Memorandum

To: General Faculty

Date: December 3, 2007

Regarding: Agenda, Faculty Senate Meeting, December 7th, 2007 at 3.00 pm in Humanities 312.

The agenda for the, December 7th Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the November 2nd, 2007 meeting (see Addendum I)

4. New Business

5. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Diane Fulkerson)

Action Items: (See Addendum II)

A) College of Arts and Sciences

1) Department of English
   a) Minor in Creative Writing
      Request: Modify
      Action: Approved

   b) ENGL 2060
      Request: Add
      Action: Approved

2) Department of History
   a) HIST 4478
      Request: Add
      Action: Approved

   b) HIST 4479
      Request: Add
      Action: Approved

3) Department of Foreign Languages
   a) BA in Foreign Languages, German Track
      Request: Add
      Action: Approved
b) BA in Foreign Languages, French Track  
Request: Add  
Action: Approved

c) BA in Foreign Languages and Literatures, Spanish Track  
Request: Add  
Action: Approved

d) BA Degree with a Major in French  
Request: Delete  
Action: Approved

e) BA Degree with a Major in German  
Request: Delete  
Action: Approved

f) BA Degree with a Major in Spanish  
Request: Delete  
Action: Approved

4) Department of Nursing  
a) BSN in Nursing  
Request: Modify  
Action: Approved

5) Department of Political Science  
a) BA and BS in Political Science  
Request: Modify  
Action: Approved

B) Richards College of Business  
1) Department of Economics  
a) BS Economics with Secondary Education Certification  
Request: Modify  
Action: Approved

Information Items:

A) College of Arts and Sciences  
1) Department of English  
a) ENGL 3200  
Request: course modify  
Action: Approved

b) ENGL 3400  
Request: course modify  
Action: Approved

c) ENGL 4210  
Request: course modify  
Action: Approved
d) FILM 2080
   Request: course modify
   Action: Approved

2) Department of Music
   a) MUSC 1301
      Request: course modify
      Action: Approved

   b) MUSC 1302
      Request: course modify
      Action: Approved

   c) MUSC 1401
      Request: course modify
      Action: Approved

   d) MUSC 1402
      Request: course modify
      Action: Approved

   e) MUSC 2301
      Request: course modify
      Action: Approved

   f) MUSC 2302
      Request: course modify
      Action: Approved

   g) MUSC 2401
      Request: course modify
      Action: Approved

   h) MUSC 2402
      Request: course modify
      Action: Approved

   i) MUSC 1501
      Request: course modify
      Action: Approved

   j) MUSC 1502
      Request: course modify
      Action: Approved

   k) MUSC 2501
      Request: course modify
      Action: Approved

   l) MUSC 2502
      Request: course modify
      Action: Approved
m) MUSC 2700
   Request: course modify
   Action: Approved

n) MUSC 2710
   Request: course modify
   Action: Approved

o) MUSC 2720
   Request: course modify
   Action: Approved

p) MUSC 2730
   Request: course modify
   Action: Approved

q) MUSC 2740
   Request: course modify
   Action: Approved

r) MUSC 2750
   Request: course modify
   Action: Approved

s) MUSC 2760
   Request: course modify
   Action: Approved

t) MUSC 2770
   Request: course modify
   Action: Approved

u) MUSC 2800A-Q
   Request: course modify
   Action: Approved

v) MUSC 3230
   Request: course modify
   Action: Approved

w) MUSC 3240
   Request: course modify
   Action: Approved

x) MUSC 3601
   Request: course modify
   Action: Approved

y) MUSC 3602
   Request: course modify
   Action: Approved
z) MUSC 3603  
   Request: course modify  
   Action: Approved

aa) MUSC 3604  
   Request: course modify  
   Action: Approved

bb) MUSC 3605  
   Request: course modify  
   Action: Approved

c) MUSC 3606  
   Request: course modify  
   Action: Approved

dd) MUSC 3701  
   Request: course modify  
   Action: Approved

ee) MUSC 3702  
   Request: course modify  
   Action: Approved

ff) MUSC 3850  
   Request: course modify  
   Action: Approved

gg) MUSC 4011  
   Request: course modify  
   Action: Approved

hh) MUSC 4021  
   Request: course modify  
   Action: Approved

ii) MUSC 4150  
   Request: course modify  
   Action: Approved

jj) MUSC 4160  
   Request: course modify  
   Action: Approved

kk) MUSC 4176  
   Request: course modify  
   Action: Approved

ll) MUSC 4186  
   Request: course modify  
   Action: Approved
mm) MUSC 4187  
   Request: course modify  
   Action: Approved  

nn) MUSC 4188  
   Request: course modify  
   Action: Approved  

oo) MUSC 4200  
   Request: course modify  
   Action: Approved  

pp) MUSC 4311  
   Request: course modify  
   Action: Approved  

qq) MUSC 4321  
   Request: course modify  
   Action: Approved  

rr) MUSC 4400  
   Request: course modify  
   Action: Approved  

ss) MUSC 4410  
   Request: course modify  
   Action: Approved  

tt) MUSC 4600A-Q  
   Request: course modify  
   Action: Approved  

uu) MUSC 4700  
   Request: course modify  
   Action: Approved  

vv) MUSC 4710  
   Request: course modify  
   Action: Approved  

ww) MUSC 4720  
   Request: course modify  
   Action: Approved  

xx) MUSC 4730  
   Request: course modify  
   Action: Approved  

yy) MUSC 4740  
   Request: course modify  
   Action: Approved
zz) MUSC 4750  
   Request: course modify  
   Action: Approved  

aaa) MUSC 4760  
   Request: course modify  
   Action: Approved  

bbb) MUSC 4770  
   Request: course modify  
   Action: Approved  

ccc) MUSC 4800A-Q  
   Request: course modify  
   Action: Approved  

ddd) MUSC 4941  
   Request: course modify  
   Action: Approved  

eee) MUSC 4942  
   Request: course modify  
   Action: Approved  

fff) MUSC 4943  
   Request: course modify  
   Action: Approved  

ggg) MUSC 4981  
   Request: course modify  
   Action: Approved  

hhh) MUSC 4983  
   Request: course modify  
   Action: Approved  

iii) MUSC 4985  
   Request: course modify  
   Action: Approved  

Committee II: Academic Policy and Procedures Committee (Chair, Kathy Moffeit)  

Action Items:  

A) The committee proposes the approval of the Class Attendance Policy.  

   Class Attendance Policy  

   Subject to compliance with federal, state, and Board of Regents policies, class attendance and  
   make-up policies are determined by each instructor for his or her own classes. These policies
shall be stated clearly in the course syllabus distributed during the drop / add period and available throughout the semester.

Each student’s priority is to attend all classes. Students representing the University in sanctioned events must consult with their instructors about anticipated absences. (If students know that they will be absent for more than three consecutive days, they may call the Student Development Center 678-839-6428, who will prepare a memo to the students’ professors indicating the extent and nature of the absence.) Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for the work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the course instructor. Any student who is unable to continue attendance in class should examine available options (i.e. make appropriate arrangements with the instructor, drop the course, withdraw from the course, or withdraw from the University).

The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor’s policies and the University’s policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Information Items:

Recommended that the Drop/Add Period will be 3 days beginning Fall 2008. Recommended the adoption of a mandatory online course evaluation process.

Committee III: Faculty and Administrative Staff Personnel (Chair, Chris Huff)

Action Item: Revisions to the Faculty Handbook section 107.01 Oversight and Administration of Alternative Dispute Resolution Program.

107.0101 The university co-liaisons for ADR will be appointed by the President. One co-liaison will be a member of the staff; the second co-liaison will be a member of the faculty. The co-liaisons will serve as co-chairs of the Committee on Alternative Dispute Resolution and will oversee all committee tasks. In addition, the co-liaisons will serve as the first point of contact for any member of the university community who wishes to utilize mediation to pursue resolution of a conflict; screen requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); secure the consent of all parties involved and arrange for an approved neutral or neutrals to mediate the dispute; and maintain all necessary records, forms of consent, and evaluations required during the mediation process.

[...]

107.0102 The Committee on Alternative Dispute Resolution will consist of persons recommended by the co-liaisons and appointed by the President. Every major constituency in the university will be represented on the committee. The Committee will meet regularly at least once a semester and participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for
faculty, staff, and students; and overseeing all ADR-related tasks requested by the Board of Regents.

[…]

107.0102.1 At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

[…]

107.0104 Requests for Mediation

Any member of the faculty may request a mediation to resolve disputes with other faculty, staff, or students. Any member of the University Community may request mediation to resolve disputes with any other member.

Committee IV: Learning Resources (Chair, Aran MacKinnon)

Information Items:

A) Discussion of timeline of Call for Proposals
B) Discussion of the UWG Foundation assisting the LRC in actively seeking matching grant monies
C) Discussion of the establishment of a center for the support of faculty research on campus

Committee VII: Institutional Studies and Planning (Chair, Julie Chibbaro)

Information Item:

A) Update on Strategic Planning

Committee IX: Graduate Studies (Chair, Skip Clark)

(See Addendum III)

Action Items:

A) College of Arts and Sciences

1) Department of History
   a) HIST 5478
      Request: Add
      Action: Approved

   b) HIST 5479
      Request: Add
      Action: Approved

2) Department of Sociology and Criminology
   a) CRIM 5230
      Request: Delete
      Action: Approved
b) CRIM 5255
   Request: Delete
   Action: Approved

c) CRIM 6000
   Request: Add
   Action: Approved

d) CRIM 6010
   Request: Add
   Action: Approved

e) CRIM 6013
   Request: Add
   Action: Approved

f) CRIM 6015
   Request: Add
   Action: Approved

g) CRIM 6182
   Request: Add
   Action: Approved

h) CRIM 6233
   Request: Add
   Action: Approved

i) CRIM 6255
   Request: Add
   Action: Approved

j) CRIM 6279
   Request: Add
   Action: Approved

k) CRIM 6280
   Request: Add
   Action: Approved

l) CRIM 6286
   Request: Add
   Action: Approved

m) CRIM 6305
   Request: Delete
   Action: Approved

n) CRIM 6341
   Request: Add
   Action: Approved
o) CRIM 6342
   Request: Add
   Action: Approved

p) CRIM 6345
   Request: Delete
   Action: Approved

q) CRIM 6350
   Request: Add
   Action: Approved

r) CRIM 6360
   Request: Delete
   Action: Approved

s) CRIM 6370
   Request: Add
   Action: Approved

t) CRIM 6380
   Request: Add
   Action: Approved

u) CRIM 6623
   Request: Add
   Action: Approved

v) CRIM 6700
   Request: Add
   Action: Approved

w) CRIM 6982
   Request: Add
   Action: Approved

x) CRIM 6983
   Request: Add
   Action: Approved

y) CRIM 6999
   Request: Add
   Action: Approved

z) SOCI 6015
   Request: Add
   Action: Approved

aa) SOCI 6222
   Request: Add
   Action: Approved
bb) SOCI 6241  
Request: Add  
Action: Approved

cc) SOCI 6255  
Request: Add  
Action: Approved

dd) SOCI 6266  
Request: Add  
Action: Approved

ee) SOCI 6275  
Request: Add  
Action: Approved

ff) SOCI 6280  
Request: Add  
Action: Approved

gg) SOCI 6342  
Request: Add  
Action: Approved

B) College of Education  
1) Counseling and Educational Psychology  
a) Ed.D. in Professional Counseling and Supervision  
Request: Add  
Action: Approved

6. Old Business

7. Announcements

8. Adjournment
Addendum I
Date: November 5, 2007

Call to Order: The meeting was convened in room 1-303 of the Technology-Enhanced Learning Center. Chair pro-tem Randy Hendricks Called the meeting to order at 3:00 p.m.

Roll Call: Aanstoos, Abbott, Best, Bray, Chibbaro, Fulkerson, Gunnels, Hendricks, Holland, Huff, Mackinnon, Mayer, Moffett, Mowling, Murphy, Smith, Snipes, Webb.


Minutes: Minutes from the September 28th, 2007 meeting were approved unanimously.

Committee I: Undergraduate Academic Programs (Chair, Diane Fulkerson)

Action Items:
A) College of Arts and Sciences
   1) Department of Mathematics
      a) BS in Mathematics - Actuarial Science Option Request: Modify (replace course MATH 3063 with MATH 4843)
         Action: Approved

      b) BS in Mathematics – Traditional Option, Applied Computational Track, Applied Discrete Track Request: Modify (replace course 3413 with MATH 4413 in the Traditional Track, MATH 4253 in the Applied Computational Track and MATH 3303 in the Applied Discrete Track
         Action: Approved

      c) BS in Mathematics – Statistics Option Request: Modify (replace course 4203 with MATH 4233)
         Action: Approved

      Diane Fulkerson describes program changes to mathematics…Motion made to approve, and the motion carries unanimously.

Information Items:
A) College of Education
   1) Department of Curriculum and Instruction
      a) MGED 4265
         Request: course modify
         Action: Approved

      b) SEED 4585
         Request: course modify
         Action: Approved
Information items a and b are presented and briefly by Diane Fulkerson and discussed

Committee VII: Institutional Studies and Planning (Chair, Julie Chibbaro)

Information Items:

A) Draft of Strategic Plan

Julie Chibbaro/Mike Crafton (strategic plan)…Michael Crafton updates the Senate on the current state of the Strategic Plan. It’s in draft form. Improving campus climate, life…increasing evening and weekend programs. Aaron MacKinnon asks what has happened with the previous strategic plan. Response from Michael Crafton: we have a report, we didn’t meet the visionary goals, but did meet the operational goals.

Committee IX: Graduate Studies (Chair, Skip Clark)

Action Items:

A) College of Arts and Sciences
   1) Department of Foreign Languages and Literatures
      a) Post-Baccalaureate Initial Certification in Spanish
         Request: Modify
         Action: Approved
      b) Post-Baccalaureate Initial Certification in French
         Request: Modify
         Action: Approved

      The question regarding the modification of the programs in a and b is called and carries unanimously

   2) Department of Mathematics
      a) MATH 6983
         Request: Add
         Action: Approved

      Skip Asked that this item be removed from agenda

B) College of Education
   1) Department of Counseling and Educational Psychology
      a) M. Ed. Guidance and Counseling
         Request: Modify (change degree name to M. Ed. Professional Counseling)
         Action: Approved
      b) Ed. S. in Guidance and Counseling
         Request: Modify (change degree name to Ed. S in Professional Counseling)
         Action: Approved

      Name change on degree to EDS in to match what is used in the profession. Question is call and carries unanimously

C) Richards College
a) Master of Business Administration Degree
Request: Modify
Action: Approved

MBA modification Move from credit bearing to non credit bearing. Question is called and carries unanimously.

Committee IX: Graduate Studies
Action Items:
   I. 
   B) College of Arts and Sciences

   2) The Department of Foreign Languages and Literatures – Modification of the following programs.
      a) Post-Baccalaureate Initial Certification in Spanish
         Request: Modify

      b) Post-Baccalaureate Initial Certification in French
         Request: Modify

         Motion made: Approved.

   3) Department of Mathematics – Addition of one course.
      a) MATH 6983
         Request: Add

         Motion made: Approved.

C) College of Education

   1) Department of Counseling and Educational Psychology- Modifications to the following programs.
      a) M.Ed. Guidance and Counseling
         Request: Modify (change degree name to M.Ed. Professional Counseling)

      b) Ed.S. in Guidance and Counseling
         Request: Modify (change degree name to Ed.S in Professional Counseling)

         Motion made: Approved.

D) Richards College of Business – Modification to the following.
   a) Master of Business Administration Degree
      Request: Modify

      Motion made: Approved.

Information Item:

A) COGS minutes are on-line and available for review.

Additional business/announcements:
Dr. Murphy asked “Can we streamline the process to get stuff on the Agenda for senate… so, we can have some time to consider the information and to speed things along. There is currently not time to ask constituents about their ideas on the topics on agenda.”

Dr. Hynes sends Dr. Sethna regrets that he couldn’t be here.

Meeting adjourned.
Addendum II
Course or Program Addition, Deletion or Modification Request

Department: English (Creative Writing)  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Action</th>
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*Variable credit must be explained

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>
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<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 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attached for full explanation and rationale for program changes.

Prerequisite(s)  

Present or Projected Enrollment:  (Students per year)  Effective Date*: Fall / 2008  
*For a new course, one full term must pass between approval and effective date.

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

Approval:

Jane Hill  10/30/07  
Department Chair  Date  
Department Chair (if cross listed)  Date

Dean of College  11/19/07  
Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  11/15/07  
Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Program Changes to the Creative Writing Minor

Currently, the requirements for the minor run as follows:

XIDS 2100: Creative Process
ENGL 3200: Creative Writing
ENGL 4210: Advanced Creative Writing

plus any three of the following:

ENGL 3200: Creative Writing (Screenwriting)
ENGL 3400: Advanced Composition/Creative Nonfiction
ENGL 4106: Studies in Genre
ENGL 4210: Advanced Creative Writing (second genre)
ENGL 4381: Independent Study (capstone project)

Adding a Workshop Tier:

We seek to create a three-tiered workshop structure to replace the present two-tier system (where students start with 3200 and advance only to 4210). This modification involves a few steps:

1. Adding a 2000-level introductory course (which we will tentatively call ENGL 2060) and placing it in core area B.1 (Institutional Priorities). Such a move necessitates our structuring the course to meet the outcomes for B.1, thus the emphasis on voice and oral communication.
2. Modifying 3200 to be a genre-specific intermediate workshop—including poetry, fiction, creative nonfiction, playwriting (Gagnon), and screenwriting (Cuomo).
3. Modifying 3400 as a result of creative nonfiction’s inclusion in 3200. 3400 will be used in the new English Education configuration (see English Ed. proposal for modification form).
4. Keeping 4210 essentially the same, though modifying its description to accommodate additional genres.

Creative-Writing Minor Changes

Since the creative-writing minor requires 18 credit hours, we seek the following changes in requirements:

XIDS 2100: Creative Process
ENGL 2060: The Creative Voice
ENGL 3200: Intermediate Creative Writing
ENGL 4210: Advanced Creative Writing
ENGL 4106: Studies in Genre (note: the genre course may not count toward the major,
which essentially means that creative-writing minors take two genre
courses.

