

**Minutes**  
**Annual Meeting of the Psychology Advisory Committee**  
**Atlanta, GA**

Date: February 28, 2008

Local Host: Barbara Brown, Georgia Perimeter College (chair-elect)

Convener: John Murray, Georgia Southern University (chair)

Minutes: Nina Lamson (past-chair)

Those present were:, Evelyn Blanch-Payne, Jerry Brenner, Barbara Brown, LaJuana Cochrane, James Collins, Greg Corso, Lugenia Dixon, Ricardo Frazer, Lee Gillis, Karen Hambright, Dan Harrison, Tobin Hart, Michael Hoff, Alberta Johnson, Wendy Kallina, Nina Lamson, Etta Lee, Donna McCarty, Patricia Miller, John Murray, Sharon Pearcey, Steve Smith, Pam Terry, David Washburn, Vickie Williams, and Dorothy Zinsmeister and Linda Noble from the Board of Regents office.

**Morning:**

**9:00-9:30: Arrive and Get Settled (Continental Breakfast)**

-John welcomed everyone and passed around the membership list for folks to update with their current information. Also at this time, everyone introduced themselves.

**Welcome (Barbara Brown)**

Barbara Brown (chair-elect) from Georgia Perimeter College (GPC) and site sponsor for the meeting spoke of GPC having 21,000 students, the 3<sup>rd</sup> largest in the USG even with the phase out of the Lawrenceville campus. Psychology at GPC includes offering Intro to Psychology and several other courses. She spoke about how exciting the new area F guidelines are in providing flexibility not only for the discipline of psychology, but for others as well. She expressed how these meetings are great not only for the 4-year schools, but also for the 2-year schools which led John to state that one thing to discuss at the meeting is to clarify what we want a sophomore in psychology to do . . .

John also reported that the bylaws were updated and accepted last year in addition to the revision of area F.

**Follow-up to proposals made at last year's meeting (Area F)**

Although the Provosts are to meet in March, Dorothy sent out an email to the VPAA listserv to ask for a vote of approval of the new area F guidelines. They were approved and will be posted to the BOR site. This approval will be on the March agenda of the meeting of the VPAAAs, so that it will get into the minutes.

John discussed the new PsyD. program that began at Georgia Southern, fall '07. They have successfully admitted a class of 4 students. They still need to get APA accreditation, which of course will help in increasing the number of applications. The plan is to get the first cohort to the internship phase at which time the program should be reviewed and,

hopefully, approved by APA. Accreditation is necessary for any graduate of the program to be licensed in the state of GA. To gain a better insight into this process, John became an APA site visitor as a generalist. This experience has provided good insight into the process, programs, and as a result he has learned much about clinical training. John wants to encourage members to send students to the program. The date of the official site visit (which is yet to be determined) will determine the date of accreditation. Currently, the program is designed for a maximum of 12 students.

Tobin Hart said that there is a PsyD program also at West Georgia, however, their focus is more on consciousness in society, is more interdisciplinary, involves community intervention, looks at society at large . . . where graduates of the program become agents of change in a non-clinical environment. This one and GA Southern are the only 2 PsyD programs in the USG. The other Psy.D. program in the state is at Argosy University, which is an urban program at a for-profit institution.

Another new program that was mentioned was the undergraduate psychology program at Southern PolyTech. They are currently conducting a search for faculty. The program has 3 concentrations: engineering, IO, & general psych. This is the only one of this type at the undergraduate level. The program is set to begin fall '08.

In response to a question about the kind of support available to the 4 Psy.D. students at Georgia Southern, John said that all 4 were funded with assistantships with a stipend of 12K/for a 12 month year. West Georgia has also been able to fund all the students, however, at different rates depending on student needs and what they are doing.

It was suggested that program brochures be brought to the next PAC meeting to distribute to the 2 year schools for transfer students and brochures from graduate programs to the 4 year schools.

