrangement of module layouts
      - ii. Multimedia additions and creating more precise content
      - iii. Course specific lectures
      - iv. More interactive templates
      - v. Enhanced communication beyond the written discussion
  5. Update on APA (Information from Dr. Jane Halonen, University of West Florida and Office of Precollege and Undergraduate Education)
    - a. Learning goals for psychology are in place (since 2013) but the second revision is going to be coming around and they want to try to do that every 10 years. Steering committee may be convened this year to begin work on future revisions. (Dr. Jane Halonen)
    - b. For learning assessment, examples check out the APA, Committee on Associate and Baccalaureate Education (project assessment) website. Institutions are invited to submit learning outcomes and methods of assessment to the APA website.
    - c. Another APA group on Master goals and outcomes. Focused on what was distinctive about master's-level training programs. Dr. Halonen was on this group. She believes this work was likely hung up in governance, but would be most relevant to universities starting master's-level programs.
    - d. Some counseling programs are moving away from counseling training due to changes in CACREP accreditation requirements. This has encouraged more students who are interested in the LPC route to pursue an MSW degree.
    - e. Society for the Teaching of Psychology (STP) has a bureau, which helps match universities with the assessors or program reviewers. The contact person is Nolan White at Georgia College and he is the person to apply to if you are interested in becoming a reviewer. You can join STP without joining the APA for \$25.
    - f. APA General Summit (conference on introductory psychology) will convene in 2020.
    - g. APA online psychology laboratory is being updated.
  6. Strategic use of CIP codes (Lee Gillis – Georgia College and State University)
    - a. GCSU created Psychological Science degree to align with STEM in an effort to increase number of students in program.

- b. CIP code 42.2799 - Research and Experimental Psychology
  - c. U.S. Immigration and Customs Enforcement (ICE) determines CIP codes.
  - d. Required courses: PSYC 2700 Statistics Applied to Behavior Science, PSYC 2800 Research Methods in Psychology, PSYC 3100 Psychology of Learning, PSYC 3200 Abnormal Psychology, PSYC 3300 Behavioral Neuroscience, PSYC 3400 Cognitive Psychology, PSYC 3500 Social Psychology, PSYC 3600 Developmental Psychology, and PSYC 4920 Senior Seminar in Psychology
  - e. Moved Statistics Applied to Behavior Science (PSYC 2700) and Research Methods in Psychology (PSYC 2800) to Area F. No upper level stats or research methods courses are required. MATH 2600 Probability and Statistics is also required.
  - f. Seventy percent on major field test required to graduate. If student scores below 70% then they must score at least a 70 on all Ciccarelli and White online chapter tests.)
7. Business Meeting
- a. Vote to change committee bylaws to allow chair to serve up to three years with a vote of confidence each year. A change to the bylaws was proposed to allow the chair to carry information learned in the first year into subsequent years. One problem discussed focused on the status of the chair-elect, will they also be in this position for three years and then chair for three years. The proposed change to the bylaws did not pass.
  - b. Katherine Stewart elected chair-elect.

Professional Sciences Center, Room 237  
Middle Georgia State University, Macon, GA

0830-0900 - Continental Breakfast (coffee, juice, bagels, Danish)

0900-0915 – Introductions

0915-0930 – Approval of 2017 Minutes

0930-1030 – News from the University System Office (Myk Garn – RAAC Liaison; Assistant Vice-Chancellor for New Learning Models)

1030-1130 – eCore revision process for PSYC 1101 (Christy Talley Smith – Director of Curriculum & Instruction, eCampus and Wesley Steverson – Director of Instructional Design & Development at eCampus)

1100-1130 – Open Discussion (see Discussion Topics below)

1200-1230 – Lunch (catered box lunch) and conversation

1230-1300 – conversation about recent institutional consolidations (Mike Nielsen from Georgia Southern University will be joining us via Skype or phone)

1300-1400 – strategic use of CIP codes (Lee Gillis – Georgia College and State University)

1400-1430 – Open Discussion (see Discussion Topics)

1430-1530 – Business Meeting (Discussion and vote on motion to change By-Laws to allow RAAC Chair to serve for up to three years; election of Chair-Elect/Secretary; Discussion of site for next meeting)

Discussion Topics (some of these were discussed at last year's RAAC meeting)

- News from APA (progress of Learning Goals revision, etc.)
- Program Assessment
- Experiences with SACS visiting teams
- Two-tiered hiring (e.g. Lecturers on 5/5 load vs. Asst. Professors on 4/4 load)
- Inter-institutional research collaboration
- News from Association of Heads of Departments of Psychology (AHDP)
- Liberal Education: America's Promise (AAC&U program)