For the sixth course in the minor, students may enroll in any one of the following, with
approval of the Creative Writing Coordinator:

Any relevant 3000- and 4000-level Anthropology course (for example, ANTH 4173
Language and Culture)
Any relevant 3000- and 4000-level Art History course (for example, ART 4201
Non-Western Art)
Any relevant 3000- and 4000-level English course (for example, ENGL 4188 Individual
Authors: Shakespeare)
Any relevant 3000- and 4000-level Foreign Languages and Literatures course (for
example, FREN 4240 French Poetry)
Any relevant 3000- and 4000-level Mass Communications course (for example, COMM
4451 Copy Writing for Telecommunication and Electronic Media)
Any relevant 3000- and 4000-level Philosophy course (for example, PHIL 3240 World
Religions)
Any relevant 3000- and 4000-level Psychology course (for example, PSYCH 4040 The
Psychology of Dreams)
Any relevant 3000- and 4000-level Sociology course (for example, SOCI 4203 Women
in American Society)
Any relevant 3000- and 4000-level Theatre course (for example, THEA 4457 Theatre
History II)

These changes help substantiate the creative writing minor while also including more disciplines,
thereby reinforcing creative-critical hybridity, intellectual diversity, and historical consciousness,
all of which are crucial to developing writers.
Course or Program Addition, Deletion or Modification Request

Department: English  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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.

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

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<tr>
<td>Engl</td>
<td>2060</td>
<td>The Creative Voice</td>
<td>3 / 0 / 3</td>
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</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 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attached documents.

Prerequisite(s) None.

Present or Projected Enrollment: 150 (Students per year)  
Effective Date*: Fall 2008  

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature] 10/30/07

Department Chair  
Date

Department Chair (if cross listed)  
Date

Dean of College  
12/1/01

Dean of College (if cross listed)  
Date

Chair of TEAC (if teacher prep. program)  
Date

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

[Signature] 1/15/07

Chair, Undergraduate Academic Programs Committee  
Date

Chair, Committee on Graduate Studies  
Date

Vice President for Academic Affairs  
Date

Revised 1/09/02
ENGL 2060 The Creative Voice (Draft)

Course Description

- An introduction to the various methods of defining voice, including one's distinctive voice on the written page, and one's critical voice as a close reader of, and commentator on, peer-produced texts
- Prerequisites: none
- An introduction to the intersections of creativity and critical practice through a study of their diverse articulations within both historical and contemporary contexts
- An introduction to the workshop method, which emphasizes close peer interaction and foregrounds appropriate communication/critiquing skills among writers and thinkers
- An introduction to the structures of public readings and recitations of creative and critical writing
- A further specific description pertaining to this section of the course may be added

Course Goals

- Students will learn how to define voice from a variety of creative and critical perspectives
- Students will understand how conceptions of one's individual voice necessarily arise in dialog with other voices both creative and critical
- Students will learn to communicate ideas and values effectively through creative writing and critical peer critique
- Students will learn to communicate with an audience by reading their own work aloud and discussing issues of reception within specific cultural contexts
- Students will become conversant with issues of technique in multiple literary genres and in multiple schools of critical reception
- Students will practice computer-based editing and critiquing skills through the collaborative construction of a course anthology

Program Goals

- This course fulfills one of the departmental requirements for the completion of the creative writing minor
- This course broadens students' desire and ability to take pleasure in their encounters with literature
Inclusion of ENGL 2060 into Core Area B.1

Proposal: The Department of English seeks to include ENGL 2060 (The Creative Voice) in Core Area B.1 (Institutional Priorities), an area devoted to both the structure and delivery of oral presentations. ENGL 2060 would serve as an introduction to the various methods of defining voice, including one’s distinctive voice on the written page, and one’s critical voice as a close reader of, and commentator on, peer-produced texts.

Justification: Currently, Core Area B.1 offers ART 2000 (Oral Communication and the Visual Arts), COMM 1110 (Public Speaking), ENGL 2000 (American Speech); ENGL 2050/THEA 2050 (Self-Staging: Oral Communication in Daily Life), PHIL 2110 (Critical Thinking); and XIDS 1004 (Communication). The inclusion of ENGL 2060 (The Creative Voice) into this area affords students the opportunity to work on written and oral communication skills in close collaboration with peers and professor. Since the course is designed as a workshop—meaning much of the class time is devoted to the analysis of student writing—both written and oral communication skills are highlighted each day. Moreover, since a successful workshop challenges students to work on their writing prior to presenting it orally in class, it reinforces the notion that strong oral skills are intrinsically tied to strong writing skills, regardless of chosen field or major, and that those skills are a crucial tool for future success. Such a symbiotic understanding of the connections between writing and speaking, then, embody in spirit and letter the outcomes for Core Area B.1.
ENGLISH 2060: The Creative Voice
Sample Syllabus

COURSE DESCRIPTION:
This course serves as an introduction to the various methods of defining voice, including one’s distinctive voice on the written page, and one’s critical voice as a close reader of, and commentator on, peer-produced texts. We will focus on the intersections of creativity and critical practice by studying their diverse articulations within both historical and contemporary contexts. We will also become familiar with workshop methodologies, which emphasize close peer interaction and foreground appropriate communication and critiquing skills among writers and thinkers. Finally, we will gain an appreciation and understanding of the structures of public readings and recitations of creative and critical work.

REQUIRED TEXTS:
Immigrant Voices: Twenty-Four Voices on Becoming an American. Hutner, James, ed.
Novel Voices. Rabalais, Kevin and Jennifer Levasseur, eds.
A sturdy, hardback journal

COURSE GOALS:
- Students will learn how to define voice from a variety of creative and critical perspectives
- Students will understand how conceptions of one’s individual voice necessarily arise in dialog with other voices both creative and critical
- Students will learn to communicate ideas and values effectively through creative writing and critical peer critique
- Students will learn to communicate with an audience by reading their own work aloud and discussing issues of reception within specific cultural contexts
- Students will become conversant with issues of technique in multiple literary genres and in multiple schools of critical reception
- Students will practice computer-based editing and critiquing skills through the collaborative construction of a course anthology

PROGRAM GOALS:
- This course fulfills one of the departmental requirements for the completion of the creative writing minor
- This course broadens students’ desire and ability to take pleasure in their encounters with literature

WAC DESIGNATION:
Writing Across the Curriculum (WAC) is based on the premise that students learn most effectively and thoroughly about a subject through writing about it. WAC accepts as a guiding principle the idea that writing is a valuable tool for learning and communication. Therefore, the writing components of this course are designed to help students learn the material and communicate what they have learned. This class will employ various methods of integrating writing as a tool for both learning and communication. (Students are required to take two “W” courses for an undergraduate degree in the College of Arts and Sciences.)

ATTENDANCE:
I require regular and punctual attendance. In a class designed in semi-workshop fashion, your daily contributions and participation is absolutely critical. Failure to actively participate in workshop on a daily basis will affect your overall grade according to the grade determination below.

ACADEMIC DISHONESTY:
The Department of English defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. Any form of plagiarism or academic dishonesty in ENGL 2060—no matter the source, the assignment, or the value of the assignment—will result in an automatic course grade of F.
DETERMINATION OF SEMESTER GRADE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Journal</td>
<td>20%</td>
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<tr>
<td>Voicing Calisthenics</td>
<td>20%</td>
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<tr>
<td>Workshop</td>
<td>20%</td>
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<tr>
<td>Recitations</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance at Literary Event</td>
<td>5%</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>30%</td>
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</tbody>
</table>

JOURNAL:
To aid you in what we will call “predatorial reading”—that is, reading aside from mere comprehension, reading with an eye for craft, unique structures, ideas, settings, characters, analogies, syntax, formal devices, ambiguities, ironies, and/or anything else you might borrow and incorporate into your own writing—you will keep a journal. Your journal will be intimately linked to your reading, and I require strict reading habits (translate that to roughly 50 pages per week out of your course texts). While that may not seem like much, the type of reading in which you will engage will be much more interactive than you are probably used to. As such, your reading time will increase. Please keep about 1-2 hours per day open for reading and journal writing, with special emphasis on the weekends, when you should be reading and writing much more.

VOICING CALISTHENICS:
Based on readings and discussions, I will be giving you all sorts of calisthenics aimed at stretching your voice. They may be in-class or at-home assignments. You must be present in order to receive credit for in-class calisthenics. No late work accepted. Period. If you are not in class when we do a calisthenic, there is no making it up. I will accept no e-mailed work. To calculate your percentage for calisthenics, I will simply add up the number assigned and match your figure to it. Calisthenics are ungraded. You will get credit for being there and doing it.

WORKSHOP:
Your grade in the workshop involves the following elements: daily attendance, daily written responses to the workshop pieces, fair and thoughtful verbal criticism, and at least one contribution of your own writing to the workshop. Typically, we will workshop one piece of student work per class meeting. You will begin choosing workshop dates soon and will then bring class copies (however many classmates you have plus one for me) one class meeting prior to your date. Failure to do so negates your workshop day and your grade for it.

In responding to a workshop piece, you must engage the literary work on as many levels as possible. Mere praise does very little for a writer, as does continual scorn. We will be interested in helping other writers as a means of improving our own production. Subsequently, we will be modeling “meaningful responses” each day in class discussions. I will also be willing to show you a few student examples, in case you are still uneasy. Responses are due the day on which the piece is to be workshopped. No late or emailed work accepted.

Because of the inherent nature of the workshop and the writer’s vulnerability, I ask that we all remind ourselves of the function of “writerly” criticism. It may help to think of the workshop not in terms of one person’s being put on the spot but as that person offering a forum in which the entire class may then hone their critical/creative skills. Ultimately, you may not receive the help you desire on a certain piece of writing. The class, however, may benefit greatly from having read and discussed it. Also, the criticism you receive may not be wholly relevant to the piece you turned in, but that criticism, if “meaningful,” will be with you when you sit down to write next time. Finally, try and think of the workshop more in terms of the group of people GIVING the criticism rather than the one person RECEIVING it. The workshop is neither an ego stroke nor a bashing session. We will take the workshop seriously as a critical/creative laboratory.

RECITATIONS:
Since this class is devoted to enlarging your sense of writing as a process of discovery, you will also be required to read aloud in class on a daily basis. Competent recitations require prior close reading. Each student will read at least two times beyond the chosen workshop day: one piece from course text and one from original work. This a pass/fail grade: you receive credit for reading the selected pieces competently and energetically.

**ATTENDANCE AT LITERARY EVENT:**
Since this class requires an immersion in reading and writing, you will also attend at least one literary event throughout the semester. The department of English, the Eclectic (West Georgia's literary magazine), as well as various venues in town all offer an array of readings. Plus, Atlanta houses Poetry@Tech, the Emory University Reading Series, and many events around the other colleges and museums. Check with me to make sure your event will count. Once you attend, you must show proof of attendance either by admission ticket, signed book, or by other means. You will also write a one-page typed response to the event, including a discussion of a particularly poignant piece (poem or story, for example) that was performed and why you feel it was poignant.

**FINAL PORTFOLIO:**
Your final portfolio will include the following items: 1) a table of contents; 2) three rigorously revised poems and/or one lengthy prose piece, or a combination thereof (see me for details); 3) at least three revisions of each piece of writing apart from the final version; and 4) an 5-8 page critical preface (including a statement of your aesthetics, either implicitly or explicitly) in strict MLA format.

What constitutes a piece of writing? To paraphrase Robert Frost, no writing is ever finished, only abandoned. I will expect rigorous revisions leading up to any writing you include in your portfolio. Actually, there should be no surprises, as I should know each piece you are including already from workshops and individual conferencing.

You will learn revision strategies—ways of distancing yourself from your own writing—throughout the semester, especially during the workshop sessions. If you still feel uneasy about what constitutes a piece of writing, come see me often and early. Waiting until the last week to tell me you don't understand how to revise will not work. Revisions will be my sole criterion in assessing your creative work: the distance you've traveled from first to last draft.

What is a critical preface? Students often feel puzzled by the critical preface. Yet, I have found that it accounts for some of the best writing students do throughout the semester. This is your chance to contextualize your semester, what you've learned, how you've learned to approach writing and reading, where you began, where you ended, and where you intend to go. Of course, many of you are merely fulfilling an elective credit with no intention of ever being a "serious" writer. That's fine. I started the same way. The writing and the craft-oriented type of reading you do in this class, however, may still prove important to you. Careful use of language combined with unquenchable curiosity can never hurt you. Plus, for the next semester at least, you WILL be serious writers.

**COURSE READING SCHEDULE (Subject to change at professor's discretion):**
Since the amount of reading for class time is considerably light, the assignments are to be read thoroughly and thoughtfully multiple times before the day on which they're listed. These pieces will also serve as springboards into various craft-oriented discussions and exercises, so be prepared to discuss them in detail.

1/8  
Trained vs. untrained voice; expectations; introductions; etc.

1/10  
Bring journals to class; Hugo, from The Triggering Town (handout)
Emmanuel, "Frying Trout While Drunk"; and Levine, "Animals Are Escaping from Our Lives" (both handouts)

1/15  
Reading from Aristotle's Poetics
Expecting the unexpected in voice

1/17  
Robison, "I Am 21" (handout); Davis, "Mildred and the Oboe" (handout); problems vs. story problems
1/22 Chapters on voice from Writing Poetry: Creative and Critical Approaches
diastolic/systolic imagination

1/24 “Poems,” Gary Gildner; and Ai poems, True voice vs. ventriloquism; sample workshop pieces (handout)

1/29 Reading from Novel Voices
Dialogue and what’s NOT said
Sample workshop

1/31 Walcott, “Sabbath’s, W. L.” and “Blues” (handouts)
Explicit versus implicit critical voices in creative contexts

2/5 Berry, “The Vacation” (handout)
Workshop ____________

2/7 Reading from Abrams’ The Mirror and the Lamp
Four theories of artistic reception

2/12 Atwood, “Happy Endings” (handout); Boyle, “The Hit Man” (Sudden Fiction)
The anti-aesthetic voice
Workshop ____________

2/14 Journals due in class; Meitner, “Rubber” (handout); Williams, “The Gas Station” (Vintage Book)
The discursive voice
Workshop ____________

2/19 Carlson, “Bigfoot Stole My Wife” (handout)
The sensational voice
Workshop ____________

2/21 Reading from Novel Voices
The theatrical voice
Workshop ____________

2/26 Coleridge’s conversation poems (handouts)
Workshop ____________

2/28 Reading from Immigrant Voices
The meditative voice
Workshop ____________

3/5 Davis, “Story” and “The Mother” (handouts)
The minimalist voice
Workshop ____________

3/7 Zagajewski, “Watching Shoosh in a Hotel Room in America”
The historical voice
Workshop ____________

3/12 Forché, “The Colonel” (handout)
The political voice
Workshop ____________

3/14 Edson, “Erasing Amylo” and “The Big Thing” (handouts); Davis, essay in back of Sudden Fiction;
 excerpts from Aesop’s Fables (handouts)
The absurdist voice
Workshop ____________

3/19 Reading from Immigrant Voices

3/21 Reading from Creative Writer’s Handbook
Workshop ____________
3/26  Journals due in class; Reading from Immigrant Voices
       Workshop

3/28  Reading from Creative Writer's Handbook
       Workshop

4/2   Calvino, from Invisible Cities (handout)
       Workshop

4/4   Reading from Novel Voices
       Workshop

4/9   Workshop

4/11  Workshop

4/16  Workshop

4/18  Workshop

4/23  Workshop

4/25  Journals due in class; Final reading (one original piece or excerpt)

       Final Portfolios due no later than 5:00pm, Monday, April 30th
Course or Program Addition, Deletion or Modification Request

Department: History  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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>
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<th>Title</th>
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<tbody>
<tr>
<td>HIST</td>
<td>4478</td>
<td>American Religion to 1800</td>
</tr>
</tbody>
</table>

Hours: Lecture-Lab/Total

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

A study of the history of American religious beliefs, practices, and influences on American society, from its colonial settlement to 1800.

Prerequisites: 3 credits global history, 3 credits U.S. history, or permission

Present or Projected Enrollment: (Students per year)

For new course, one full term must pass between approval and effective date.

Effective Date*: Spring 2009

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
History 4478

The influence of religion in American history has been significant. All too often, however, the study of religion has been on issues of theology and institutional developments rather than its impact on society. This course will expose students to the various aspects of religious developments in American society from its earliest origins through the presidential election of 1800, where religion played a crucial role in the debate between the candidates. In particular, it will explore the religious origins of American settlement and how religion contributed to the development of the various colonies. We will also explore major trends that occurred during this era, including the First Great Awakening, the impact of the Enlightenment, and the Second Great Awakening. We will take a look at the place of religion during times of crises, particularly during American involvement in wars. The course will explore all types of religious beliefs, including contributions by various racial and ethnic groups to American religious history. Finally, we will examine the impact of religion upon a number of political, social, economic, and cultural issues occurring during this era, and conversely, how these issues influenced people’s understanding of religion.

I offered this course as a “special topics” course in the Summer 2006 semester, and it proved to be successful in terms of student enrollment and student evaluations. The History Department has not regularly offered a course on American religion over the past decade, and I would now like to make this a permanent course offering.
AMERICAN RELIGIOUS HISTORY TO 1800
Spring 2009

Instructor: Dr. Keith Pacholl
Email: kpacholl@westga.edu
Class: History 4478 section 1
Office: TLC 3245
Phone: (678) 839-6044 – office
(678) 839-6508 – history department

GOALS & OBJECTIVES
This course will examine American religious history from early American settlement through the end of the American Civil War. It will explore the religious origins of American settlement and how religion contributed to the development of the various colonies. We will also explore major trends that occurred during this era, including the First Great Awakening, the impact of the Enlightenment, and the Second Great Awakening. We will take a look at the place of religion during times of crises, particularly during American involvement in wars (colonial wars and the American Revolution). The course will explore all types of religious beliefs, including contributions by various ethnic groups to American religious history. Finally, we will examine the impact of religion upon a number of political, social, economic, and cultural issues occurring during this era, and conversely, how these issues influenced people’s understanding of religion. By the end of this course, you should be able to demonstrate knowledge of historical facts, themes, and ideas relating to American religious history, as well as improve your ability to analyze and evaluate historical evidence.

ASSIGNED READING
Guastad & Schmidt, The Religious History of America (textbook)
Allan Greer, ed., The Jesuit Relations
Sylvia Frey & Betty Wood, Come Shouting Zion
Frank Lambert, The Founding Fathers and the Place of Religion in America
John Demos, Entertaining Satan
**Discussion readings online (via our library's digital reserved readings)

REQUIREMENTS
Exams: There will be three exams given throughout the semester: two midterms and a final. All exams will be written (identifications and various essay lengths) and will be based upon the lectures and assigned reading materials. A study guide will be passed out prior to each exam, and at that time I will tell you the exact nature of each exam. You will need bluebooks (large bluebooks please, not the small ones) for the exams, which I will collect from you no later than one week before the exam date. Failure to provide a bluebook means you will not be able to take the exam. Make-up exams are practically non-existent and will be considered only in the most extreme emergency, which must be documented (no documentation means no make-up). You must contact me before the exam is over if such an emergency arises. Failure to show up means no (0) points for that exam. You must take the exams on the day they are listed on the course schedule – there are NO exceptions to this rule, so please don't ask.