### **Report from the Board of Regents (Dorothy Zinsmeister)**

Dorothy asked everyone to make sure our respective catalogs align with the new area F and Barbara responded by saying it shouldn't change existing guidelines, unless a change is desired. The new version is flexible enough to allow for change to ensure student transferability.

Dorothy stated that there is sometimes confusion about area F (which is the introduction to the major) – some disciplines have very specific requirements, others provide a lot of choices, then others have a combination of required course and a selection of courses from which to choose. The point is: schools to which students are transferring have to accept a student's area F courses. When you put a lot of flexibility into Area F – you are honoring everyone's decision and then each institution must accept what the student has taken. If the institution to which the student is transferring wants to require something the student doesn't have, the student has to have room to take it without exceeding their 120 hours. In other words, can't force the student to take more to fill expectations of the institution to which they transferred.

There was a discussion on the placement of a stats class – which is a requirement at 4 yr schools for the psych major – so, therefore, it can be required at the 2 year college. So, it was stated that if you want to have it as a requirement you can put it in area F or somewhere else.

Barbara was under the impression that if a student takes a lower level stats class they would have to take a higher level one, once they transferred -- but apparently this is not the case, although they are often encouraged to take another (i.e., psych stats).

Dorothy emphasized that the 120 hour rule is based on not changing majors – once a student does then this requirement to not exceed 120 hours doesn't apply. Some of the students are not well advised. Dr. Zinsmeister pointed out that all institutions have transfer ombudsmen to assist students with transfer issues. These have been in place since semester conversion.

Dorothy then drew our attention to the Strategic Plan, stating this is a moving target with much discussion going on at this point. She drew our attention to the USG home page and, in particular, the information on it such as:

Board meetings, agenda, meeting schedule, up and coming news, quick links, and a section called spotlight (she suggested we visit this once/wk)

Dorothy then drew our attention to goal 1 of the strategic plan re: the current core curriculum, where it is being proposed to restructure the core (Dorothy Leland is taking the lead on this). People were thinking decisions were being made without folks knowledge -- so now at website “strongfoundations” – we can check out frequently asked questions, see who are on the core curriculum competencies committee & the curriculum design and assessment committees, and the VPAAAs who are involved. The committees are not based on discipline representation but rather recommended individuals from participating institutions.

A recent retreat put together 2 conceptual models – everyone can find these at the website and provide feedback at that page. The goal is to get a more coherent core than just picking courses while obtaining the correct number of courses for the core. Currently our core is very broad. It is recognized that these are good ideas as to what to do – but need faculty development on how to best deliver this information, that is, how to incorporate these themes into the delivery.

John said it looks like the goal is to provide a philosophy to the whole university system, similar to what some small liberal arts colleges do individually.

Linda doesn't envision specifics coming out of this – but more like outcomes, which will lead to a discussion on how to make the core more coherent – but always keeping in mind transferability.

Nina inquired about the establishment of specific assessments/outcomes and it was discovered that no one else has implemented the outcomes except at Gainesville State

College. It was stated that no specific requirements have been determined at the Board level – that these must have been established at the institutional level.

At this point there are the models for which we are to review and comment on, but nothing specific has been established as a requirement. We have until 3/31/08 to comment and it would be a good thing to do as a department.

We were encouraged to think of how courses can meet these models. So, based on these models current outcomes may align – but keep focus on transferability. The real issue is the transferability.

Pat Miller (UGA) commented on General Education changes – and Pat talked about the difficulty of where psychology falls (Social Sciences vs. Life Sciences). It was also stated that UGA (because they have already established a different core) has to honor the core of the transfer student.

All together, the core implementation will be about 4 years and is just now filtering down and getting folks attention.

One last thing –the academic committees are to be involved in the process so will now see them listed as a resource.

