

Graduate Executive Committee Meeting Minutes
February 15, 2024
MEETING LOCATION: Odum Library 1480

Present: Becky da Cruz, Debra Gresham, Ann Greenfield, Dixie Haggard, Zhong (Beibei) Lin, Lenese Colson, Md Ruhul Amin, Lynn Crump, Matt Grant, Mitch Lockhart, Connie Porcaro, Keith Lee, John Lairsey, Fred Knowles, Arsaian Wares, Chris Downing, E-Ling Hsiao

Proxy: Debra Gresham for Kelly Davidson and Connie Porcaro for Michelle Ritter

Guests: Rebecca Petrella, Tyler Cospers and Darli DeVane

The meeting was called to order by Dr. Becky da Cruz at 2:00 pm.

Minutes from January 25, 2024 were approved. Connie Porcaro motioned to approve. Dixie Haggard seconded. Motion passed: 18 approved - 0 opposed – 0 abstained

Special Item: Written Guidelines for Zero Credit Hour Courses-Dr. da Cruz shared that the SACSCOS board of trustees revised the credit hour policy statement. Academic departments may develop and offer zero credit courses as a requirement in a degree program to engage students in innovative experiences beyond the classroom. Requests for zero credit courses must be submitted through the existing curriculum approval process.

College of Education and Human Services

Department of LTWD

Request for Revised Catalog Copy (catalog): Master of Education in Instructional Technology- Moving the location of the Admission Deadlines information up before concentration-specific information is presented, so that readers know that it is applied to all three concentrations of the program. Lenese Colson motioned to approve. Dixie Haggard seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Department of Communication Science & Disorders

Request for Revised Course-(catalog): Neurodevelopmental Communication Disorders-This course was developed years ago and covered many areas. At this time, CSD faculty agree that the topics covered in the course description are best introduced in this course but assessment and treatment is often covered in other courses. For example, communication challenges related to Autism is covered in courses such as CSD 5010 (Language Disorders in Young Children). With less focus on assessment and treatment aspects, introduction and study of the course topics can be completed in 2 lecture hours per week (2 credits). Chris Downey motioned to approve. Dixie Haggard seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Motor Speech Disorders- CSD 5240 covers a large variety of speech disorders related to various etiologies and faculty discussed and voted to increase the credits for this course to two credits. A one credit hour course was not enough time to cover all aspects of this critical area of the field. Chris Downey motioned to approve. Dixie Haggard seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Advanced Clinical Intervention-Many of the SLPD students who have recently been enrolling in the program do not have access to intervention hours due to currently being employed in administrative roles. By removing the minimum hours, this will allow students to apply their knowledge within intervention settings without hour expectations. Chris Downey motioned to approve. Dixie Haggard seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Curriculum Change-(catalog): M.Ed. with a Major in Communication Disorders- The faculty agreed that CSD 5240 required more lecture time and that CSD 5130 would be best taught with less lecture time, given that some of the course content is covered in other courses. Chris Downey motioned to approve. Dixie Haggard seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for New Course-(catalog): Supervised Teaching in Communication Sciences and Disorders- Many SLPD students who are completing the degree would like to enter into academia. Providing this course will better prepare those students and make them more competitive for future higher education positions. Chris Downey motioned to approve. Dixie Haggard seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Department of Teacher Education