Discussion: Class participation is part of your grade, so be sure to show up having read the assignments (you are REQUIRED to read all assigned readings). Discussions will occur either in groups or as a class. Discussions will be based primarily upon the reserved readings that are found online via our library, along with any other assigned materials (monographs, videos/movies). Expect quizzes on the various reading assignments, including the three monographs, and any videos/movies shown in class. Each of you will also be called upon to lead one class discussion. Signups for leading a discussion will take place during our first class session. You will have partners for this project – you can either choose your own partners, or be assigned one. Handouts will be provided that outline my expectations for discussion. Your class participation grade includes: preparing for, and participating in, all class discussions; leading one class
discussion; quizzes on discussion material; student conduct (detrimental behavior will cost you points); and any other material assigned throughout the course of the semester that is not listed on this syllabus.

**Research Paper:** You will write a 8-page research paper for this course on a subject of your choosing that is approved by me. This paper will be based upon primary sources rather than secondary sources. Handouts will be provided outlining my guidelines for the research paper.

**Attendance:** Students are responsible for attending all classes. This is extremely important, particularly since we will be having presentations and discussions on a regular basis. Role will be taken at the beginning of each class. You will be considered absent if you show up after role has been taken, so please be sure to arrive on time (habitual lateness will thus be penalized). You will also be considered absent if you leave early without permission.

**GRADING**

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<tr>
<td>Midterm #1:</td>
<td>15%</td>
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<tr>
<td>Midterm #2:</td>
<td>15%</td>
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<tr>
<td>Final Exam:</td>
<td>25%</td>
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</tbody>
</table>

Discussion: 20%
Research paper: 25%

90% - 100% A
80 - 89 B
70 - 79 C
60 - 69 D
0 - 59 F

(there is NO extra credit accepted for this course)

Assessment Criteria for grades:

**A = Exceptional**
- precise and comprehensive understanding of the material
- thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course
- work contains no factual inaccuracies
- excellent writing, with little to no errors in spelling, punctuation, grammar, etc.
- very focused and organized
- correctly identifies all key themes of the readings

**B = Commendable**
- clear understanding of the material
- identifies, defines, and describes most key themes/concepts/issues/idea of the course
- work contains few factual inaccuracies
- strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
- well focused and organized
- correctly identifies most key themes of the readings

**C = Competent**
- adequate understanding of the material
- identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
- work contains factual inaccuracies
- average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- somewhat focused and organized
- adequately identifies major key themes of the readings
D = Limited evidence of achievement
-poor understanding of the material
-identifies, defines, and describes few key themes/concepts/issues/idea of the course
-work contains many factual inaccuracies
-below average writing, with many errors in spelling, punctuation, grammar, syntax, etc.
-poorly focused and organized
-barely identifies major key themes of the readings

F = Minimal evidence of achievement
Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

STUDENT CONDUCT
Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

1. No arriving late or leaving early (unless you have checked in with me in advance). Arriving late or leaving early will count as one absence. Arriving late is defined as arriving after role has been taken. Leaving early is defined as leaving class once the class period has started. If you habitually arrive late, you will be asked to leave.

2. No talking or passing notes, eating food in class (that I can hear), no reading or working on non-class related materials, and no sleeping (go get back home for that). In other words, your focus should be on this class, and if I find you to be disruptive in any way, I will give you the boot out of my class.

3. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any I hear going off. Also, no tape recorders. If you have any documentation needs, please let me know in advance.

4. Once the exam has been given, there is no leaving the room. Once you leave the room, you are finished taking the exam. Also, no dictionaries, thesauruses, or electronic devices can be used for the exam. Absolutely no talking during the exam – if you do, then your exam is finished at that exact point.

5. Any form of academic dishonesty (including, but not limited to, cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in university catalog, and it is your responsibility to familiarize yourself with them. I WILL CATCH YOU AND HAVE NO MERCY, SO PLEASE DON’T DO IT!

If you have any questions regarding the above, feel free to contact me at any time, or read the university catalogue. Adherence to the “common sense” law should prevent any of the above problems. Failure to adhere to these guidelines could result in dismissal from class, an “F” for your discussion grade, as well as additional disciplinary action.

IMPORTANT NOTE
I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction; pre-American background</td>
</tr>
<tr>
<td>Week 2</td>
<td>The Protestant Reformation and its impact, 30-36 (read pages in The Religious History of America)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Spanish &amp; French colonization</td>
</tr>
<tr>
<td>Week 4</td>
<td>Native American traditions and encounters</td>
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<td>Week 5</td>
<td>The Colonial Experience: New England</td>
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<td>Week 6</td>
<td>The Colonial Experience: the Middle Colonies</td>
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<tr>
<td>Week 7</td>
<td>The Colonial Experience: the South</td>
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<tr>
<td>Week 8</td>
<td>The Enlightenment and the Great Awakening</td>
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<tr>
<td>Week 9</td>
<td>Religion and the coming of the American Revolution</td>
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<tr>
<td>Week 10</td>
<td>The American Revolution</td>
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<td>Week 11</td>
<td>Religion and the Constitution</td>
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<tr>
<td>Week 12</td>
<td>Westward expansion and religious developments</td>
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<tr>
<td>Week 13</td>
<td>African-American religion</td>
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<tr>
<td>Week 14</td>
<td>Gender and religion</td>
</tr>
<tr>
<td>Week 15</td>
<td>Religious controversies of the 1790s</td>
</tr>
<tr>
<td>Week 16</td>
<td>The presidential election of 1800 (and its religious implications)</td>
</tr>
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Course or Program Addition, Deletion or Modification Request

Department: History
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<tr>
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<td>☑ Program</td>
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</tbody>
</table>

Action
- Modify
- Add
- Delete
- Credit
- Number
- Title
- Description
- Other

Credit
- Undergraduate
- Graduate
- Other*

*Variable credit must be explained

Frequency
- Every Term
- Yearly
- 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)

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<tbody>
<tr>
<td>HIST</td>
<td>4479</td>
<td>American Religion Since 1800</td>
<td>3</td>
<td>1 / 3</td>
</tr>
</tbody>
</table>

Catalog Description: A study of the history of American religious beliefs and practices, and religion's influence on American society, from 1800 to the present.

Prerequisite(s): 3 credits global history, 3 credits U.S. history, or permission

Present or Projected Enrollment: 35 (Students per year)

Effective Date*: Fall 2008

Term/Year

Grading System:
- ☑ Letter Grade
- ☐ Pass/Fail
- ☐ Other

Approval:

Department Chair
Date

Dean of College
Date

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
History 4479:

In an era when religion’s influence on American politics and society is pervasive, it is important for students to acquire an academic understanding of the recent history of American religion and to gain an understanding of its diverse manifestations, influence on society, and role in public life.

This course will give students the knowledge and analytical skills that they need to evaluate religion’s role in a diverse, multicultural society. The course will combine elements of cultural, intellectual, social, and political history in an effort to help students explore the diversity of American religion over the past century and a half.

When I offered a course on American religion as a “special topics” course in the fall 2006 semester, undergraduate enrollment filled to maximum capacity, which is a sign that students at the University of West Georgia are eager to explore the history of American religion from an academic perspective. Other state universities in Georgia, including Georgia Southern University, offer courses on the history of American religion, and it is time for the University of West Georgia to begin doing so, as well.
History 4479
The History of American Religion Since 1800

Instructor: Dr. Dan Williams
Office Hours: TLC 3225
T, Th, 11:00-12:30
W, 10-12, 1:00-4:30
(and by appointment)
Email: dkw@westga.edu
Phone: 678-839-6046
Course website: www.westga.edu/~dkwillia

Class Location:
Pafford 204
T, Th, 2-3:15

Description:

This course will examine the history of religious beliefs and practices in the United States from 1800 to the present. We will look at theological developments in America’s religious organizations, and will also discuss the way that religion affected Americans’ daily lives. We will also examine the intersection between religion, society, culture, and politics, and will explore the ways in which social culture influences religious belief or religion influences politics and culture. You will discover some of the ways in which our understanding of American history might change if we include religion in our framework of historical analysis.

This course will provide a comprehensive survey of the major religions of the United States, including Protestantism, Catholicism, Judaism, and a variety of other Christian and non-Christian religious traditions. At several points throughout the course, we will discuss the role that religious traditions outside of Christianity and Judaism have played in the United States, and will discuss Americans’ reactions to the emergence of new religions. This course will also examine secularism as a belief system in American society, and will study its influence on American religious culture.

This course will examine the way in which race, gender, ethnicity, and social class have affected Americans’ religious practices. We will also explore the ways in which Americans’ religious beliefs have affected their behavior and their understanding of the world, including their understanding of race and gender roles.

Classes will consist mainly of interactive lectures and class discussions. I encourage all students to participate by asking questions during lectures and making comments during discussion sessions. Six classes will be devoted entirely to discussions of the reading material, and the lecture-based classes will include some discussion time, as well.
Learning Outcomes:  

This course will help you to develop critical thinking skills and the ability to analyze opposing points of view. By the end of this course, you should have a broad understanding of faith traditions in the United States, the opposing viewpoints in contemporary and historical debates about the role of religion in society, and the ways in which Americans have constructed (and continue to construct) their religious beliefs and practices. You will be able to analyze the way in which religion has influenced the choices that Americans have made from 1800 to the present. You will gain a better understanding of American culture, society, and politics through knowledge of the nation's religious traditions. This course will also help you to improve your writing, research, and communication skills.

Assessment:

Students’ final grades will be determined as follows:

- Midterm exam 15%
- Book analysis (or analyses) 15%
- Research paper 30%
- Class participation 20%
- Final exam 20%

There will be no opportunity for extra-credit assignments in this course.

Grading Methodology: This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A-/B+), in order to evaluate students’ written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

- A = 95
- A/A- = 94
- A- = 92
- A-/B+ = 90
- B+ = 88
- B+/B = 87
- B = 85
- B/B- = 84
- B- = 82
- B-/C+ = 80

(A similar pattern is used for grades in the C-range and D-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 59.5, which converts to a D, is the lowest possible passing grade in the course.
A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's essay must show evidence of original thinking and the ability to synthesize information from a wide variety of sources, as well as an accurate understanding of the material and good writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned documents, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned documents, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

D-range and failing grades are assigned to work that fails to meet the requirements and expectations for the assignment.

**Exams:** There will be one midterm exam and a take-home final exam. The midterm exam will consist of essay questions and I.D. terms, and it will emphasize broad themes presented in the lectures, discussions, and readings. One week before the exam, you will receive a study guide that will give you more information about the material covered on the test. I will give a make-up exam only in cases of a pre-arranged, excused absence for which documentation must be provided, or in cases of a legitimate health or family emergency that must be documented with a doctor's note, dean's note, or similar measure of proof. In all other cases, a make-up exam will not be an option.

The take-home final exam will consist of essay questions. I will give you the exam on Thursday, November 30, and you will have until 4pm on Tuesday, December 5 to write 7-10 pages in response to the essay questions.

**Book analyses and research papers:** You are required to write EITHER two two-page summaries of two of the books that you read for class discussion OR one 4-6 page summary of one of the books that you read for this course. Each of those analyses is due on the date on which the class discussion for the book is scheduled. A short book analysis should give a brief summary of the book while highlighting the author's thesis or point of view, and it should give a brief evaluation of the historical significance of the subject. A longer book review should cover similar themes, but should also include a lengthier analysis of the subject's relationship to broader historical trends discussed in the textbook and in lectures.
You will also be expected to write one 6-8 page research paper for this course. Consult the guidelines for research papers for more information about this assignment.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

It should go without saying that all papers that you write must be your own work, and that any students who are caught plagiarizing another student’s work, a paper from a website, a textbook, or any other source will automatically fail this course and may be subject to further disciplinary action. Plagiarism is a serious offense that will not be tolerated.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

**Class participation:** Classes will consist of interactive lectures, which will give you a chance to ask questions and discuss the ideas presented in the readings. In addition, there are six class periods reserved for discussion of the assigned books. It is very important for you to read these books prior to the class discussions so that you can come to class prepared to participate. Failure to attend these discussions will adversely affect your class participation grade. I do not have a formal attendance policy, but since students cannot participate in class discussions if they do not attend class, habitual absences, as well as habitual silence in class throughout the semester, could negatively affect a student’s class participation grade.

In addition, as part of your class participation, you should email me short, one-paragraph summaries of each of the six books that we discuss in class, with the exception of the book(s) for which you write a book analysis. These emails should consist of five or six sentences that briefly summarize the book and suggest at least one intriguing question for class discussion. Each of these emails is due at noon (two hours prior to class) on the day on which we are scheduled to discuss the book in question. I will not assign these emails a letter grade, nor will I evaluate them on the basis of grammar or structure, but I will instead treat them as I would comments that you make in class, and I will consider their content when I formulate class participation grades at the end of the semester.

**Class communication:** I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

University policy also prevents me from disclosing grades over email, so if you would like to discuss your grade on any assignment in the class, please set up an appointment to meet with me in my office. Please do not email me with a request for your grades, since I am not allowed to email that information to you.
To protect students’ privacy rights, I will not return graded papers or exams to any third party (e.g., a student’s friend or relative who asks to pick up a student’s work on that person’s behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student’s grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students’ grades.

I would like to do whatever I can to help you succeed in this course. Please do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course. I believe that this will be an excellent semester, and I’m pleased to welcome you to this class.

**Required readings:**

The following texts are available in the college bookstore, and are required:


Charles M. Sheldon, *In His Steps*

Edward J. Larson, *Summer for the Gods: The Scopes Trial and America’s Continuing Debate Over Science and Religion*

Eileen M. McMahon, *What Parish Are You From? A Chicago Irish Community and Race Relations*

Charles Marsh, *God’s Long Summer: Stories of Faith and Civil Rights*

Debra Renee Kaufman, *Rachel’s Daughters: Newly Orthodox Jewish Women*

Randall Balmer, *Mine Eyes Have Seen the Glory: A Journey into the Evangelical Subculture of America*
Class Schedule:

Please complete assigned readings before class.

8/15  Introduction: Why Study the History of American Religion?

8/17  The Second Great Awakening
       Gaustad and Schmidt, ch. 7-8 (pp. 139-183)

8/22  The Civil War as a “Theological Crisis”
       Gaustad and Schmidt, ch. 9 (pp. 184-205)

8/24  “A House Divided”: American Protestantism in the Aftermath of the Civil War
       Henry Ward Beecher, “Evolution and Religion” (1881)
       (http://caho-test.cc.columbia.edu/ps/10240.html)
       Alexander Walters, My Life and Work, pp. 95-98, 107-113.
       (http://docsouth.unc.edu/neh/walters/walters.html)

8/29  Immigrant Religions: Catholicism, Eastern Orthodoxy, and Judaism in America’s Cities
       Gaustad and Schmidt, ch. 10 (pp. 209-230)
       Principles of Reform Judaism
       (http://www.myjewishlearning.com/history_community/Modern/ModernReligion
       Culture/MoreEmergence/Reform/Pittsburgh_Platform.htm)
       James Cardinal Gibbons, Memorial on the Knights of Labor, 1887
       (http://libraries.cua.edu/achrcua/Knights/document18.htm - click on document
       image for complete text)

8/31  Beyond the Protestant Consensus: Alternative Religions in the Late Victorian Era
       “Professor Hare’s Spiritual Telegraph” (http://www.spirithistory.com/hare.html)

9/5   The Social Gospel: Protestant and Catholic Theology
       Gaustad and Schmidt, ch. 11 (pp. 231-254)
       Walter Rauschenbusch, A Theology for the Social Gospel
       (http://www.historytools.org/sources/Rauschenbusch.pdf)

9/7   The Social Gospel: Women in an Age of Reform
       Gaustad and Schmidt, ch. 12 (pp. 255-276)
       Mrs. Wilson Holt, Presidential Address, Minnesota WCTU, 1878
       (http://sadal.uleth.ca/nz/collect/whist/import/complete/womhist.binghamton.edu/w
cuu/doc1.htm)

       Research Paper Topic Due.
       Mrs. J.N.W. Farnham, “Woman’s Work for Woman” (1885)

9/12  Discussion of In His Steps
9/14  The Azusa Street Revival
Testimonies from the Azusa Street Revival
(http://www.christianword.org/revival/azusa.html)

9/19  The Fundamentalist Controversy
Gaustad and Schmidt, ch. 13 & 14 (pp. 277-321)
William Jennings Bryan, "The Menace of Evolution"
(http://www.law.umkc.edu/faculty/projects/ftrials/scopes/day7.htm)
Harry Emerson Fosdick, "Shall the Fundamentalists Win?"
(http://www.hyattcarter.com/shall_the_fundamentalists_win.htm)
Research Paper Source List Due.

9/21  Discussion of Summer for the Gods
Transcript from the Scopes trial
(http://www.law.umkc.edu/faculty/projects/ftrials/scopes/day7.htm)

9/26  The Reemergence of Anti-Catholicism
Thomas Heflin, Warning Against the "Roman Catholic Party," 1928
(http://historymatters.gmu.edu/d/5073/)
Charles Marshall, "Should a Catholic Be President?," 1927
(http://historymatters.gmu.edu/d/5074/)
Sister Margaret Meyers’s Recollections of the KKK’s Anti-Catholic Activities in
Oregon (http://libraries.cua.edu/achrcua/OSC/document9.htm)

9/28  The Religion of the Harlem Renaissance
Marcus Garvey, Excerpts from his writings
(http://www.africawithin.com/garvey/garvey_sample.htm)

10/3  Christianity During the Depression
Reinhold Niebuhr, "Our Secularized Civilization"
(http://www.religion-online.org/showarticle.asp?title=472)
Father Charles Coughlin, Radio Addresses
(http://www.ssa.gov/history/fcspeech.html; audio file:
http://www.ssa.gov/history/coughlinradio.html)

10/5  Midterm Exam

10/10 No class (Fall break)

10/12  Cold War Christianity
Gaustad and Schmidt, ch. 15 (pp. 329-348)
Billy Graham, Sermon, 1957
(http://www.wheaton.edu/bgc/archives/exhibits/NYC57/13sample68-1.htm)

10/17  Protestant, Catholic, Jew: The Ecumenicalism of the 1950s
Bishop Fulton Sheen, “A Philosophy of Life” (http://www.fisheaters.com/sheen.html)

10/19 Discussion of *What Parish Are You From?*

10/24 The Black Church in the Civil Rights Movement
Gaustad and Schmidt, ch. 17 (pp. 374-397)
Martin Luther King, Jr., Letter from a Birmingham Jail (http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)
Martin Luther King, Jr., “The American Dream” (http://www.stanford.edu/group/King/publications/sermons/650704_The_American_Dream.html)

10/26 The Prophetic Church: Theologies of Social Justice in the 1960s
**First Draft of Research Paper Due.**

10/31 Discussion of *God’s Long Summer*

11/2 Catholicism after Vatican II
“Faithful Citizenship: A Call to Catholic Political Responsibility” (http://www.usccb.org/faithfulcitizenship/bishopStatement.html#6)

11/7 From New Age Religion to the Jesus People: Non-Traditional Religious Movements of the 1960s and 1970s
Hare Krishna (http://www.harekrishna.com/)

11/9 The Resurgence of Conservative Religion
Chuck Smith, *Harvest* (http://www.unityinchrist.com/history/smith.htm)

11/14 Religion and the Politics of Sex and Gender
Nelia Beth Scovill, “The Liberation of Women in Religious Sources” (http://www.religiousconsultation.org/liberation.htm)

11/16 Discussion of *Rachel’s Daughters*
**Research Paper Due.**
11/21  The Christian Right
       Gaustad and Schmidt, ch. 16 (pp. 349-373)
       Jerry Falwell, *Listen America*
       (http://www.wwnorton.com/college/history/archive/resources/documents/ch36_02.htm)

11/23  No class (Thanksgiving break)

11/28  Discussion of *Mine Eyes Have Seen the Glory*

11/30  Faith in an Age of Religious Pluralism
       Gaustad and Schmidt, ch. 18 (pp. 398-427)
       Parvez Ahmed, "American Muslims and ‘Integration’"
       Take-home final exam distributed.