Dorothy also drew our attention to p.3 – of strategic goal 1 – “advising.” According to the Chancellor, from his visits to campuses, one thing that students have to say is advising is a problem. The Board is looking into system wide technology, so that advising can be more like mentoring rather than just course selection. She then drew our attention to point # 7 under “activities for implementation” and that of establishing a 2 year course schedule. Dr. Zinsmeister emphasized that the "two-year schedule" does not need to list times or days or staffing, just the courses that are anticipated to be offered each semester

There was discussion about the first year experiences – for some it is a requirement – some have implemented such programs and have data to support them (i.e., Georgia State). Wendy discussed the issue of invasive advising vs. self-registration and the importance of bringing social scientists to the table for this discussion. She questioned where are the statistics to support the idea of self-registration.

We were then directed to look at pg. 5 – value and reward to good teaching and RPG plans on p. 2.

One more thing that we may be interested in checking out at the BOR website are the legislative updates – briefings of what is going on in the legislature with respect to the USG. New dollars will be tied to the strategic plans accomplishments in addition to enrollment.

Linda Noble introduced herself. She is new at the BOR and will be involved with policy & procedure as well as faculty development. Regarding policy, there are some changes

and two resources for examining policy are the BOR policy manual and the academic affairs handbooks (neither, however, are current). In response to such comments as “it’s a BOR policy,” these resources will help verify if in fact it is. Linda also said to contact her if we have any questions.

Every year the USG has an administrator’s workshop where VPAAAs send representatives from each institution. The past one was November 1<sup>st</sup> and 2<sup>nd</sup>.and topics such as legal issues, conflict resolution, faculty employment, student centered focus, student affairs identifying students in trouble were covered. Agenda for the next workshop (October 22-24, 2008) will be on the website.

As for resources for the discipline of psychology – we can find precollege/undergrad guidelines for outcomes and curriculum, support curriculum for the 21<sup>st</sup> century, & different assessments online at APA.

Another resource is APA’s Division 2 for teaching of psychology. Linda pointed out you don’t have to join APA to belong to the STP and to learn about all the psych conferences. Another source is the office of teaching resources in psychology (OTRP) – distributes peer-reviewed teaching and advising materials as well as has online psychology laboratory demonstrations. Another source is Psi Chi.

Linda Noble will be getting links to the resources out to us shortly.

### **Lunch**

This was served in the meeting room

### **Mental Health Resources (Karen Hambright)**

A request was made from Karen on behalf of the president of her institution to find out what other institutions are doing in terms of having a trained counselor on staff. Karen indicated that her president had identified a retired individual and asked that person to serve as a crisis counselor. There were questions, including legal questions, as to whether that was an appropriate arrangement and what are the possibilities of getting a more permanent individual even with decreasing enrollment. Linda said she would look into the legal issues & APA might have resources for support / policy. It was also brought up that faculty might be liable – if you don’t have a person that has been designated with this responsibility

Donna McCarty (Clayton State) stated that efforts should be made to create a possible culture of prevention, civility, conflict resolution. Nina recommended Karen contact Dr. Hawley (counselor at Gainesville-Oconee) to get more feedback from her on what she does. Georgia State has good information on their website re: these issues and Pat Miller said UGA has developed a task force to look into these issues.

### **Afternoon:**

1:30: Psychology in high schools (Bill Cranshaw, GA Dept of Education)

A presentation was made by Bill Cranshaw to tell us about the program to write a performance base psychology course and to get our feedback. He discussed the plan using a template from a History course which had already been established. The purpose of the program is to move from fact learning to understanding relationships among concepts, which will lead to better retention of information. The idea is to connect the student's personal life to the concepts for better learning. The goal is to identify what we want students to know, do, and understand and what are they to do to demonstrate this understanding. He stated the importance of developing a rubric to assess their analysis, understanding, and the ability to draw conclusions. He is in the process of forming a committee with high school instructors in psychology and 2 college psych professors, has 1 and Greg Corso (Georgia Tech) volunteered to be the other.

