Date: October 19, 2001

Call to Order: Dr. Beheruz Sethna, President, called the meeting to order at 3:00pm in Room 1-303 of the Technology-enhanced Learning Center

Members Present: Wiencke, for Bennett; Binion; Reigner for Bridges; Butler; Campbell; Chowns; Cook; Taylor, for Crenshaw; Frazier; Gordon; Hansen; Hunter; Stafford for Larkin; Dwight for Lee, K.; McIntyre; Novak; O’Toole; Carr for Pearce; Peterson; Helminiak for Schor; Vinson; Yoder; Hynes, ex officio, Sethna, presiding.

Approval of the Minutes: Minutes for the September 14, 2001 meeting were approved as emended.

Committee Reports:

Undergraduate Academic Programs: Committee #1 (Debbie Novak, chair, reporting):

Action Items: Modifications of Degree Programs

1. Program Modification for Psychology Minor Add PSYC 4030 (attached, pp. 3-4)

   No questions, no discussion, passed.

2. UAPC Proposal for Assessment of General Education at UWG (attached, pp. 5-6)

   No questions, no discussion, passed.

Information Item: Ms Novak offered, for information, the following minor additions, deletions, modifications.

1. Add ANTH 4180
2. Delete SOCI 2293
3. Add SOCI 3293
4. Modify COMM 4401 (Prerequisite)
5. Modify COMM 4403 (Description)
6. Modify COMM 4452 (Prerequisite)
7. Add GERM 4170
8. Add GERM 4210
9. Add GERM 4220
10. Add GERM 4230
11. Add GERM 4240
12. Add GERM 4986
13. Modify NURS 3172

No questions, no discussion.

Committee on Graduate Studies: Committee #9 (Jack Jenkins, chair):

Information item: Minutes of the April 18, 2001 COG meeting were submitted to the body for information.

No questions, no discussion.

There being no further business before the Senate, Dr. Sethna adjourned the meeting at 3:04 pm.

Mark McManus
Executive Secretary, Faculty Senate
State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Psychology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Undergraduate</td>
<td>□ Every Term</td>
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<td></td>
<td></td>
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<td>□ Graduate</td>
<td>□ Yearly</td>
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<td></td>
<td>□ Other*</td>
<td>□ Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Variable credit must be explained</td>
<td></td>
</tr>
</tbody>
</table>

Action: □ Modify □ Program
□ Credit □ Add □ Delete
□ Number □ Title
□ Description
□ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate □ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
</table>

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 50XX/60XX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s):

Present or Projected Enrollment: (Students per year)

Effective Date*: Fall 1984

Grading System: □ Letter Grade □ Pass/Fail □ Other

Approval:

Department Chair 5-11-84

Dean of College

Chair of TBAC (if teacher prep. program)

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (five copies with signature for proposals carrying undergraduate credit only and six copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee

Chair, Committee on Graduate Studies

Vice President for Academic Affairs

Revised 2/14/00
Attachment

The program modification of the requirements for the MINOR in Psychology will take the following form: PSYCH 4030 (History and Philosophy of Psychology) will be added to the list of courses currently specified in the catalog so the statement will read:

Select a minimum of 1 course from among the following 4 credit courses = 4 hours
PSYC 3010 (Growth and Development)
PSYC 3150 (Abnormal Psychology)
PSYC 3730 (Social Psychology)
PSYC 3800 (Psychology of Mind/Body)
PSYC 3900 (Personality and Motivation)
PSYC 4030 (History and Philosophy of Psychology)

Rationale: This program modification reflects the department’s emphasis on philosophical, reflective approaches to psychology. Similar courses are universally taught in undergraduate institutions and are considered by many graduate schools to be prerequisite to graduate study in psychology.
Assessment of General Education at UWG

Recommendations of the Core Curriculum Subcommittee to the UAPC

**Background:** The criteria for SACS accreditation state "the institution must demonstrate that its graduates of degree programs are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers." To demonstrate these competencies, the University must implement an assessment process for general education.

The University System of Georgia Task Force on the Assessment of General Education Outcomes defined a model five-step assessment process:

1. Define the expected outcomes of general education.
2. Assess each expected outcome.
3. Analyze assessment results.
4. Use the assessment results to (a) identify curriculum strengths and weaknesses and (b) clarify general education outcomes and review assessment methodologies.
5. Design and implement improvement measures.

In 1996, the Faculty Senate approved the Semester System Implementation Committee's definition of the learning outcomes of West Georgia's core curriculum. These outcomes satisfy step one of the assessment process for reading, writing, oral communication, and fundamental mathematical skills. To assess the basic use of computers, however, we will need to begin at step one.

We will have to assess oral communication skills differently from the other areas. The VPAA's office is working with the departments that offer courses in area B.1 of the core to devise an acceptable assessment process for oral communication.

For assessing reading, writing, and fundamental mathematical skills, steps two through five remain to be completed. A standardized assessment instrument from a national testing service would help us satisfy steps two and three and will provide data we need to undertake steps four and five.

We anticipate that there may be objections to the use of a standardized instrument and acknowledge that no such test is perfect. Nonetheless, we believe that this is the only realistic path open to us if we are to satisfy SACS requirements during this accreditation cycle. If the University decides later to develop its own assessment instruments, the lessons we learn from using a standardized instrument can help us devise a valid and reliable tool.

The Educational Testing Service (ETS) and the American College Testing Program (ACT) provide tests to assess core general education skills. Both would be acceptable, but the ETS Academic Profile (http://www.ets.org/hsa/acp/index.html) appears more suitable for West Georgia's needs. In particular, the Short Form of the Academic Profile would be an excellent instrument for our purposes. It offers norm-referenced scores in humanities, social sciences, natural sciences, reading, writing, critical thinking, and mathematics, and criterion-referenced scores in writing, mathematics, and reading and critical thinking. Score reports include subgroup and comparative data analyses that can help with steps four and five.
Recommendations:

1. The University should require each West Georgia student to complete general education assessment testing before completing sixty semester hours of course work.

2. For the academic years 2001 - 2002, 2002 - 2003, and 2003 - 2004, the University should use the Short Form of the ETS Academic Profile to assess students' skills in writing, reading, mathematics, science reasoning, and critical thinking.

3. After soliciting faculty input, the UAPC and its Core Curriculum Subcommittee should:
   
   a. Define expected outcomes for the basic use of computers.
   b. Recommend an assessment instrument for computer use.

   Both (a) and (b) should be presented to the Senate before the end of the current semester.

4. The Vice President for Academic Affairs (VPAA) and the University's Testing Office should schedule both the Academic Profile and the test of computer use to be given during the spring semester of the current 2001 - 2002 academic year.

5. The University should pay for general education assessment during the 2001 - 2002 academic year. Further analysis is necessary to determine whether the VPAA or the students will pay for the assessment in subsequent years. This matter should be referred to the Senate's Academic Policies and Procedure committee for consideration.

6. During the 2003 - 2004 academic year, the University should review the assessment process and determine whether to continue use of the ETS Academic Profile in following years.

7. The UAPC and its Core Curriculum Subcommittee should create plans to use results from the ETS Academic Profile and the assessment instrument for computer use to satisfy steps four and five of the University System's model assessment process. They should present the plans to the Senate before the end of the current academic year.