12/5   Take-home final exam due at 4pm.
Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix  Course  Title  B.A. in Foreign Languages and Literatures, German Track  Hours: Lecture/Lab/Total

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<th>Frequency</th>
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<td>☐ Course  ☑ Program</td>
<td>☑ Undergraduate</td>
<td>☑ Every Term</td>
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<tr>
<td>☐ Modify  ☑ Add  ☐ Delete</td>
<td>☐ Graduate  ☐ Other*</td>
<td>☐ Yearly  ☐ Other</td>
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*Variable credit must be explained

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)

Prefix  Course  Title  Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

All of the requirements for this degree are identical with the present "B.A. Degree with a Major in German."

Prerequisite(s)

Present or Projected Enrollment: (Students per year)  Effective Date*:  /  

*For a new course, one full term must pass between approval and effective date.

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

Approval:

[Signature]  10/11/07

Department Chair (if cross listed)  Date

Dean of College  Date  10/17/07

Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

[Signature]  11/5/07

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Rationale

B.A. Degree with a Major in Foreign Languages and Literatures, German Track

- All our majors are already required to complete the courses through 2001 in one of the other foreign languages, so this better reflects the reality of what we are doing.
- Our departmental “Learning Outcomes/Expected Results” (2007-2008 Undergraduate Catalogue, p. 223) are common to all three languages.
- With this change we are consciously expanding our connections with currently existing interdisciplinary programs at UWG in which our faculty is already involved. It will encourage our majors to complete an interdisciplinary certificate and thus creates an impetus for a symbiotic relationship between our department and such programs.
- The change reflects our efforts to create a basis for a common experience for all foreign language majors and to become a unified department rather than one that is artificially welded together.

An added component to these proposed changes is the creation of a new three hour required course to be taken by all majors regardless of language. This course will address themes that can be addressed from each of the languages/literatures’ perspectives. It may be team-taught. We do not wish to petition for the creation of this course yet. At this time existing structures will allow us to experiment to find the best format for this kind of course. We expect to make the proposal within the next two years.
The University of West Georgia—Department of Foreign Languages & Literatures

Bachelor of Arts: Major in Foreign Languages and Literatures, German Track

Student Name: ___________________________  Student Number: __________ / ______ / ______

Transfer Institution(s):  
- U.S./GA Constitution  
- U.S./GA History  
- Regent's Exam

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<th>Hrs. Req.</th>
<th>Hrs Completed</th>
<th>Hrs. Remaining</th>
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<td><strong>CORE AREA A: ESSENTIAL SKILLS</strong></td>
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<tr>
<td>1. ENGL 1101</td>
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<td>2. ENGL 1102</td>
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<tr>
<td>3. MATH 1111</td>
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**CORE AREA B: INSTITUTIONAL PRIORITIES**

| 1. PHIL 2110** | 3 | | |
| 2. INTERDISCIPLINARY ELECTIVE | 2 | | |

**CORE AREA C: HUMANITIES AND FINE ARTS**

| 1. XIDS 2100 (Courses with literary content recommended) | 3 | | |
| 2. HUMANITIES ELECTIVE | 3 | | |

**CORE AREA D: NATURAL SCIENCE, MATH & TECHNOLOGY**

| 1. LAB SCIENCE | 4 | | |
| 2. NON-LAB SCIENCE | 6 | | |

**CORE AREA E: SOCIAL SCIENCES**

| 1. HIST 1111 or HIST 1112 | 3 | | |
| 2. HIST 2111 or HIST 2112 | 3 | | |
| 3. POLS 1101 | 3 | | |
| 4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301** | 3 | | |

**CORE AREA F: MAJOR SPECIFIC COURSES**

| 1. GRMN 1002, 2001, 2002 | 0-9 | | |
| 2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, FREN/SPAN 1001-1002 | 6 | | |
| 3. FREN/SPAN 2001 | 3 | | |

**MAJOR COURSES: GERMANY**

SELECT 3: GRMN 3101, 3102, 4484*

SELECT 6: GRMN 3101****, 3102******, 3986*, 4170, 4200, 4210, 4220, 4230, 4240, 4785, 4986

ENGL 2300

**ELECTIVES**

German Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language (courses above the 3000 level)

**ELECTIVE:**

| TOTAL NUMBER OF HOURS FOR A GERMAN MAJOR | 120 |

*Senior Capstone Required Course for all Majors
**Suggested Courses to be taken for major
***Every student must take 2 WAC courses, one must be in the major
****German Majors must complete an internship or language program in a German
*****Courses may be taken twice for credit with different course content.
✓ At least 12 hours of the 3000-and 4000-level classes must be taken at the University of West Georgia.

For students entering Fall 2008

rev. 9/2007
B.A. DEGREE WITH A MAJOR IN GERMAN

Core Areas A, B, C, D, and E

Core Area F

GRMN 1002-2002 0-9

Select from the following:

HIST 1111 or 1112 and
FREN or SPAN 1001-1002 6
FREN or SPAN 2001 3

Courses Required for the Degree

German majors need to complete 24 semester hours of German courses above the 1001-2002 sequence; GRMN 3101, 3102, and 4484 are required and at least 12 semester hours must be chosen from courses at the 4000 level. These are the German courses currently offered:

GRMN 3101 German Conversation 28
(can be taken twice for credit with different content)
GRMN 3102 German Composition 28
(can be taken twice for credit with different content)
GRMN 4170 Advanced Language Skills
GRMN 4210 Turn of the Century German and Austrian Culture in Literature and Film
GRMN 4220 German Culture through Film
GRMN 4230 Kafka and the Kafkaesque in Literature and Film
GRMN 4240 Mystery and Horror in German Literature and Film
GRMN 4785 Topics in German Literature
GRMN 4986 Internship in Germany
(can be taken multiple times for a total of up to 5 credit hours)
GRMN 4484 Senior Capstone

In addition, students are required to complete through level 2001 in French or Spanish and to have either done an internship or language program in a German-speaking country. No more than 5 of the required hours may come from internships and no more than 9 of the required hours may be transferred from a pre-approved overseas program. At least 12 hours of 3000- and 4000-level German courses must be taken at the University of West Georgia.

Electives

The Department of Foreign Languages strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language. The German Section further recommends that its majors take electives that support their major, including German or European history, German philosophy, music, and/or art, and English courses on periods, topics, theory, and writing. Majors are required to seek advisement from the German faculty.

Total

120
B.A. DEGREE WITH A MAJOR IN FOREIGN LANGUAGES AND LITERATURES
GERMAN TRACK

Hours
Core Areas A, B, C, D, and E 42
Core Area F 18
GRMN 1002-2002 0-9
Select from the following:
HIST 1111 or 1112 and
FREN or SPAN 1001-1002 6
FREN or SPAN 2001 3

Courses Required for the Degree 28
German majors need to complete 24 semester hours of German
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(can be taken twice for credit with different content)
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Austrian Culture in Literature and Film
GRMN 4220 German Culture through Film
GRMN 4230 Kafka and the Kafkaesque in Literature and Film
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Electives 33
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theory, and writing. Majors are required to seek advisement
from the German faculty.
Total 120
Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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</table>

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>
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</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 SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies): All of the requirements for this degree are identical with the present "B.A. Degree with a Major in French."

Prerequisite(s)

Present or Projected Enrollment: (Students per year) Effective Date*: ______________________ / ____________

*For a new course, one full term must pass between approval and effective date.

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

Approval:

Department Chair: ______________________  ______________________

Dean of College: ______________________  ______________________

Chair of TEAC (if teacher prep. program): ______________________

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven 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 1/09/02
Rationale

B.A. Degree with a Major in Foreign Languages and Literatures, French Track

- All our majors are already required to complete the courses through 2001 in one of the other foreign languages, so this better reflects the reality of what we are doing.
- Our departmental “Learning Outcomes/Expected Results” (2007-2008 Undergraduate Catalogue, p. 223) are common to all three languages.
- With this change we are consciously expanding our connections with currently existing interdisciplinary programs at UWG in which our faculty is already involved. It will encourage our majors to complete an interdisciplinary certificate and thus creates an impetus for a symbiotic relationship between our department and such programs.
- The change reflects our efforts to create a basis for a common experience for all foreign language majors and to become a unified department rather than one that is artificially welded together.

An added component to these proposed changes is the creation of a new three hour required course to be taken by all majors regardless of language. This course will address themes that can be addressed from each of the languages/literatures’ perspectives. It may be team-taught. We do not wish to petition for the creation of this course yet. At this time existing structures will allow us to experiment to find the best format for this kind of course. We expect to make the proposal within the next two years.
### Proposed Program

**THE UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES**

**Bachelor of Arts: Major in FOREIGN LANGUAGES AND LITERATURES, FRENCH TRACK**

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Transfer Institution(s):

- r U.S./GA Constitution
- r U.S./GA History
- r Regent's Exam

### CORE AREAS A-F

#### CORE AREA A: ESSENTIAL SKILLS
- 1. ENGL 1101  
  Hrs. Req.: 3
- 2. ENGL 1102  
  Hrs. Req.: 3
- 3. MATH 1111**  
  Hrs. Req.: 3

#### CORE AREA B: INSTITUTIONAL PRIORITIES
- 1. PHIL 2110**  
  Hrs. Req.: 3
- 2. INTERDISCIPLINARY ELECTIVE  
  Hrs. Req.: 2

#### CORE AREA C: HUMANITIES AND FINE ARTS
- 1. XIDS 2100**  
  Hrs. Req.: 3
- 2. HUMANITIES ELECTIVE  
  Hrs. Req.: 3

#### CORE AREA D: NATURAL SCIENCE, MATH & TECHNOLOGY
- 1. LAB SCIENCE  
  Hrs. Req.: 4
- 2. NON-LAB SCIENCE  
  Hrs. Req.: 6

#### CORE AREA E: SOCIAL SCIENCES
- 1. HIST 1111 or HIST 1112  
  Hrs. Req.: 3
- 2. HIST 2111 or HIST 2112  
  Hrs. Req.: 3
- 3. POLS 1101  
  Hrs. Req.: 3
- 4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301**  
  Hrs. Req.: 3

#### CORE AREA F: MAJOR SPECIFIC COURSES
- 1. FREN 1002, 2001, 2002  
  Hrs. Req.: 0-9
- 2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, GRMN/SPAN 1001-1002  
  Hrs. Req.: 3-9

#### MAJOR COURSES: FRENCH (31)
- SELECT 6: FREN 3100, 3220, 3221, 4150, 4310 or 4320, 4484*  
  Hrs. Req.: 16
- SELECT 3: FREN3210, 3211, 3450, 4210, 4220, 4230, 4240, 4250, 4785  
  Hrs. Req.: 9
- SECOND LANGUAGE: through 2001  
  Hrs. Req.: 3
- ENGL 2300  
  Hrs. Req.: 3

#### ELECTIVES
French Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language

**ELECTIVE:**

Hrs. Req.: 29

### TOTAL NUMBER OF HOURS FOR A FRENCH MAJOR

120

*Senior Capstone Required Course
**Suggested Courses to be taken for major (others may substitute)
***Every student must take 2 WAC courses, one must be in the major.

For students entering Fall 2008

rev.9/2007
B.A. DEGREE WITH A MAJOR IN FRENCH

Core Areas A, B, C, D, and E (see pages 128-134) 42

Core Area F 18

FREN 1002-2002 0-9
Select from the following options: 9
HIST 1111 or 1112 and
GRMN/SPAN 1001-1002

Courses Required for the Degree 31

French majors need to complete 16 semester hours of required French courses above the 1001-2002 sequence and 9 semester hours of electives chosen from courses above 3000 (Translation, Business French, Literature and Film, Special Topics, and any other offerings). Only 3 semester hours of French courses required at or above the 3000 level may be taken as a transient student. (This does not apply to transfer and/or study abroad hours) These are the required courses:

FREN 3100 Composition and Conversation
FREN 3220 Survey of French Literature I
FREN 3221 Survey of French Literature II
FREN 4150 Advanced Grammar and Linguistics
FREN 4310 Francophone Civilization or
4320 French Civilization and Culture
FREN 4484 Senior Capstone

In addition, students are required to complete through level 2001 in GRMN or SPAN and to complete ENGL 2300.

Electives 29

The Department of Foreign Languages strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language.

TOTAL 120
B.A. DEGREE WITH A MAJOR IN FOREIGN LANGUAGES AND LITERATURES
FRENCH TRACK

Hours
Core Areas A, B, C, D, and E (see pages 128-134) 42
Core Area F 18
FREN 1002-2002 0-9
Select from the following options: 9
HIST 1111 or 1112 and
GRMN/SPAN 1001-1002
Courses Required for the Degree 31
French majors need to complete 16 semester hours of
required French courses above the 1001-2002 sequence and
9 semester hours of electives chosen from courses above
3000 (Translation, Business French, Literature and Film,
Special Topics, and any other offerings). Only 3 semester
hours of French courses required at or above the 3000
level may be taken as a transient student. (This does not
apply to transfer and/or study abroad hours) These are
the required courses:
FREN 3100 Composition and Conversation
COLLEGE OF ARTS AND SCIENCES 221
FREN 3220 Survey of French Literature I
FREN 3221 Survey of French Literature II
FREN 4150 Advanced Grammar and Linguistics
FREN 4310 Francophone Civilization or
4320 French Civilization and Culture
FREN 4484 Senior Capstone
In addition, students are required to complete through level 2001 in
GRMN or SPAN and to complete ENGL 2300.
Electives 29
The Department of Foreign Languages strongly recommends
to its majors that 3 electives be courses at the 3000
or above level in their major language.
TOTAL 120
Course or Program Addition, Deletion or Modification Request

**Department:** Foreign Languages and Literatures  
**College:** College of Arts & Sciences

**Current course catalog listing:** (for modifications or deletions)

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<td>*Variable credit must be explained</td>
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**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)

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<th>Prefix</th>
<th>Course</th>
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**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies): All of the requirements for this degree are identical with the present "B.A. Degree with a Major in Spanish."

**Prerequisite(s)**

**Present or Projected Enrollment:** (Students per year)  
*For a new course, one full term must pass between approval and effective date.

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

**Approval:**

**Chair of TÉAC (if teacher prep. program)**  
**Date**

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

**Vice President for Academic Affairs**  
**Date**
Rationale

B.A. Degree with a Major in Foreign Languages and Literatures, Spanish Track

- All our majors are already required to complete the courses through 2001 in one of the other foreign languages, so this better reflects the reality of what we are doing.
- Our departmental “Learning Outcomes/Expected Results” (2007-2008 Undergraduate Catalogue, p. 223) are common to all three languages.
- With this change we are consciously expanding our connections with currently existing interdisciplinary programs at UWG in which our faculty is already involved. It will encourage our majors to complete an interdisciplinary certificate and thus creates an impetus for a symbiotic relationship between our department and such programs.
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An added component to these proposed changes is the creation of a new three hour required course to be taken by all majors regardless of language. This course will address themes that can be addressed from each of the languages/literatures’ perspectives. It may be team-taught. We do not wish to petition for the creation of this course yet. At this time existing structures will allow us to experiment to find the best format for this kind of course. We expect to make the proposal within the next two years.
**Proposed Program**  
**UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES**  

**Bachelor of Arts: Major in FOREIGN LANGUAGES AND LITERATURES, SPANISH TRACK**

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**Transfer Institution(s):**

- U.S./GA Constitution  
- U.S./GA History  
- Regent’s Exam

### CORE AREAS A-F

#### CORE AREA A: ESSENTIAL SKILLS
1. ENGL 1101  
2. ENGL 1102  
3. MATH 1111

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#### CORE AREA B: INSTITUTIONAL PRIORITIES
1. PHIL 2110**  
2. INTERDISCIPLINARY ELECTIVE

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<th>Hrs. Remaining</th>
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#### CORE AREA C: HUMANITIES AND FINE ARTS
1. XIDS 2100**  
2. HUMANITIES ELECTIVE

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#### CORE AREA D: NATURAL SCIENCE, MATH & TECHNOLOGY
1. LAB SCIENCE
2. NON-LAB SCIENCE

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#### CORE AREA E: SOCIAL SCIENCES
1. HIST 1111 or HIST 1112  
2. HIST 2111 or HIST 2112  
3. POLS 1101  
4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301**

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#### CORE AREA F: MAJOR SPECIFIC COURSES
1. SPAN 1002, 2001, 2002  
2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, FREN/GRMN 1001-1002

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### MAJOR COURSES: SPANISH
SELECT 6: SPAN 3101, 3102, 3210 or 3220, 4012 or 4013, 4040, 4170, 4484*  
SELECT 2: SPAN 3450, 4003, 4004, 4006, 4007, 4200, 4205, 4210, 4240, 4250, 4260, 4280, 4785

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SECOND LANGUAGE: through 2001  
ENGL 2300

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### ELECTIVES
Spanish Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language

ELECTIVE:  

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### TOTAL NUMBER OF HOURS FOR A SPANISH MAJOR

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*Senior Capstone Required Course  
**Suggested Courses to be taken for major  
***Every student must take 2 WAC courses, one must be in the major.