Request for Curriculum Change-(catalog): M.A.T. with a Major in Education- Some additional text was added to provide clarification to students regarding which content fields were available for certification within this program. EDUC 2999 was required for graduate initial teaching students to ensure they completed requirements for program progression upon enrollment. Recently, we have been able to shift these tasks to admission and outside of a course so the EDUC 2999 course no longer needs to be required. Instead, the advisor will collect and maintain records on the students. MSED 6300 and MSED 5840 should be reflected as 3 credit hours per curriculum change forms in February 2020. MSED 6020 and MSED 6200 should reflect 5 credit hours. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Curriculum Change-(catalog): M.A.T. with a Major in Middle Grades or Secondary Education- These content fields are being joined into the MAT Education program to create a single major within which most initial teaching fields would be grouped together. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Curriculum Change-(catalog): M.A.T. with a Major in Special Education- This undergraduate course was required for graduate initial teaching students to ensure they completed requirements for program progression upon enrollment. Recently, we have been able to shift these tasks to admission and outside of a course so the EDUC 2999 course no longer needs to be required. Instead, the advisor will collect and maintain records on the students. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Curriculum Change Revised catalog copy-(catalog): M.Ed with a Major in Special Education- The field of Special Education is a critical need field within schools in Georgia. Preparing high-quality teachers is pivotal to their retention and success in the classroom. This Med Special Education offers current special education teachers the option to earn a level 5 certificate upon graduation of this program to boost their pay. This content is more advanced than the MAT Special Education because it concentrates more on advanced application and research in the field. Since students are already professionally certified special education teachers, this program differs from the current MAT Special Education program. The Med Special Education program already exists at VSU, but this new curriculum offers a certification upgrade for any special education certification upon graduation. Currently, the Med is only available to students seeking initial certification in Special Education Deaf Education. The program was removed from the catalog for academic year 2023-24 while the program was being redesigned. SEGC 5140 and DEAF 5310 are “cross-listed” with the MAT Special Education program, but Med candidates will have content above and beyond the expectations for MAT candidates because of their advanced standing. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Curriculum Change-(catalog): M.A.T. with a Major in Health and Physical Education- There is no longer a need to separate employed and non-employed candidates into two separate courses. For this reason, 6890 and 6900 are being removed and the courses being retained are being retitled to reflect “clinical practice” instead of “internship” or “student teaching”. EDUC 2999 was required for graduate initial teaching students to ensure they completed requirements for program progression upon enrollment. Recently, we have been able to shift these

tasks to admission and outside of a course so the EDUC 2999 course no longer needs to be required. Instead, the advisor will collect and maintain records on the students. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Clinical Practice Seminar in Health and Physical Education-The course is being retitled to reflect “Clinical Practice” instead of “Internship” or “Student Teaching” because both employed and non-employed candidates will be enrolling in the course now. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Internship/Clinical Practice in Teaching- The course is being retitled to reflect “Clinical Practice” instead of “Internship” or “Student Teaching” because both employed and non-employed candidates will be enrolling in the course now. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Single Subject Research in Special Education-The content for this course has been revised to apply for all special education certification fields and for already professional certified educators. The number should reflect its higher level of learning above the level of a MAT program and the prefix should represent the broader special education content field. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Assistive Technology- The content for this course has been revised to apply for all special education certification fields and for already professional certified educators. The number should reflect its higher level of learning above the level of a MAT program and the prefix should represent the broader special education content field. Note: This course will need to be offered one more time as SEAC 5050 in summer 2024 for candidates finishing the MAT program. New MEd candidates will not be taking the revised course until after Fall 2024. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Evidence-based Methods and Strategies- The content for this course has been revised to apply for all special education certification fields and for already professional certified educators. The number should reflect its higher level of learning above the level of a MAT program and the prefix should represent the broader special education content field. Note: This course will need to be offered one more time as SEGC 6030 in fall 2024 for candidates finishing the MAT program. New MEd candidates will not be taking the revised course until after Fall 2024. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Transition Planning and Services-The content for this course has been revised to apply for all special education certification fields and for already professional certified educators. The number should reflect its higher level of learning above the level of a MAT program and the prefix should represent the broader special education content field. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Foundations of Reading, Literacy, and Language- Addresses requirements of GaPSC (2023) new rule: 505-3-.03 Foundations of reading, literacy, and language (GaPSC, 2023). Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for Revised Course-(catalog): Evidence-based Instruction for Language, Reading, and writing Development- Addresses requirements of GaPSC (2023) new rule: 505-3-.03 Foundations of reading, literacy, and language (GaPSC, 2023). Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for New Course-(catalog): Supporting Deaf Students with Other Disabilities- Understanding the need