Bill gave QCCs as example of what they are working with now, but the plan is to get rid them. The goal is to write up the new criteria in April 2008, solicit feedback from the appropriate BOR academic committees in August & if they get their approval they will publish the proposal in order to get feedback. Then, the committee will look at everything and take the final version to DOE for their stamp of approval.

So, Bill asked for input as to what to consider and asked that he be contacted at: [wcransha@doe.k12.us](mailto:wcransha@doe.k12.us)

Some feedback stated that any attempts toward standardization may neglect diversity and it was stressed to avoid homogenizing. Also, psychology is different from history, one member stated that there are 15 diverse concepts – don't want to water down intro course. The question was raised as to what is the goal of the psychology high school class – keep in mind it is a unique discipline – the goals for one course may not necessarily align with goals of psychology. Thus, the point that was stressed was the importance of being mindful that psychology is different.

Other feedback suggested the importance of taking into account the different theoretical perspectives in explaining of behavior – in addition to the big questions of identity, self-discovery, etc. It was also asked who will be taking this course especially in light of the courses load required of high school students. Bill said that with the new rules there is more room to choose a course like psychology.

#### **Discussion of annual meeting logistics (Barbara)**

Barbara said that the logistics of putting together the annual meeting is a bit tricky in determining the fee based on attendance.

It was suggested that an invoice for the registration fee be submitted to the institution in advance of the meeting. That this invoice be signed by the chair and sent to the representative sometime in the fall. This way the fees are paid well in advance for planning purposes and each institution will be assessed regardless if they send a representative or not. This will lower the cost and will provide a fixed amount of revenue to work with.

### **Selection of 2009 Chair-elect and meeting site.**

Wendy Kallima (Macon State) volunteered to be the next chair-elect. It was decided to explore the option of having the meeting in conjunction with SETOP and to see if a better price for the banquet room can be negotiated as a result.

### **Announcements, etc**

- Additional items: Lee opened a discussion on the +/- grading issues. Just wanted to understand how to apply it – there didn't appear to be any standards. There was some discussion as to why some students would want an A+ designation. It was determined this is helpful in very competitive circumstances such as law school. Confusion exists about the program, questioning if it is still in the pilot stage and if it was mandatory or optional. Pat thought it was mandatory, but Dorothy pointed out that according to the VPAA minutes– it was optional for faculty to do.
- John wanted to discuss the issue of college sophomores – what should they be able to do in preparation for the major. It was determined that a sub-committee would investigate this and write up a report for us all to review. Those who volunteered were:
  - Wendy, Greg, Donna, Evelyn, Barbara, & Lugenia. They are to get a report together by July 1<sup>st</sup> on what are the competencies for psych majors when they reach 60 hours.
- John enumerated the action items for next year (copied from an email sent the day after the meeting):
  1. Please incorporate new Area F changes into your psychology degree requirements.
  2. Send out links regarding strategic plan, core curriculum (including models) to the membership (Dorothy Zinsmeister will provide them to John). Responses to models must be done by March 31, 2008.
  3. Members can email Bill Cranshaw ([Wcransha@doe.k12.ga.us](mailto:Wcransha@doe.k12.ga.us)) with curriculum ideas for a high school psychology course (non-AP; non joint enrolled).
  4. Subset of membership will connect over email to create a list of competencies that a psychology major with 60 hours should have. Subcommittee members will be listed in the minutes. Deadline for completion: July 1. Point person: Barbara Brown (who will be new Chair).
  5. Linda Noble will check with legal counsel regarding liability for USG campus regarding mental health/crisis intervention for USG students. Linda, please respond to me, and I will send out to membership.

6. Next Year's meeting will be tied to SETOP again. Sharon Pearcey will ask Bill Hill if he can arrange a meeting room at reduced cost (than this year). Wendy Kallina (Macon State; chair-elect for 2009) will host the meeting. She will send out an official looking registration form in Fall, 2008 that requests payment for the meeting. Registration form will have a deadline.