For students entering Fall 2008  

Rev 09/2007
B.A. DEGREE WITH A MAJOR IN SPANISH

Core Areas A, B, C, D, and E (see pages 128-134)
Core Area F
SPAN 1001-2002
Select from the following options:
HIST 1111 or 1112 and
FREN/CRMN 1001-1002

Courses Required for the Degree
Spanish majors need to complete 19 semester hours of required Spanish courses above the 1001-2002 sequence and 6 semester hours of electives chosen from courses above 3000 (Literature, Translation, Film and Literature, Business Spanish, Special Topics, and any other offerings). Students who take SPAN 3210 should also take SPAN 4013, and those taking SPAN 3220 should take SPAN 4012. These are the required courses:
SPAN 3101 Conversation
SPAN 3102 Composition
SPAN 3210 Introduction to Spanish Writers or
SPAN 3220 Introduction to Spanish-American Writers
SPAN 4012 Spanish Culture and Civilization or
SPAN 4013 Spanish-American Culture and Civilization
SPAN 4040 Spanish Linguistics
SPAN 4170 Advanced Language Skills
SPAN 4484 Senior Capstone
In addition, students are required to complete through level 2001 in FREN/CRMN and to complete
ENGL 2300.

Electives
The Department of Foreign Languages strongly recommends to its majors that 3 electives be courses at the 3000 or above level in their major language.

TOTAL

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</table>
B.A. DEGREE WITH A MAJOR IN FOREIGN LANGUAGES AND LITERATURES
SPANISH TRACK

Hours
Core Areas A, B, C, D, and E (see pages 128-134) 42
Core Area F 18
SPAN 1002-2002 0-9
Select from the following options: 9
HIST 1111 or 1112 and
FREN/GRMN 1001-1002

Courses Required for the Degree 31
Spanish majors need to complete 19 semester hours of
required Spanish courses above the 1001-2002 sequence
and 6 semester hours of electives chosen from courses
above 3000 (Literature, Translation, Film and Literature,
Business Spanish, Special Topics, and any other offerings).
Students who take SPAN 3210 should also take SPAN 4013,
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SPAN 4040 Spanish Linguistics
SPAN 4170 Advanced Language Skills
SPAN 4484 Senior Capstone

In addition, students are required to complete through
level 2001 in FREN/GRMN and to complete
ENGL 2300.
Electives 29

The Department of Foreign Languages strongly recommends
to its majors that 3 electives be courses at the 3000
or above level in their major language.
TOTAL 120
Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<th>Action</th>
<th>Credit</th>
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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)

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<th>Prefix</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This program is being replaced with "B.A. Degree with a Major in Foreign Languages and Literatures, French Track"

Prerequisite(s)

Present or Projected Enrollment: (Students per year)  Effective Date*:

*For a new course, one full term must pass between approval and effective date.

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

Approval:

Department Chair

Date

Department Chair (if cross listed)  Date

Dean of College

Date  10-19-07

Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES

Bachelor of Arts: Major in FRENCH

Student Name: ___________________________ (Last) ___________________________ (First) ___________________________ (Middle) Student Number: ____ / ____ / ____

Transfer Institution(s) ________________________________________________

r U.S./GA Constitution r U.S./GA History r Regent's Exam

<table>
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<th>CORE AREAS A-F</th>
<th>Hrs. Req</th>
<th>Hrs Completed</th>
<th>Hrs. Remaining</th>
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<tr>
<td>CORE AREA A: ESSENTIAL SKILLS</td>
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<tr>
<td>1. ENGL 1101</td>
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<tr>
<td>2. ENGL 1102</td>
<td>3</td>
<td></td>
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<tr>
<td>3. MATH 1111**</td>
<td>3</td>
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<tr>
<td>CORE AREA B: INSTITUTIONAL PRIORITIES</td>
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<tr>
<td>1. PHIL 2110**</td>
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<tr>
<td>2. INTERDISCIPLINARY ELECTIVE</td>
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<tr>
<td>CORE AREA C: HUMANITIES AND FINE ARTS</td>
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<tr>
<td>1. XIDS 2100**</td>
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<tr>
<td>2. HUMANITIES ELECTIVE</td>
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<td>CORE AREA D: NATURAL SCIENCE, MATH &amp; TECHNOLOGY</td>
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<tr>
<td>1. LAB SCIENCE</td>
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<tr>
<td>2. NON-LAB SCIENCE</td>
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<td>CORE AREA E: SOCIAL SCIENCES</td>
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<tr>
<td>1. HIST 1111 or HIST 1112</td>
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<td>2. HIST 2111 or HIST 2112</td>
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<td>3. POLS 1101</td>
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<td>4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301**</td>
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<tr>
<td>CORE AREA F: MAJOR SPECIFIC COURSES</td>
<td>0-9</td>
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<tr>
<td>1. FREN 1002, 2001, 2002</td>
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<td></td>
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<tr>
<td>2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, GRMN/SPAN 1001-1002</td>
<td>3-9</td>
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</table>

MAJOR COURSES: FRENCH (31)

SELECT 8: FREN 3100, 3220, 3221, 4150, 4310 or 4320, 4484*

SELECT 3: FREN 3210, 3421, 4350, 4210, 4220, 4230, 4240, 4250, 4785

SECOND LANGUAGE: through 2001

ENGL 2300

3

ELECTIVES

French Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language

ELECTIVE: 29

TOTAL NUMBER OF HOURS FOR A FRENCH MAJOR 120

*Senior Capstone Required Course

**Suggested Courses to be taken for major (others may substitute)
### Course or Program Addition, Deletion or Modification Request

**Department:** Foreign Languages and Literatures  
**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>B.A. Degree with a Major in German</th>
<th>Hours: Lecture/Lab/Total</th>
</tr>
</thead>
</table>

- **Action**
  - [ ] Course
  - [ ] Program
  - [ ] Modify
  - [ ] Add
  - [ ] Delete
  - [ ] Credit
  - [ ] Number
  - [ ] Title
  - [ ] Description
  - [ ] Other

- **Credit**
  - [ ] Undergraduate
  - [ ] Graduate
  - [ ] Other*

  *Variable credit must be explained

- **Frequency**
  - [ ] Every Term
  - [ ] Yearly
  - [ ] 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>
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</thead>
</table>

**Catalog Description** (New courses must attach: course objectives/outcomes; test(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This program is being replaced with "B.A. Degree with a Major in Foreign Languages and Literatures, German Track"

**Prerequisite(s)**

---

**Present or Projected Enrollment:** (Students per year)  
Effective Date*: ________________  
Term/Year

- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

**Grading System:**

**Approval:**

- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

**Date:** 10/01/07

**Chair of TEAC (if teacher prep. program):**

**Date:**

---

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

**Date:** 11/13/07

**Chair, Undergraduate Academic Programs Committee:**

**Date:**

**Chair, Committee on Graduate Studies:**

**Date:**

---

**Vice President for Academic Affairs:**

**Date:**

---

**Revised 1/09/02**
# UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES

**Bachelor of Arts: Major in GERMAN**

## Student Name:

(Last) (First) (Middle)  
Student Number: / /  
Transfer Institution(s):

- U.S./GA Constitution  
- U.S./GA History  
- Regent's Exam

### CORE AREAS A-F

<table>
<thead>
<tr>
<th>CORE AREA A: ESSENTIAL SKILLS</th>
<th>Hrs. Req.</th>
<th>Hrs Completed</th>
<th>Hrs. Remaining</th>
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<tbody>
<tr>
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<tr>
<td>2. ENGL 1102</td>
<td>3</td>
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<tr>
<td>3. MATH 1111</td>
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<table>
<thead>
<tr>
<th>CORE AREA B: INSTITUTIONAL PRIORITIES</th>
<th>Hrs. Req.</th>
<th>Hrs Completed</th>
<th>Hrs. Remaining</th>
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</thead>
<tbody>
<tr>
<td>1. PHIL 2110**</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. INTERDISCIPLINARY ELECTIVE</td>
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<table>
<thead>
<tr>
<th>CORE AREA C: HUMANITIES AND FINE ARTS</th>
<th>Hrs. Req.</th>
<th>Hrs Completed</th>
<th>Hrs. Remaining</th>
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</thead>
<tbody>
<tr>
<td>1. XIDS 2100 (Courses with literary content recommended)</td>
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<td>2. HUMANITIES ELECTIVE</td>
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<table>
<thead>
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<th>CORE AREA D: NATURAL SCIENCE, MATH &amp; TECHNOLOGY</th>
<th>Hrs. Req.</th>
<th>Hrs Completed</th>
<th>Hrs. Remaining</th>
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</thead>
<tbody>
<tr>
<td>1. LAB SCIENCE</td>
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<tr>
<td>2. NON-LAB SCIENCE</td>
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<table>
<thead>
<tr>
<th>CORE AREA E: SOCIAL SCIENCES</th>
<th>Hrs. Req.</th>
<th>Hrs Completed</th>
<th>Hrs. Remaining</th>
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</thead>
<tbody>
<tr>
<td>1. HIST 1111 or HIST 1112</td>
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</tr>
<tr>
<td>2. HIST 2111 or HIST 2112</td>
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</tr>
<tr>
<td>3. POLS 1101</td>
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<td></td>
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<tr>
<td>4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301**</td>
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</table>

<table>
<thead>
<tr>
<th>CORE AREA F: MAJOR SPECIFIC COURSES</th>
<th>Hrs. Req.</th>
<th>Hrs Completed</th>
<th>Hrs. Remaining</th>
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<tbody>
<tr>
<td>1. GRMN 1002, 2001, 2002</td>
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<tr>
<td>2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, FREN/SPAN 1001-1002</td>
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<tr>
<td>3. FREN/SPAN 2001</td>
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</table>

### MAJOR COURSES: GERMAN

SELECT 3: GRMN 3101, 3102, 4484*  
SELECT 6: GRMN 3101****, 3102****, 3986^, 4170, 4200, 4210, 4220, 4230, 4240, 4785, 4986  
ENGL 2300  

### ELECTIVES

German Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language (courses above the 3000 level)

ELECTIVE:  

### TOTAL NUMBER OF HOURS FOR A GERMAN MAJOR

120

---

*Senior Capstone Required Course for all Majors  
**Suggested Courses to be taken for major  
***Every student must take 2 WAC courses, one must be in the major  
****German Majors must complete an internship or language program in a German  
*****Courses may be taken twice for credit with different course content.  
√At least 12 hours of the 3000-and 4000-level classes must be taken at the University of West Georgia.

(r.12/2006)
Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
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<th>Hours: Lecture/Lab/Total</th>
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<tr>
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<td>☐ Number</td>
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<td>☐ Title</td>
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<tr>
<td>☐ Description</td>
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<tr>
<td>☐ Other</td>
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</table>

Credit

☑ Undergraduate
☐ Graduate
☐ Other*

*Variable credit must be explained

Frequency

☑ Every Term
☐ Yearly
☐ 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)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This program is being replaced with "B.A. Degree with a Major in Foreign Languages and Literatures, Spanish Track"

Prerequisite(s)

Present or Projected Enrollment: (Students per year)  
Effective Date*: / Term/Year

*For a new course, one full term must pass between approval and effective date.

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

Approval:

Department Chair: [Signature] 10/01/07

Date

Dean of College: [Signature] 10/17/07

Date

Chair of TEAC (if teacher prep. program): [Signature] Date

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

Chair, Undergraduate Academic Programs Committee: [Signature] 11/18/07

Date

Chair, Committee on Graduate Studies: [Signature] Date

Vice President for Academic Affairs: [Signature] Date

Revised 1/09/02
UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES

Bachelor of Arts: Major in SPANISH

Student Name: ___________________________  Student Number: _______________________
(First)  (Middle)  (Last)

Transfer Institution(s):

r U.S./GA Constitution  r U.S./GA History  r Regent’s Exam

<table>
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<tr>
<th>CORE AREAS A-F</th>
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<td>CORE AREA F: MAJOR SPECIFIC COURSES</td>
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<td>2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, FREN/GRMN 1001-1002</td>
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<tr>
<td>MAJOR COURSES: SPANISH</td>
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<td>SELECT 6: SPAN 3101, 3102, 3210 or 3220, 4012 or 4013, 4040, 4170, 4484*</td>
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<td>SELECT 2: SPAN 3450, 4003, 4004, 4006, 4007, 4200, 4205, 4210, 4240, 4250, 4260, 4280, 4785</td>
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<td>SECOND LANGUAGE: through 2001</td>
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<td>ENGL 2300</td>
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</table>

ELECTIVES

Spanish Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language

ELECTIVE: | 29 |

**TOTAL NUMBER OF HOURS FOR A SPANISH MAJOR** | **120**

*Senior Capstone Required Course
**Suggested Courses to be taken for major
***Every student must take 2 WAC courses, one must be in the major.
Course or Program Addition, Deletion or Modification Request

Department: Nursing  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Action</th>
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<th>Frequency</th>
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</table>

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 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The attached program sheets for the BSN program in nursing reflect the addition of NURS 4444, Preparation for Professional Licensure, which was approved at the March 28, 2007 UAPC meeting. (See Attached Rationale)

Prerequisite(s): All 3100, 3200 and 4300 nursing courses

Present or Projected Enrollment: (Students per year)  
*For a new course, one full term must pass between approval and effective date.

Grading System:  
- ☐ Letter Grade  
- ☐ Pass/Fail  
- ☐ Other

Effective Date*: spring 2008

Approval:

Department Chair:  
Date: 10/15/07

Dean of College:  
Date: 11/9/07

Chair of TEAC (if teacher prep. program):  
Date

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

Chair, Undergraduate Academic Programs Committee:  
Date: 11/5/07

Chair, Committee on Graduate Studies:  
Date

Vice President for Academic Affairs:  
Date

Revised 1/09/02
University of West Georgia
Department of Nursing
Request for Program Change Rationale
Fall Semester, 2007

Replacement of NURS 4485, Special Topics in Nursing, with NURS 4444, Preparation for Professional Licensure

The Department of Nursing has been offering NURS 4485, Special Topics in Nursing, as an elective for students in the BSN program that is a preparation for professional licensure course. A decision was made by the faculty to incorporate the course as a required nursing course. In the spring of 2007, The UAPC approved the course, NURS 4444, Preparation for Professional Licensure. The attached program sheets reflect the change.

The Department of Nursing feels strongly that all students should take the course and that it is helpful in preparing for licensure as a Registered Nurse. Therefore the course is being integrated into the program of study as a required course.
BACHELOR OF SCIENCE IN NURSING - GENERIC TRACK (Carrollton or Newnan)  
2007-2008

Semester Core Curriculum – 60 semester hours

<table>
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<th>Area</th>
<th>Hrs. Req</th>
<th>Hrs. Com</th>
<th>Hrs. Rem</th>
<th>Area</th>
<th>Hrs. Req</th>
<th>Hrs. Com</th>
<th>Hrs. Rem</th>
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<tbody>
<tr>
<td><strong>Area A – Essential Skills – 9 hrs.</strong></td>
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<td><strong>Area B – Institutional Priorities – 4 hrs.</strong></td>
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<td><strong>Area C – Humanities – 6 hrs.</strong></td>
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<td><strong>Area D – Science, Math, Technology – 11 hrs.</strong></td>
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<td><strong>Area E – Social Sciences – 12 hrs.</strong></td>
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*Designated lab science sequences and social science courses are listed in the UWG Undergraduate Catalog.

BSN Specific Course Requirements – 60 semester hours

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<th>Generic BSN Courses – 59 hrs.</th>
<th>Hrs. Req</th>
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Rev. 4/24/07
Please see the UWG Undergraduate Catalog for general core curriculum requirements and specific requirements for Areas D and F for nursing majors.

**PLEASE NOTE:** Admission to the Generic BSN Program is a separate and independent process occurring after admission to the University of West Georgia. Applications and transcripts (for transfer students) must be received in the Department of Nursing by January 15 for consideration for admission the following summer semester. Applicants must have completed 36 hours of required core courses as identified in the Generic BSN Applicant Information. They must also be able to complete 51 hours of the core by the end of the summer semester prior to beginning fall clinical courses. **DEGREE REQUIREMENTS ARE SUBJECT TO CHANGE.**

### SEMESTER CORE CURRICULUM (60 Hours)

<table>
<thead>
<tr>
<th>FALL SEMESTER 1</th>
<th>SPRING SEMESTER 2</th>
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<tbody>
<tr>
<td>ENGLISH 1101 – ENGLISH COMPOSITION I</td>
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<td>AREA D LABORATORY SCIENCE COURSE</td>
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<td>HISTORY 2111 OR 2112 – US HISTORY</td>
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<td>BIOL 2030/2030L – MEDICAL MICROBIOLOGY</td>
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<td>AREA C1 FINE ARTS COURSE</td>
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### BSN SPECIFIC COURSE REQUIREMENTS (60 Hours)

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<th>FALL SEMESTER 6</th>
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<tr>
<td>NURS 3122W – PROFESSIONAL CONCEPTS</td>
<td>NURS 3222W – RESEARCH AND EVIDENCE-BASED</td>
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<tr>
<td>NURS 3135 – PROFESSIONAL NURSING PRACTICE</td>
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<td>NURS 3172 – HEALTH ASSESSMENT</td>
<td>NURS 3235 – MENTAL HEALTH NURSING</td>
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<td>NURS 3182 – NURSING SKILLS I</td>
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<td>NURS 4335 – ADULT HEALTH NURSING PRACTICE</td>
<td>NURS 4422W – SENIOR SEMINAR</td>
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<td>NURS 4345 – COMMUNITY HEALTH NURSING PRACTICE</td>
<td>NURS 4433 – NURSING LEADERSHIP &amp; MANAGEMENT</td>
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Rev. 6/3/05
University of West Georgia  
Department of Nursing  
Newnan Center  
Part-time Generic BSN Program  
2006 - 2008  
Curriculum Plan

Please see the UWG Undergraduate Catalog for general core curriculum requirements and specific requirements for Areas D and F for nursing majors.

PLEASE NOTE: Admissions to the Newnan Center Part-time Generic BSN Program is a separate and independent process occurring after admission to the University of West Georgia. Applications and transcripts (for transfer students) must be received in the Department of Nursing by January 15th, for consideration for admission the following summer semester. Applicants must have completed 36 hours of required core courses as identified in the Generic BSN Applicant Information. They must also be able to complete 51 hours at the time of enrollment in the first clinical nursing course. DEGREE REQUIREMENTS ARE SUBJECT TO CHANGE.

Semester Core Curriculum (60 Hours)

<table>
<thead>
<tr>
<th>Area A - Essential Skills (9 hours)</th>
<th>Area B - Institutional Priorities (4 hours)</th>
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<tr>
<td>ENGL 1101 (3)</td>
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<td>ENGL 1102 (3)</td>
<td>Institutional Elective (1)</td>
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<td>MATH 1001 or 1111 (3)</td>
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<th>Area C - Humanities and Fine Arts (6 hours)</th>
<th>Area D - Science, Math, and Technology (11 hours)**</th>
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<td>Fine Arts Elective (3)</td>
<td>Lab Science I (4)</td>
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<td>MATH 2063 - Applied Statistics (3)</td>
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<th>Area E - Social Sciences (12 hours)</th>
<th>Area F - BSN Specific Courses (18 hours)**</th>
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**See reverse for Guide to Areas D and F.