for a combination of theoretical exploration, practical activities, and case studies, this course will provide candidates with a deeper understanding of the diverse needs of students with deafness and multiple disabilities, including intellectual disabilities, physical impairments, and sensory processing disorders. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for New Course-(catalog): **Behavior Management and Positive Behavior Supports**-This course within the MEd Special Education program fills a much-needed void addressing the new challenge today for special education teachers: behavior management and support, mental health, social-emotional learning and so forth in the special education setting. This content will be at the advanced level for currently-employed special education teachers who may have a base knowledge of the area. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Request for New Course-(catalog): **Supporting Students with Autism Spectrum Disorders (ASD)**-with the current numbers of students diagnosed with autism spectrum disorder, the course will prepare candidates to be equipped with practical strategies and a deeper understanding of how to create inclusive and supportive learning environments for students with ASD. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 18 approved – 0 opposed – 0 abstained.

Department of Social Work

Request for Revised Course-(catalog): **Trauma Certificate**- The certificate program will assist students to gain credentials in learning how to work with trauma populations through taking the following one required elective course (SOWK 7775) and two required core courses (SOWK 7300 and SOWK 7810):

- 1) SOWK 7775. Social Work and Trauma. This course examines primary and secondary trauma and intervention approaches as students apply to practice with survivors of primary trauma as well as care with social workers of secondary traumatic stress. Students discuss specific trauma cases coming from the field of violence, abuse and neglect, war and disaster, life-threatening illness, loss and bereavement, substance use, and any other types of trauma related practice. Particular attention is made to the use of engagement, assessment, intervention, and evaluation on the micro, mezzo, and macro levels of practice for survivors of primary and secondary trauma.
- 2) SOWK 7300. Advanced Practice with Individuals. This course provides an overview of effective evidence-based practices for mental health disordered and traumatized individuals. Students learn the evidence-based practices for populations having mental health issues and trauma such as Trauma-Informed Approaches, Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), Motivational Interviewing (MI), and Acceptance/Commitment Therapy.
- 3) SOWK 7810. Psychopathology and Assessment. This course provides information on theories within the Bio-Psycho-Social paradigm and causality of disorders/conditions and prepares students to use the DSM-5 and diagnose the various types of mental health and trauma symptoms including PTSD (Post-Traumatic Stress Disorder) based on the DSM-5.

The certificate program will also assist students to further train in each of their own special areas through taking one of the following elective courses:

- 4) SOWK 7776. Military Social Work. This course provides an overview and approaches for working with active-duty military personnel, and veterans and their families. Students learn how to provide services to the military and veterans and their family members having mental health challenges such as anxiety, depression, PTSD (Post-Traumatic Stress Disorder), and military trauma.
- 5) SOWK 7820. Issues in Substance Use. This course demonstrates the traditional clinical approach to treatment of substance use. Since most of the substance use cases are closely related to individuals' trauma, students also examine substance use issues related to individuals' trauma through this course. It provides students with experience in assessing in a holistic way (Bio-Psycho-Social-Spiritual), diagnosing substance use disorders relate to trauma, developing a case conceptualization and a treatment plan based on the BPSS and the diagnosis.
- 6) SOWK 7826. Perspectives on Substance Use/Mental Health. This course is deliberately non-clinical and provides a holistic philosophical range of cultural attitudes and treatments of substance use and mental health disorders. Students are encouraged to think both critically and creatively while looking at an extensive history of

attitudes toward substance use and mental health issues including PTSD and trauma, avoiding a "one size fits all" approach for the clients with substance use and mental health issues.