Please see the UWG Undergraduate Catalog for course descriptions. Transfer students may be eligible for Core Curriculum substitutions - contact a Department of Nursing advisor for additional information.

Newnan Center Part-Time Generic BSN Program  
Nursing Curriculum  
8 Semesters – 63 Credit Hours

<table>
<thead>
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<td>NURS 3172</td>
<td>NURS 3272</td>
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<td>NURS 3222</td>
<td>NURS 4335</td>
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<td>NURS 3355</td>
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<td>NURS 4444</td>
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Rev. 10/10/07
Course or Program Addition, Deletion or Modification Request

Department: Political Science & Planning  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
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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>
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</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 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Action: Political Science & Planning will increase the Political Theory course offerings available to our majors by including PHIL 4115 on our list of courses that fulfill the Political Theory distribution requirement for upper division courses in the Political Science major.

Prerequisite(s)

Present or Projected Enrollment: 15 (Students per year)  Effective Date*: Fall 2008 Term Year

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Rationale:

Political Science & Planning wishes to include PHIL 4115, Political Philosophy, on our list of courses that count as upper division courses in political theory for both the B.A. and the B.S. degree in Political Science. At present, political science majors effectively have only three course offerings in political theory. These courses are all taught by the same professor in a three-semester rotation—there are never two theory courses being offered during the same semester. For many reasons, this is often inconvenient for students. The addition of another option should help at least some students.

The Philosophy Department assures us that they will offer this course routinely every third semester.

Text entry for catalog:

B.A. (p. 342)

Political theory
PHIL 4115 may be used to satisfy this requirement

B.S. (p. 343)

Political theory
PHIL 4115 may be used to satisfy this requirement
Political Philosophy
Course Syllabus – Fall 2006

PHIL 4115-01
Dr. Jeremiah Alberg
Office Hours: MW 11:10-12:10; 1:00-3:00
TR 11:00-12:00; 2:00-3:00
F By appointment
TR 12:30-1:45 Human 205
Office TLC 2254
jalberg@westga.edu

Texts

Course Description and Learning Outcomes
Political action aims at making the good life possible by achieving a good society. Political philosophy aims at making explicit in what the good life and a good society consists. This course, then, is an exploration of some of the most important attempts at fulfilling these aims. We will begin Unit 1 with a careful reading of the classic article by Leo Strauss, “What is Political Philosophy?” In Unit 2 we will examine some of the ancient and medieval conceptions of political philosophy. In Unit 3 we will look at modern political philosophy.

By the conclusion of the course the student will have a good grasp of what problems are treated in political philosophy. Further, they will have a deep understanding of the difference between the approaches to these problems taken by ancient and medieval thinkers over against modern political philosophers.
Further, the students will develop their skills at reading texts, analyzing arguments, and then presenting and defending their own political views.

Relationship of Course Goals to Program Goals
This course plays a central role in realizing the Program’s goals of (1) grasping the “general historical development” of the discipline and of (2) being able to “discuss three major historical figures” in philosophy. It will also allow them to develop in their ability to differentiate types of philosophical questions.

Course Requirements
1. Attendance: Four (4) absences FOR ANY REASON are allowed. With the fifth absence FOR ANY REASON half a grade will be deducted from the final grade. Each subsequent absence will result in the further reduction of a half grade. In other words, receiving credit and a grade in this class is dependent upon attendance. If you are ill for more than two weeks, it will become progressively difficult for you to receive the credit for this class.

Unit 1 Overview
8/15 Introduction
8/17 Strauss pp. 9-27
8/22 Strauss pp. 27-40
8/24 Strauss pp. 40-55
8/29 Strauss Assignment #1

Assignment #1

Do one of the following:

- Choose one of the four considerations (p. 20-27) which speak against the school of social science positivism and give the argument that Strauss uses.
- Explain what Strauss means when he says that “Classical political philosophy is guided by the question of the best regime” (p. 33).
- Explain what Strauss means when he says that grasping Machiavelli’s success depends upon grasping his principle: “one must lower the standards in order to make probable, if not certain, the actualization of the right or desirable social order” (46-47).

Assignment #2

You are to turn in five theses of political philosophy. (see below)

Assignment #3

You are to turn in all ten theses.
• A thesis is a one sentence statement of a political position that has at least one, if not more, viable contrary positions. To illustrate, although some of the thinkers we will read would hold that some people are created slaves, that position is no longer viable. Accordingly, “All people are created free” does not qualify as a thesis. “Abolition of all private property” does.

• Write your name in the upper left hand corner of the paper and the date in the right hand corner. Double space. Write the thesis in bold.

• After the thesis you must provide an argument to support it. The argument cannot be longer than what you can fit on the one page.

• There are two types of theses for which I am looking.
  o I expect “historical” theses. You should pick out positions that you support from your readings and present them.
  o You should make these your own. How would you argue for them?
  o All theses are due on the day listed in the syllabus. They are to be posted on-line by class time.

The Presentations
• The presentations will consist in thirty minute sessions in which the presenter will answer questions regarding their theses from the instructor and the class.
• The presenter will be evaluated on the strength of his or her answers.
• The other students will be evaluated on the questions which they ask.

Evaluation
Assignment #1  20%
Assignment #2  20%
Assignment #3  20%
Presentation  30%
Questions  10%

Plagiarism (adapted from the English Department website)

Although there are many forms and variations of plagiarism and academic dishonesty, in general, the English Department, in agreement with the State University of West Georgia’s policy on academic dishonesty, defines plagiarism as using the words and/or ideas of another without properly giving credit to the source(s).

It should be noted that unintentional plagiarism is plagiarism nonetheless.

In addition to obvious methods of plagiarism such as intentionally representing someone else’s words as one’s own, other acts such as “making up” sources, turning in work done in fulfillment of another course, or receiving excessive assistance are all forms of academic dishonesty, and subject to the penalties for plagiarism.

The University policies for handling Academic Dishonesty are found in the following document:
<http://www.westga.edu/~engdept/writing/general_policies.html>

Special Needs:
If you have a registered disability that will require accommodation, please see me at the beginning of the semester. If you have a disability that you have not yet registered through the Disabled Student Services Office, please contact Dr. Ann Phillips in 137 Parker Hall at (770) 836-6428.
Course or Program Addition, Deletion or Modification Request

Department: Economics
College: Richards College of Business

Current course catalog listing: (for modifications or deletions)

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*Variable credit must be explained

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)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Modification of B.S. Economics with Secondary Education Certification degree program. Changes are summarized in an attached page.

Prerequisites(s)

Present or Projected Enrollment: (Students per year)

Effective Date*: ____________________________ Term/Year

For a new course, one full term must pass between approval and effective date.

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

Approval:

□ Signature Date

Present or Projected Enrollment:

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Dean of College:

Date | Dean of College (if cross listed) | Date |
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Chair of TEAC (Teacher prep. program):

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

Chair, Undergraduate Academic Programs Committee:

Date | Chair, Committee on Graduate Studies | Date |
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Vice President for Academic Affairs:

Date

Revised 1/09/02
Name: ____________________________________________

UWG Student#: ____________________________________

Bachelor of Science
Major: ECONOMICS
With SECONDARY EDUCATION

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* To count for MEDT 2401

Effective, Fall 2008
(Existing Program)

University of
West Georgia

Bachelor of Science
Major: ECONOMICS
With SECONDARY EDUCATION

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* To count for MEDT 2401
** Recommended

Last Updated: June 13, 2003
Summary of Changes in B.S. Economics with Secondary Education Certification Degree Program

Rationale: The program is being changed to accommodate new Area F education courses and the PSC mandated integration of technology requirement (satisfied by the completion of MEDT 3401)

Changes: EDUC 2110 (Critical Issues), EDUC 2120 (Diversity) and EDUC 2130 (Teaching/Learning) replace three social science electives in Area F. Upper division education course hours were reduced from 30 to 28. Included in the 28 hrs. is the new technology course, MEDT 3401. In addition, HIST 4474 (Georgia History), GEOG 3253 (Economic Geography), and POLS 4204 (Public Finance) were dropped as required courses to allow for more flexibility in the degree program.
Addendum III
Course or Program Addition, Deletion or Modification Request

Department: History
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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)

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<th>Prefix</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

A study of the history of American religious beliefs, practices, and influences on American society, from its colonial settlement to 1800.

Prerequisite(s) 3 credits global history, 3 credits U.S. history, or permission

Present or Projected Enrollment: (Students per year)  
Effective Date*: Spring 2009

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

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and to Committee on Graduate Studies Chairman. Six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit.

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date  Nov 1 3 2007
History 5478

The influence of religion in American history has been significant. All too often, however, the study of religion has been on issues of theology and institutional developments rather than its impact on society. This course will expose students to the various aspects of religious developments in American society from its earliest origins through the presidential election of 1800, where religion played a crucial role in the debate between the candidates. In particular, it will explore the religious origins of American settlement and how religion contributed to the development of the various colonies. We will also explore major trends that occurred during this era, including the First Great Awakening, the impact of the Enlightenment, and the Second Great Awakening. We will take a look at the place of religion during times of crises, particularly during American involvement in wars. The course will explore all types of religious beliefs, including contributions by various racial and ethnic groups to American religious history. Finally, we will examine the impact of religion upon a number of political, social, economic, and cultural issues occurring during this era, and conversely, how these issues influenced people’s understanding of religion.

I offered this course as a “special topics” course in the Summer 2006 semester, and it proved to be successful in terms of student enrollment and student evaluations. The History Department has not regularly offered a course on American religion over the past decade, and I would now like to make this a permanent course offering.

Since this is a graduate-level course, I will assign several additional books and a number of articles for the graduate students beyond what is normally required for my undergraduate students taking the 4000-level version of this course. I also require graduate students to attend a weekly discussion over the graduate materials assigned in class. Finally, they are assigned a 15-page (minimum) research paper that is based upon primary source material.
AMERICAN RELIGIOUS HISTORY TO 1800  
Spring 2009

Instructor: Dr. Keith Pacholl  
Class: History 5478 section 1  
Phone: (678) 839-6044 – office  
(678) 839-6508 – history department  

Email: kpacholl@westga.edu  
Office: TLC 3245

GOALS & OBJECTIVES
This course will examine American religious history from early American settlement through the end of the American Civil War. It will explore the religious origins of American settlement and how religion contributed to the development of the various colonies. We will also explore major trends that occurred during this era, including the First Great Awakening, the impact of the Enlightenment, and the Second Great Awakening. We will take a look at the place of religion during times of crises, particularly during American involvement in wars (colonial wars and the American Revolution). The course will explore all types of religious beliefs, including contributions by various ethnic groups to American religious history. Finally, we will examine the impact of religion upon a number of political, social, economic, and cultural issues occurring during this era, and conversely, how these issues influenced people’s understanding of religion.

You will also engage in original research by writing a paper based upon primary sources that deal with this period of American history. Finally, you will become familiar with some of the historiographical debates surrounding American Religious history by sampling some of the more recent journal writings on the subject. By the end of this course, you should be able to demonstrate knowledge of historical facts, themes, and ideas of this era, improve your ability to analyze and evaluate historical evidence, and be conversant in some of the historiographical debates surrounding this era.

ASSIGNED READING
Guastad & Schmidt, The Religious History of America (textbook)  
Allan Greer, ed., The Jesuit Relations  
Sylvia Frey & Betty Wood, Come Shouting Zion  
Randall Balmer, A Perfect Babel of Confusion  
Frank Lambert, The Founding Fathers and the Place of Religion in America  
David Hall, Puritans in the New World  
Christine Heyrman, Southern Cross  
Stephen Innes, Creating the Commonwealth  
John Demos, Entertaining Satan  
**Discussion readings online (via our library’s digital reserved readings)

REQUIREMENTS
Exams: There will be two exams given throughout the semester: a midterm and a final. All exams will be essay and will be based upon the lectures and assigned reading materials. A study guide will be passed out prior to each exam, and at that time I will tell you the exact nature of each exam.

Discussion: Class participation is part of your grade, so be sure to show up having read the assignments (you are REQUIRED to read all assigned readings). Discussions will occur either in groups or as a class. Discussions will be based primarily upon the reserved readings that are found online via our library, along with any other assigned materials (monographs, videos/movies). Expect quizzes on the various reading assignments, including the three monographs, and any videos/movies shown in class. Each of you will also be called upon to lead one class discussion. Signups for leading a discussion will take place during our first class session. Handouts will be provided that outline my expectations for discussion.
As a graduate student, you will also be meeting up with the other graduate students on a regular basis. We will be meeting to discuss graduate-related issues associated with the research paper as well as historiographical issues concerning American religious history. In addition, you will have extra readings assigned for discussion during these meetings (which will be posted online and listed on the syllabus). These graduate meetings are mandatory and points will be deducted from your discussion grade for each absence from them. You will turn in a 2-page paper (maximum) that summarizes the major points from each of the readings. You get to choose the journal article you would like to write upon. Your class discussion grade includes: preparing for, and participating in, all class discussions; leading one class discussion; quizzes on discussion material; summaries graduate readings; student conduct (detrimental behavior will cost you points); and any other material assigned throughout the course of the semester that is not listed on this syllabus.

Research Paper: You will write a 15-page (minimum) research paper for this course on a subject of your choosing that is approved by me. Handouts will be provided outlining my guidelines for the research paper.

Attendance: Students are responsible for attending all classes. This is extremely important, particularly since we will be having presentations and discussions on a regular basis. Role will be taken at the beginning of each class. You will be considered absent if you show up after role has been taken, so please be sure to arrive on time (habitual lateness will thus be penalized). You will also be considered absent if you leave early without permission.

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Midterm</td>
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<td>Final Exam</td>
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<tr>
<td>Discussion</td>
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<td>Research paper</td>
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90% - 100% A  
80 - 89 B  
70 - 79 C  
60 - 69 D  
0 - 59 F

(there is NO extra credit accepted for this course)

**Assessment Criteria for grades:**

**A = Exceptional**
- precise and comprehensive understanding of the material
- thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course
- work contains no factual inaccuracies
- excellent writing, with little to no errors in spelling, punctuation, grammar, etc.
- very focused and organized
- correctly identifies all key themes of the readings

**B = Commendable**
- clear understanding of the material
- identifies, defines, and describes most key themes/concepts/issues/idea of the course
- work contains few factual inaccuracies
- strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
- well focused and organized
- correctly identifies most key themes of the readings

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C = Competent
- adequate understanding of the material
- identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
- work contains factual inaccuracies
- average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- somewhat focused and organized
- adequately identifies major key themes of the readings

D = Limited evidence of achievement
- poor understanding of the material
- identifies, defines, and describes few key themes/concepts/issues/idea of the course
- work contains many factual inaccuracies
- below average writing, with many errors in spelling, punctuation, grammar, syntax, etc.
- poorly focused and organized
- barely identifies major key themes of the readings

F = Minimal evidence of achievement
Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

STUDENT CONDUCT
Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

1. No arriving late or leaving early (unless you have checked in with me in advance). Arriving late or leaving early will count as one absence. Arriving late is defined as arriving after role has been taken. Leaving early is defined as leaving class once the class period has started. If you habitually arrive late, you will be asked to leave.

2. No talking or passing notes, eating food in class (that I can hear), no reading or working on non-class related materials, and no sleeping (go get back home for that). In other words, your focus should be on this class, and if I find you to be disruptive in any way, I will give you the boot out of my class.

3. Cell phones, pagers, headphones, and all other electronic devices must be turned off during class. I will confiscate any I hear going off. Also, no tape recorders. If you have any documentation needs, please let me know in advance.

4. Once the exam has been given, there is no leaving the room. Once you leave the room, you are finished taking the exam. Also, no dictionaries, thesauruses, or electronic devices can be used for the exam. Absolutely no talking during the exam – if you do, then your exam is finished at that exact point.

5. Any form of academic dishonesty (including, but not limited to, cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in university catalog, and it is your responsibility to familiarize yourself with them. I WILL CATCH YOU AND HAVE NO MERCY, SO PLEASE DON'T DO IT!

If you have any questions regarding the above, feel free to contact me at any time, or read the university catalogue. Adherence to the "common sense" law should prevent any of the above problems. Failure to adhere to these guidelines could result in dismissal from class, an "F" for your discussion grade, as well as additional disciplinary action.

IMPORTANT NOTE
I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Introduction; pre-American background</td>
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<td>2</td>
<td>The Protestant Reformation and its impact, 30-36 (read pages in <em>The Religious History of America</em>)</td>
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<td>3</td>
<td>Spanish &amp; French colonization</td>
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<td>4</td>
<td>Native American traditions and encounters</td>
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<td>5</td>
<td>The Colonial Experience: New England</td>
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<td>The Colonial Experience: the Middle Colonies</td>
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<td>7</td>
<td>The Colonial Experience: the South</td>
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<td>8</td>
<td>The Enlightenment and the Great Awakening</td>
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<td>9</td>
<td>Religion and the coming of the American Revolution</td>
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<td>10</td>
<td>The American Revolution</td>
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<td>11</td>
<td>Religion and the Constitution</td>
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<td>12</td>
<td>Westward expansion and religious developments</td>
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<td>13</td>
<td>African-American religion</td>
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<td>14</td>
<td>Gender and religion</td>
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<td>15</td>
<td>Religious controversies of the 1790s</td>
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<tr>
<td>16</td>
<td>The presidential election of 1800 (and its religious implications)</td>
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Course or Program Addition, Deletion or Modification Request

Department: HistoryCollege: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

<table>
<thead>
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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>
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<tr>
<td>HIST</td>
<td>5479</td>
<td>American Religion Since 1800</td>
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<th>Hours: Lecture/Lab/Total</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies): A study of the history of American religious beliefs and practices, and religion's influence on American society, from 1800 to the present.

Prerequisite(s)

Present or Projected Enrollment: 5 (Students per year)

Effective Date*: Fall 2008

Term/Year

Grading System: ☒ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Date

Dean of College

Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair on Committee on Graduate Studies Chairman. Six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit.

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

NOV 13 2007
History 5479:

In an era when religion's influence on American politics and society is pervasive, it is important for students to acquire an academic understanding of the recent history of American religion and to gain an understanding of its diverse manifestations, influence on society, and role in public life.

This course will give students the knowledge and analytical skills that they need to evaluate religion's role in a diverse, multicultural society. The course will combine elements of cultural, intellectual, social, and political history in an effort to help students explore the diversity of American religion over the past century and a half.

When I taught this course as a "special topics" course in the fall 2006 semester, I asked my graduate students to read all of the books that I assigned to my undergraduate students, and in addition, to read two other monographs, as well as several additional journal articles. I also required graduate students to attend weekly one-hour discussion sections and to write a 12-15 page research paper instead of the 6-8 page research paper that the undergraduates were required to write.
History 5479
The History of American Religion Since 1800
(Graduate Level)

Instructor: Dr. Dan Williams
Office Hours: TLC 3225
T, Th, 11:00-12:30
W, 10-12, 1:00-4:30
(and by appointment)
Email: dkw@westga.edu
Phone: 678-839-6046
Course website: www.westga.edu/~dkwillia

Class Location:
Pafford 204
T, Th, 2-3:15

Description:

This course will examine the history of religious beliefs and practices in the United States from 1800 to the present. We will look at theological developments in America’s religious organizations, and will also discuss the way that religion affected Americans’ daily lives. We will also examine the intersection between religion, society, culture, and politics, and will explore the ways in which social culture influences religious belief or religion influences politics and culture. You will discover some of the ways in which our understanding of American history might change if we include religion in our framework of historical analysis.

This course will provide a comprehensive survey of the major religions of the United States, including Protestantism, Catholicism, Judaism, and a variety of other Christian and non-Christian religious traditions. At several points throughout the course, we will discuss the role that religious traditions outside of Christianity and Judaism have played in the United States, and will discuss Americans’ reactions to the emergence of new religions. This course will also examine secularism as a belief system in American society, and will study its influence on American religious culture.

This course will examine the way in which race, gender, ethnicity, and social class have affected Americans’ religious practices. We will also explore the ways in which Americans’ religious beliefs have affected their behavior and their understanding of the world, including their understanding of race and gender roles.

Classes will consist mainly of interactive lectures and class discussions. I encourage all students to participate by asking questions during lectures and making comments during discussion sessions. Six classes will be devoted entirely to discussions of the reading material, and the lecture-based classes will include some discussion time, as well.

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Learning Outcomes:

This course will give you a broad awareness of faith traditions in the United States, the opposing viewpoints in contemporary and historical debates about the role of religion in society, and the ways in which Americans have constructed (and continue to construct) their religious beliefs and practices. You will be able to analyze the way in which religion has influenced the choices that Americans have made from 1800 to the present. You will gain a better understanding of American culture, society, and politics through knowledge of the nation’s religious traditions. This course will also help you to improve your writing, research, and communication skills.

In addition, you will better understand how to approach the study of religion from a historical perspective, and you will learn ways to integrate an analysis of religious faith and practice into your work in other fields of history. The graduate component of this course will emphasize historiographical trends in the field, so you will gain a better understanding of the scholarship in this historical discipline, which may help you in preparing for research and teaching projects in other areas of your graduate program.

Assessment:

Students’ final grades will be determined as follows:

- Midterm exam: 15%
- Book analysis (or analyses): 15%
- Research paper: 30%
- Class participation: 20%
- Final exam: 20%

There will be no opportunity for extra-credit assignments in this course.

Grading Methodology: This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A- / B+), in order to evaluate students’ written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

- A = 95
- A/A- = 94
- A- = 92
- A-/B+ = 90
- B+ = 88
- B+/B = 87
- B = 85
- B/B- = 84
- B- = 82
- B-/C+ = 80

(A similar pattern is used for grades in the C-range).
In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 69.5, which converts to a C, is the lowest possible passing grade for graduate students in the course.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student’s essay must show evidence of original thinking and the ability to synthesize information from a wide variety of sources, as well as an accurate understanding of the material and good writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets the basic requirements for the assignment, but also demonstrates that a student has mastered the sophisticated interpretative, analytical, and writing skills expected for a graduate course. A-grade papers demonstrate a mastery of the historical technique and historiographic understanding expected for M.A. students in history courses at this university.

B-range grades are given to essays that demonstrate a student’s accurate understanding of the material, adequate use of a variety of sources, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for a graduate-level assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned documents, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

A failing grade is assigned to work that fails to meet the requirements and expectations for the assignment.

**Exams:** As a graduate student, you have the option of taking the same exams that undergraduates will be given, but alternatively, you may elect to skip the in-class midterm exam and instead a complete a take-home exam that will consist of an essay question focusing on the historiographical themes that the graduate discussion sessions will emphasize.

If you decide to take the undergraduate midterm exam, the following instructions will apply:
The midterm exam will consist of essay questions and I.D. terms, and it will emphasize broad themes presented in the lectures, discussions, and readings. One week before the exam, you will receive a study guide that will give you more information about the material covered on the test. I will give a make-up exam only in cases of a pre-arranged, excused absence for which documentation must be provided, or in cases of a legitimate health or family emergency that must be documented with a doctor’s note, dean’s note, or similar measure of proof. In all other cases, a make-up exam will not be an option.
If you decide to take the graduate midterm exam, you will be able to pick up your midterm take-home exam question in class on Tues., Oct. 3, and you will have until 4pm on Thurs., Oct. 5 to submit a response consisting of approximately five double-spaced pages of text.

All students will take the final exam as a "take-home." The final exam will consist of essay questions. I will give you the exam on Thursday, November 30, and you will have until 4pm on Tuesday, December 5 to write 7-10 double-spaced pages in response to those questions.

**Book analyses and research papers:** You are required to write one 4-6 page summary of one of the books that you read for this course. That analysis is due on the date on which the class discussion for the book is scheduled. A book review should give a brief summary of the book while highlighting the author's thesis or point of view, and it should also evaluate the historical significance of the subject. It should also include a detailed analysis of the book’s relationship to broader historical trends discussed in the textbook and the lectures. If you are reviewing a work of historical scholarship, you should discuss its usefulness to researchers and its relationship to other work in the field, to the extent that you are able to do so. If you are evaluating a primary source, discuss the historical context in which it was written and the ways in which historians can use it as a source for their work. As a graduate student, you will be expected to demonstrate some awareness of the historiographic significance of the book that you review.

You will also be expected to write one 12-15 page research paper for this course. Consult the guidelines for research papers for more information about this assignment.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

It should go without saying that all papers that you write must be your own work, and that any students who are caught plagiarizing another student’s work, a paper from a website, a textbook, or any other source will automatically fail this course and may be subject to further disciplinary action. Plagiarism is a serious offense that will not be tolerated.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

**Class participation:** Classes will consist of interactive lectures, which will give you a chance to ask questions and discuss the ideas presented in the readings. In addition, there are six class periods reserved for discussion of the assigned books.

I will also hold weekly discussion sessions with the graduate students that I will require you to attend. I intend to schedule these on Thursdays from 3:30-4:30pm, but this time is subject to change if the schedules of the graduate students in this course necessitate it.
these meetings, we will discuss historiographical questions and the readings in greater depth, and will also discuss some of the graduate readings that do not appear on the undergraduate syllabus. Throughout the semester, I will also distribute copies of short articles for discussion at these meetings.

**Class communication:** I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

University policy also prevents me from disclosing grades over email, so if you would like to discuss your grade on any assignment in the class, please set up an appointment to meet with me in my office. Please do not email me with a request for your grades, since I am not allowed to email that information to you.

To protect students’ privacy rights, I will not return graded papers or exams to any third party (e.g., a student’s friend or relative who asks to pick up a student’s work on that person’s behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student’s grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students’ grades.

I would like to do whatever I can to help you succeed in this course. Please do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course. I believe that this will be an excellent semester, and I’m pleased to welcome you to this class.

**Required readings:**


Charles M. Sheldon, *In His Steps*

Edward J. Larson, *Summer for the Gods: The Scopes Trial and America’s Continuing Debate Over Science and Religion*

Eileen M. McMahon, *What Parish Are You From? A Chicago Irish Community and Race Relations*

Charles Marsh, *God’s Long Summer: Stories of Faith and Civil Rights*

Debra Renee Kaufman, *Rachel’s Daughters: Newly Orthodox Jewish Women*


Stephen Prothero, *American Jesus: How the Son of God Became a National Icon*

Alan Wolfe, *The Transformation of American Religion: How We Actually Live Our Faith*
Class Schedule:

8/15   Introduction: Why Study the History of American Religion?

8/17   The Second Great Awakening
       Gaustad and Schmidt, ch. 7-8 (pp. 139-183)
       **Grad student discussion:** Jon Butler, “Jack-in-the-Box Faith: The Religion
       Problem in Modern American History,” *Journal of American History*, 90 (March

8/22   The Civil War as a “Theological Crisis”
       Gaustad and Schmidt, ch. 9 (pp. 184-205)

8/24   “A House Divided”: American Protestantism in the Aftermath of the Civil War
       Henry Ward Beecher, “Evolution and Religion” (1881)
       (http://cabo-test.cc.columbia.edu/pa/10240.html)
       (http://docsouth.unc.edu/neh/walters/walters.html)
       **Grad student discussion:** *American Jesus*, pp. 3-199.

8/29   Immigrant Religions: Catholicism, Eastern Orthodoxy, and Judaism in America’s
       Cities
       Gaustad and Schmidt, ch. 10 (pp. 209-230)
       Principles of Reform Judaism
       (http://www.myjewishlearning.com/history/community/Modern/ModernReligion
       Culture/MoreEmergence/Reform/Pittsburgh_Platform.htm)
       James Cardinal Gibbons, Memorial on the Knights of Labor, 1887
       (http://libraries.cua.edu/achrcua/Knights/document18.htm - click on document
       image for complete text)

8/31   Beyond the Protestant Consensus: Alternative Religions in the Late Victorian Era
       “Professor Hare’s Spiritual Telegraph” (http://www.spiritualhistory.com/hare.html)
       **Grad student discussion:** Susan Lindley, “Women and the Social Gospel
       Richard Wightman Fox, “The Culture of Liberal Protestant Progressivism, 1875-
       **Research paper topic due.**

9/5    The Social Gospel: Protestant and Catholic Theology
       Gaustad and Schmidt, ch. 11 (pp. 231-254)
       Walter Rauschenbusch, *A Theology for the Social Gospel*
       (http://www.historytools.org/sources/Rauschenbusch.pdf)

9/7    The Social Gospel: Women in an Age of Reform
       Gaustad and Schmidt, ch. 12 (pp. 255-276)
Mrs. Wilson Holt, Presidential Address, Minnesota WCTU, 1878
(http://sadm.uleth.ca/nz/collect/whist/import/complete/womhist.binghamton.edu/wctu/doc1.htm)

Mrs. J.N.W. Farnham, “Woman’s Work for Woman” (1885)

**Grad student discussion:** *In His Steps.*

**9/12**
Undergraduate discussion of *In His Steps*

**9/14**
The Azusa Street Revival
Testimonies from the Azusa Street Revival
(http://www.christianword.org/revival/azusa.html)

**9/19**
The Fundamentalist Controversy
Gaustad and Schmidt, ch. 13 & 14 (pp. 277-321)
William Jennings Bryan, “The Menace of Evolution”
(http://www.law.umkc.edu/faculty/projects/ftrials/scopes/day7.htm)
Harry Emerson Fosdick, “Shall the Fundamentalists Win?”
(http://www.hyattcarter.com/shall_the_fundamentalists_win.htm)


**Research paper source list due.**

**9/21**
Discussion of *Summer for the Gods*
Transcript from the Scopes trial
(http://www.law.umkc.edu/faculty/projects/ftrials/scopes/day7.htm)

**Grad student discussion:** *Summer for the Gods.*

**9/26**
The Reemergence of Anti-Catholicism
Thomas Heflin, *Warning Against the “Roman Catholic Party,”* 1928
(http://historymatters.gmu.edu/d/5073/)
Charles Marshall, “Should a Catholic Be President?,” 1927
(http://historymatters.gmu.edu/d/5074/)
Sister Margaret Meyers’s Recollections of the KKK’s Anti-Catholic Activities in Oregon (http://libraries.cua.edu/achcua/OSC/document9.htm)

**9/28**
The Religion of the Harlem Renaissance
Marcus Garvey, Excerpts from his writings
(http://www.africawithin.com/garvey/garvey_sample.htm)

10/3  Christianity During the Depression
     Reinhold Niebuhr, “Our Secularized Civilization”
     (http://www.religion-online.org/showarticle.asp?title=472)
     Father Charles Coughlin, Radio Addresses
     (http://www.ssa.gov/history/fcspeech.html; audio file:
     http://www.ssa.gov/history/coughlinradio.html)

10/5  **Midterm exam**

10/10 No class (Fall break)

10/12 Cold War Christianity
     Gaustad and Schmidt, ch. 15 (pp. 329-348)
     Billy Graham, Sermon, 1957
     (http://www.wheaton.edu/bgc/archives/exhibits/NYC57/13sample68-1.htm)
     **Grad student discussion:** Lynn Lyverly, “Women and Southern Religion,” in
     *Religion in the American South.*
     Rosemary Skinner Keller, “‘When the Subject is Female’: The Impact of Gender
     on Revisioning American Religious History,” in *Religious Diversity and
     American Religious History.*

10/17 Protestant, Catholic, Jew: The Ecumenicalism of the 1950s
     Bishop Fulton Sheen, “A Philosophy of Life”
     (http://www.fsheaters.com/sheen.html)

10/19 **Discussion of What Parish Are You From?**
     **Grad student discussion:** *What Parish Are You From?*

10/24 The Black Church in the Civil Rights Movement
     Gaustad and Schmidt, ch. 17 (pp. 374-397)
     Martin Luther King, Jr., Letter from a Birmingham Jail
     (http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)
     Martin Luther King, Jr., “The American Dream”
     (http://www.stanford.edu/group/King/publications/sermons/650704_The_American_Dream.html)

10/26 The Prophetic Church: Theologies of Social Justice in the 1960s
     Dorothy Day, Excerpt from *The Catholic Worker*, 1972
     (http://www.catholicworker.org/dorothyday/daytext.cfm?TextID=519)
     **Grad student discussion:** *God’s Long Summer.*
     First draft of research paper due.

10/31 Discussion of *God’s Long Summer*

11/2  Catholicism after Vatican II
     “Faithful Citizenship: A Call to Catholic Political Responsibility”
Richard John Neuhaus, “Bishops at a Turning Point,” 2004
Grad student discussion: Civil Rights and Social Justice in American Theology.

11/7 From New Age Religion to the Jesus People: Non-Traditional Religious Movements of the 1960s and 1970s
Hare Krishna (http://www.harekrishna.com/)
Robert Pirsig, Zen and the Art of Motorcycle Maintenance, ch. 11
(http://www.virtualschool.edu/mon/Quality/PirsigZen/part2.html)

11/9 The Resurgence of Conservative Religion
Chuck Smith, Harvest (http://www.unityinchrist.com/history/smith.htm)

11/14 Religion and the Politics of Sex and Gender
Merlin Stone, “When God Was a Woman” (1976)
(http://www.pinn.net/~sunshine/wmh2000/stone2.html)
Nelia Beth Scovill, “The Liberation of Women in Religious Sources”
(http://www.religiousconsultation.org/liberation.htm)
Elisabeth Elliot, “The Essence of Femininity,” pp. 400-404
(http://www.chbmw.org/rbmw/rbmw.pdf)

11/16 Discussion of Rachel’s Daughters
Grad student discussion: Rachel’s Daughters.
Research paper due.

11/21 The Christian Right
Gaustad and Schmidt, ch. 16 (pp. 349-373)
Jerry Falwell, Listen America
(http://www.wwnorton.com/college/history/archive/resources/documents/ch36_02.htm)

11/23 No class (Thanksgiving break)

11/28 Grad student discussion: Mine Eyes Have Seen the Glory

11/30 Faith in an Age of Religious Pluralism
Gaustad and Schmidt, ch. 18 (pp. 398-427)
Parvez Ahmed, “American Muslims and ‘Integration’”
Grad student discussion: American Jesus, 200-303.
Yvonne Yazbeck Haddad, “Make Room for Muslims?” in Religious Diversity and American Religious History.
Take-home final exam distributed.

12/5 Take-home final exam due at 4pm.
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 5230 Title Ethics and Criminal Justice
Hours: Lecture/Lab/Total

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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)

Prefix: CRIM 5230 Course Title Ethics and Criminal Justice
Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Focuses on major moral theories and ethical decision making in the field of criminal justice. Conflicting loyalties, competing social demands, and subcultural strains specific to criminal justice will be explored.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Effective Date*: Fall 2008

Approval:

Department Chair: ___________________________ Date: OCT 17 2007

Dean of College: ___________________________ Date: ___________________________

Chair of TEAC (if teacher prep. program) Date: ___________________________

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

Chair, Undergraduate Academic Programs Committee: ___________________________ Date: ___________________________

Chair, Committee on Graduate Studies: ___________________________ Date: ___________________________

Vice President for Academic Affairs: ___________________________ Date: ___________________________

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will examine juvenile crime within a larger social context, exploring the positive and negative contributions of the individual, the family, peer, schools, and the larger community. Intervention strategies will be assessed, and a model will be presented for community action that can reduce/prevent juvenile crime.

Prerequisite(s)  
Graduate Standing

Present or Projected Enrollment: 15  (Students per year)  
Effective Date*: Fall 2008

*For a new course, one full term must pass between approval and effective date.

Grading System:  
☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature]  10/9/07

Department Chair  Date

[Signature]  OCT 1-7 2007

Department Chair (if cross listed)  Date

Dean of College  Date

Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

[Signature]  1/14/07

Chair, Undergraduate Academic Programs Committee  Date

Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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- [ ] Program
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- [ ] Delete

- [ ] Credit
- [ ] Number
- [ ] Title
- [ ] Description
- [ ] Other

Credit

- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

Frequency

- [ ] Every Term
- [ ] Yearly
- [ ] 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)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy, and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides an introduction to the program and an overview of the basic scope, mission and methods of criminology. Topics addressed include the current state of theory and research on the nature of law, criminality, and social control. Note: Required of first-year graduate students in Criminology.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System:

- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Effective Date*: Fall / 2008

Approval:

Department Chair: Date

Dean of College: Date

Chair of TEAC (if teacher prep. program): Date

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

Chair, Undergraduate Academic Programs Committee: Date

Chair, Committee on Graduate Studies: Date

Vice President for Academic Affairs: Date

Revised 1/09/02
CRIM 6000 | Principles of Criminology
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course provides an introduction to the program and an overview of the basic scope, mission and methods of criminology. Topics addressed include the current state of theory and research on the nature of law, criminality, and social control. Note: Required of first-year graduate students in Criminology.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand the guiding principles of criminology.
• Think critically about criminological principles and their practical application.
• Effectively demonstrate their understanding of criminological principles.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Academic Integrity:
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this
policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
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Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6010  Title Theories of Crime and Justice  Hours: Lecture/Lab/Total 3 / 0 / 3

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☑ Library resources are adequate  □ Library resources need enhancement

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

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is an advanced study of criminological theory. A range of theoretical perspectives within three general paradigms – classical/neoclassical, positivist, and critical will be explored. Historical foundations and contemporary perspectives will also be examined will an emphasis on the effect of these perspectives on policy.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15  (Students per year)  Effective Date*: Fall / 2008

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

Approval:

Department Chair Date

Dean of College Date

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
CRIM 6010  |  Theories of Crime and Justice
University of West Georgia  |  Spring 2008
Time TBA  |  Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course is an advanced study of criminological theory. A range of theoretical perspectives within three general paradigms -- classical/neoclassical, positivist, and critical will be explored. Historical foundations and contemporary perspectives will also be examined with an emphasis on the effect of these perspectives on policy.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand and apply criminological theory to practical situations.
• Critically evaluate various criminological theories.
• Examine several theories and their influence.
• Communicate their understanding of criminological theory through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
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If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

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*Letter grades will be assigned as follows:*
90 - 100% = A  
80 - 89.99 = B  
70 - 79.99 = C  
60 - 69.99 = D  
00 - 59.99 = F

**Course Schedule:**
To be determined by the course instructor

**References:**


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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- [ ] Library resources are adequate  
- [ ] Library resources need enhancement

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

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Catalog Description: (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will discuss the quantitative and qualitative methods of research that are commonly used in the social sciences. Students will learn about survey research, experiments, observational/field work, and interview studies. Topics to be covered include: methods of inquiry, causality, sampling, research instrument design, data collection, coding, ethics, and statistics (briefly).