7) SOWK 7840: This course equips students entering the helping professions with the tools required to assist clients deal with loss, bereavement and mourning. This is not only for the loss clients encounter through death and dying but also the losses may include; chronic illnesses experienced by oneself or a significant other, aging, divorce, the loss of work, moving to a new town, children moving out of the house, or the loss of meaning in one's life. Loss is a huge part of individual's trauma, and this course leads students to be prepared for working with traumatized clients from loss and bereavement.

8) SOWK 7870. Working with Victims and Perpetrators of Abuse and Neglect. This course is an advanced seminar in social work practice with victims and perpetrators of abuse and neglect. It includes current knowledge about causes, dynamics, and interventions related to physical abuse of children, neglect and emotional abuse, sexual abuse of children, domestic violence/spousal abuse, elder abuse, LGBTQI abuse, and abuse of people with disabilities. Students also learn how victims of the abuse and neglect could develop the symptoms of trauma.

Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 17 approved – 0 opposed – 1 abstained. Matthew Grant motioned to approve. John Lairsey seconded. Motion passed: 17 approved – 0 opposed – 1 abstained.

Sub/Committee Reports

- **Graduate Student Success** –Chris Downey shared the survey numbers from the spring kick-off. The Fall Kickoff for the new GA's will be held August 15th from 6-7pm via Teams.
- **Doctoral Program Sub-Committee**- No Update
- **Graduate Appeals**-Dr. Lockhart shared the information on the 1 appeal the committee reviewed. He stated the committee would like to have a workbook of guidelines for each department as to what their policy states about how long a student has to sit out of their program when they are dismissed. Also, the committee will be working on a guideline to set the amount of time an appeal should take when being reviewed by the department.
- **Graduate Faculty Scholarship**-The committee reviewed the faculty scholarship application and awarded fourteen and declined one. Dr. da Cruz reminded the committee that you can only be funded for recruitment once a semester and that the deadline to apply for travel from July 1-Oct 15th is May 17th. She also informed the committee there was no more money this year for GA travel.
- **Graduate Faculty Membership**- Dr. da Cruz reminded the committee that applications are due March 8th, and that a reminder email was sent to those faculty whose membership has expired or will soon.
- **Symposium Nomination**-The nomination forms are due February 16th. So far there have been 19 nominations and 1 of those is for the 3MT. Dr. da Cruz encouraged the committee to get more nominations in before the deadline.

Other Business/Topics from the floor

- **Graduate Admissions Update**- Rebecca stated she and Bailey have been working on the new bin structure. She will be sending out an email once it goes live. She stated they have corrected a glitch that was preventing the probationary admit bin from showing up in the decision form.
- **Graduate Assistant Update**- Dr. da Cruz stated there have been 12 GA's nominated so far for GA of the year. Also, the GA recruitment event will be virtual and will be held on March 7th and 8th for those who are looking to hire a GA. She stated that the Deans should be getting with their departments letting them know how many GA's they have been allocated. There was a discussion on how this allocation process was determined. Dr. da Cruz encouraged the faculty to get with their department on this issue but stated she would be happy to meet with anyone who needed more clarification on it.
- **Graduate Course Repeat Policy**-Dr. da Cruz stated this was on the Faculty Senate agenda for today.
- **Website Updates**-Dr. da Cruz stated there was a meeting with the marketing team and they are looking for ways to update the website.

- **AGS & SGA Updates-** Tyler informed the committee that the next AGS meeting will be Monday, February 19th and that Dr. da Cruz will be the guest speaker. He stated AGS was going to be holding officer elections in March. He also stated they had a good time at Trivia night at Wooden Nickel. He stated their team came in 3rd place.

Items from the Floor-

Motion made to adjourn at 3:35 pm

Next AC Meeting: March 4, 2024

Next GEC Meeting: March 21, 2024

X *Darli DeVane*

Darli DeVane
Administrative Coordinator

X *Becky K. da Cruz*

Dr. Becky da Cruz, Associate Provost
for Graduate Studies & Research