Prerequisites: Graduate Standing

Present or Projected Enrollment: 15 (Students per year)  
*For a new course, one full term must pass between approval and effective date.

Grading System: [ ] Letter Grade  
[ ] Pass/Fail  
[ ] Other

Approval:

- Department Chair: Oct 17, 2007
- Dean of College: Date

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Chair, Undergraduate Academic Programs Committee: Date  
Chair, Committee on Graduate Studies: Date

Vice President for Academic Affairs: Date

Revised 1/09/02
CRIM 6013 | Social Research
University of West Georgia | Fall 2007
T TH 5:30-8:00 | Pafford 220

Professor: Catherine A. Jenks, Ph.D.
Office: Pafford 225
Office phone: (678) 839-6326
Office hours: T Th 9:00 – 11:00, 1:30-2:00, 3:15-5:00
Email: cjenks@westga.edu

Required Book:

Course Description:
This course will discuss the quantitative and qualitative methods of research that are commonly used in the social sciences. Students will learn about survey research, experiments, observational/field work, and interview studies. Topics to be covered include: methods of inquiry, causality, sampling, research instrument design, data collection, coding, ethics, and statistics (briefly). Students will be provided numerous opportunities to critique research proposals throughout the research process and will discuss the procedural stages for completing a thesis.

- To provide students a general understanding of methods and techniques used by social scientists to study social phenomena (L1).
- To teach student to understand theoretical and methodological approaches in the social sciences (L2).
- To teach students critical thinking skills (L7).
- To give students a chance under supervision to take these methods and skills into the field (L2).
- To teach students ethical responsibilities of a researcher (L11).
- To teach students the concept of using theory to drive research objectives (L2).
- To teach students steps in data collection (L3).
- To provide students skills to read and interpret scholarly literature (L3).
- To provide students experience in writing and presenting their research (L3).
- To understand basic concepts, perspectives, and their interpretive application (L3)

Prerequisites:
Graduate Standing

Course Requirements:
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60 - 69.99 = D
00 - 59.99 = F

**Course Schedule:**

<table>
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<tr>
<th>Meeting</th>
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<tr>
<td>8-21</td>
<td>Introduction to Course</td>
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<td>Human Inquiry and Science CH1</td>
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<td>8-28</td>
<td>Paradigms, Theory, and Social</td>
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| 9-4   | 9-4 Exam One  
Ethics and Politics of Social Research CH3  
Assignment One Due 9-4 | Assignment 2  
Distributed               |
| 9-11  | Research Design CH4  
Concepts, Operationalization, Observation CH5  
Assignment 2 Due 9-11  
In class exercise two 9-11 | Assignment 3  
Distributed               |
| 9-18  | Indexes, Scales, and Typologies CH6  
Assignment 3 Due 9-18 | Assignment 4  
Distributed               |
| 9-25  | The Logic of Sampling CH7  
9-25 Exam Two | Assignment 5  
Distributed               |
| 10-2  | Experiments CH8  
Assignment 4 due 10-2 | Assignment 6  
Distributed               |
| 10-9  | Survey Research CH9  
Qualitative Field Research CH10 | Assignment 7  
Distributed               |
| 10-16 | Unobtrusive Research CH11  
Assignment 5 due 10-16  
In class exercise three 10-16 | Assignment 8  
Distributed               |
| 10-23 | 10-23 Exam Three | Assignment 9  
Distributed               |
| 10-30 | Assignment 6 due 10-30 | Assignment 10  
Distributed               |
| 11-6  | Evaluation Research CH12 | Assignment 11  
Distributed               |
| 11-13 | Assignment 7 due 11-13 | Assignment 12  
Distributed               |
| 11-20 | Quantitative Data Analysis CH14 | Assignment 13  
Distributed               |
| 11-27 | Assignment 8 due 11-27  
In class exercise four 11-27 | Assignment 14  
Distributed               |
References:


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6015 Title Managing Data

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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)

CRIM 6015 Managing Data

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course teaches students to build and manage databases using SPSS. An emphasis is placed on working with large national data sets that are available through the Inter-University Consortium for Political and Social Research database. Advanced data analysis techniques will also be examined.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

*For a new course, one full term must pass between approval and effective date.

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

Effective Date*: Fall / 2008

Approval:

Department Chair Date

Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
CRIM 6015 | Managing Data
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course teaches students to build and manage databases using SPSS. An emphasis is placed on working with large national data sets that are available through the Inter-University Consortium for Political and Social Research database. Advanced data analysis techniques will also be examined.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Effectively use a variety of databases for research.
• Apply their knowledge of data management in practical situations.
• Organize and manage databases using SPSS.
• Analyze several data sets.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
Academic Integrity:
The Department of Sociology and Criminology's policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of "0" for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student's permanent university record. Any subsequent violation of this policy will result in a grade of "F" for the course.

Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


# Course or Program Addition, Deletion or Modification Request

**Department:** Sociology and Criminology  
**College:** College of Arts & Sciences

## Current course catalog listing: (for modifications or deletions)

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**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)

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**Catalog Description:** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies).

Title and description of the instruction to be offered will be specified on a variable credit form. The variable credit form must be completed before a student will be allowed to register for this course. Transcript entries carry different nomenclature to correspond with material taught. May be repeated on different content at least two times for credit.

**Prerequisite(s):** Graduate Standing

**Present or Projected Enrollment:** 15 (Students per year)

*For a new course, one full term must pass between approval and effective date.

**Effective Date:** Fall / 2008

**Grading System:** ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

**Approval:**

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<th>Date</th>
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**Chair of TEAC (if teacher prep. program):**

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

**Chair, Undergraduate Academic Programs Committee:**

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**Chair, Committee on Graduate Studies:**

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**Vice President for Academic Affairs:**

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Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6233 Title Ethics and Criminal Justice

Hours: Lecture/Lab/Total

Action

- [ ] Course
- [ ] Program

- [ ] Modify
- [ ] Add
- [ ] Delete

- [ ] Credit
- [ ] Number
- [ ] Title
- [ ] Description
- [ ] Other

Credit

- [X] Undergraduate
- [ ] Graduate
- [ ] Other*
- [ ] Variable credit must be explained

Frequency

- [ ] Every Term
- [ ] Yearly
- [ ] 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)

CRIM 6233 Ethics and Criminal Justice

Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course focuses on major moral theories and ethical decision making in the field of criminal justice. Conflicting loyalties, competing social demands, and sub-cultural strains specific to criminal justice will be explored.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

Effective Date*: Fall 2008

*For a new course, one full term must pass between approval and effective date.

Grading System:

- [X] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

Department Chair: [Signature] Date: 10/7/07

Dean of College: [Signature] Date: OCT 17 2007

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
CRIM 6233 | Ethics and Criminal Justice
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course focuses on major moral theories and ethical decision making in the field of criminal justice. Conflicting loyalties, competing social demands, and sub-cultural strains specific to criminal justice will be explored.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand various moral theories.
• Think critically about several theoretical positions of ethical matters.
• Apply their understanding of ethics in criminal justice.
• Communicate their understanding of moral theories through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Academic Integrity:
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will examine juvenile crime within a larger social context, exploring the positive and negative contributions of the individual, the family, peer, schools, and the larger community. Intervention strategies will be assessed, and a model will be presented for community action that can reduce/prevent juvenile crime.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Effective Date*: Fall 2008

Approval:

Department Chair: [Signature] Date: [01/07/2007]

Dean of College: [Signature] Date: [01/07/2007]

Chair of TEAC (if teacher prep. program): [Signature] Date: [01/07/2007]

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

Chair, Undergraduate Academic Programs Committee: [Signature] Date: [01/07/2007]
Chair, Committee on Graduate Studies: [Signature] Date: [01/07/2007]

Vice President for Academic Affairs: [Signature] Date: [01/07/2007]

Revised 1/09/02
CRIM 6255 | Delinquency, Family, and the Community
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course will examine juvenile crime within a larger social context, exploring the positive and negative contributions of the individual, the family, peer, schools, and the larger community. Intervention strategies will be assessed, and a model will be presented for community action that can reduce/prevent juvenile crime.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand juvenile crime and its societal effects.
• Apply their understanding of juvenile crime in practical situations.
• Observe the effects of juvenile crime on the community.
• Communicate their understanding of juvenile crime through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6279 Title White Collar Crime

Action
- [ ] Course
- [ ] Program
- [ ] Modify
- [ ] Add
- [ ] Delete

Credit
- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*
- [ ] Variable credit must be explained

Frequency
- [ ] Every Term
- [ ] Yearly
- [ ] 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)

CRIM 6279 White Collar Crime

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This class provides an overview of white collar crime in the criminal justice system. Topics will include the basic principles and theories underlying white collar crime, including the principles that allow corporations and individuals relative freedom from prosecution. It addresses substantive areas of white collar crime, while exploring the variety of offenses that are included in this area.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

*For a new course, one fall term must pass between approval and effective date.

Effective Date*: Fall 2008

Grading System:
- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Approval:

Department Chair
Date

Dean of College
Date

Chair of TEAC (if teacher prep. program)
Date

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

Chair, Undergraduate Academic Programs Committee
Date

Chair, Committee on Graduate Studies
Date

Vice President for Academic Affairs
Date

Revised 1/09/02
CRIM 6279 | White Collar Crime
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This class provides an overview of white collar crime in the criminal justice system. Topics will include the basic principles and theories underlying white collar crime, including the principles that allow corporations and individuals relative freedom from prosecution. It addresses substantive areas of white collar crime, while exploring the variety of offenses that are included in this area.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand white collar crime and its effects.
• Critically evaluate the legislature surrounding white collar crime.
• Observe the detrimental effects of white collar crime.
• Communicate their understanding of white collar crime through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM  Course 6280  Title Seminar in Social Justice  
Hours: Lecture/Lab/Total  3 / 0 / 3

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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)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course offers an opportunity to explore a number of areas, which may be defined within the broad heading of justice. It takes a realistic and critical look at the legal, social, psychological, and political effects of the "justice system" on people and their cities. Students will be asked to analyze these effects from the perspective of what is "just" or "unjust" - and what can we do about them.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)  
Effective Date*: Fall / 2008

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

Approval:

[Signatures and dates for Department Chair, Dean of College, and Chair of TEAC if teacher prep. program]

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

[Signatures and dates for Chair, Undergraduate Academic Programs Committee, Chair, Committee on Graduate Studies, and Vice President for Academic Affairs]
CRIM 6280 | Seminar in Social Justice
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course offers an opportunity to explore a number of areas, which may be defined within the broad heading of justice. It takes a realistic and critical look at the legal, social, psychological, and political effects of the "justice system" on people and their cities. Students will be asked to analyze these effects from the perspective of what is "just" or "unjust" — and what can we do about it.

Course Objectives:
Objectives will be stated by the instructor in the syllabus each time the course is offered.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Academic Integrity:
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.
Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6286 Title internship  Hours: Lecture/Lab/Total

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<td>✓ Every Term  □ Yearly  □ Other</td>
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*Variable credit must be explained

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)  Variable up to 6

CRIM 6286 internship  Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Students will be placed in an agency compatible with their area of concentration to gain applied experience prior to graduation.

Prerequisite(s)  Graduate Standing

Present or Projected Enrollment: 15 (Students per year)  Effective Date*: Fall 2008/2008

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

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6305 Title Critical Social Analysis

Action

- [ ] Course
- [ ] Program
- [ ] Modify
- [x] Add
- [ ] Delete

Credit

- [ ] Undergraduate
- [ ] Graduate
- [ ] Other* [Variable credit must be explained]

Frequency

- [ ] Every Term
- [ ] Yearly
- [ ] 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)

Prefix 6305 Course Critical Social Analysis

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course highlights theory as applied practice. Selected aspects of postmodernist, Frankfurt School critical theory, critical and conflict sociology, and feminist theories are used to analyze and critique selected contemporary issues (e.g., identity, body, media, ethics, aging, law, gender, art, etc.), as well as selected issues within the discipline of sociology itself.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

Grading System: [x] Letter Grade [ ] Pass/Fail [ ] Other

Effective Date*: Fall 2008

Approval:

[Signature]
Date: OCT 17 2007

Dean of College Date: Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
CRIM 6305 | Critical Social Analysis
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course highlights theory as applied practice. Selected aspects of postmodernist, Frankfurt School critical theory, critical and conflict sociology, and feminist theories are used to analyze and critique selected contemporary issues (e.g., identity, body, media, ethics, aging, law, gender, art, etc.), as well as selected issues within the discipline of sociology itself.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand critical social analysis.
• Apply their understanding of critical social analysis in practical situations.
• Think critically about various social theories.
• Communicate their understanding of critical theories through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
Academic Integrity:
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6341 Title Constitutional and Judicial Principles

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*Variable credit must be explained

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)

CRIM 6341 Constitutional and Judicial Principles 3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will review the development and implementation of the U.S. Constitution throughout American history. Attitudes for and against specific interpretations of the constitution, i.e. strict constructionist, will be explored.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Effective Date*: Fall / 2008

Approval:

Department Chair

Dean of College

Date

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee

Chair, Committee on Graduate Studies

Vice President for Academic Affairs

Revised 1/09/02
CRIM 6341 | Constitutional and Judicial Principles
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course will review the development and implementation of the U.S. Constitution throughout American history. Attitudes for and against specific interpretations of the constitution, i.e. strict constructionist, will be explored.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand the history and principles of the Constitution.
• Critically evaluate various interpretations of the Constitution.
• Articulate their knowledge of the origin of the Constitution.
• Communicate their understanding of constitutional principles through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
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**Special Needs:**
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

**Grading:**
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

*Letter grades will be assigned as follows:*

- 90 - 100% = A
- 80 - 89.99 = B
- 70 - 79.99 = C
- 60 - 69.99 = D
- 00 - 59.99 = F

**Course Schedule:**
To be determined by the course instructor

**References:**


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology

Current course catalog listing: (for modifications or deletions)

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<tr>
<td>CRIM</td>
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<td>Crisis Intervention</td>
<td>3 / 0 / 3</td>
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Action

- [ ] Course
- [ ] Program
- [ ] Modify
- [ ] Add
- [ ] Delete

Credit

- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*

*Variable credit must be explained

Frequency

- [ ] Every Term
- [ ] Yearly
- [ ] 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)

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<th>Prefix</th>
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<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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<tbody>
<tr>
<td>CRIM</td>
<td>6342</td>
<td>Crisis Intervention</td>
<td>3 / 0 / 3</td>
</tr>
</tbody>
</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 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course presents an overview of techniques and approaches to crisis intervention for crisis management professionals. It covers initial intervention, defusing and assessment, resolution and/or referral, with emphasis on empathy. Crisis theory will be examined and then applied to various types of crises including sexual assault/rape; natural disasters; personal loss; and suicide.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System:

- [ ] Letter Grade
- [ ] Pass/Fail
- [ ] Other

Effective Date*: Fall 2008

Approval:

- [ ] Department Chair
- [ ] Date
- [ ] Department Chair (if cross listed)
- [ ] Date
- [ ] Dean of College
- [ ] Date
- [ ] Dean of College (if cross listed)
- [ ] Date
- [ ] Chair of TEAC (if teacher prep. program)
- [ ] Date

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

- [ ] Chair, Undergraduate Academic Programs Committee
- [ ] Date
- [ ] Chair, Committee on Graduate Studies
- [ ] Date

Vice President for Academic Affairs

Date

Revised 1/09/02
CRIM 6342 | Crisis Intervention
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course presents an overview of techniques and approaches to crisis intervention for crisis management professionals. It covers initial intervention, defusing and assessment, resolution and/or referral, with emphasis on empathy. Crisis theory will be examined and then applied to various types of crises including sexual assault/rape; natural disasters; personal loss; and suicide.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand and apply intervention strategies.
• Articulate their understanding of crisis intervention.
• Display their knowledge of crisis intervention.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
Academic Integrity:
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Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Action
- [ ] Course
- [ ] Program
- [ ] Modify
- [ ] Add
- [ ] Delete
- [ ] Undergraduate
- [ ] Graduate
- [ ] Other*
- [ ] Every Term
- [ ] Yearly
- [ ] 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)

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<th>Prefix</th>
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<tr>
<td>CRIM</td>
<td>6345</td>
<td>Homeland Security</td>
<td>3 / 0 / 3</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course focuses on the study of how the United State has dealt historically with internal security matters as well as the development of the Department of Homeland Security (DHS) after 9/11. This course is designed to help students develop critical thinking skills in order to become better evaluators of national security, and to help students prepare for careers in homeland security-related professions.

Prerequisite(s): Graduate Standing

Present or Projected Enrollment: 15 (Students per year)  
Effective Date*: Fall / 2008

Grading System: [ ] Letter Grade  [ ] Pass/Fail  [ ] Other

Approval:

Department Chair: [Signature]  Date: OCT 17 2007

Dean of College: [Signature]  Date:  

Chair of TEAC (if teacher prep. program): Date

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

Chair, Undergraduate Academic Programs Committee: Date

Chair, Committee on Graduate Studies: Date

Vice President for Academic Affairs: Date

Revised 1/09/02
CRIM 6345 | Homeland Security
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course focuses on the study of how the United State has dealt historically with internal security matters as well as the development of the Department of Homeland Security (DHS) after 9/11. This course is designed to help students develop critical thinking skills in order to become better evaluators of national security, and to help students prepare for careers in homeland security-related professions.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Prerequisites:
Graduate Standing

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand the United State’s strategies for protecting the homeland.
• Think critically about controversial issues in homeland security.
• Display their understanding of the principles guiding homeland security.
• Apply their understanding in practical situations.

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
**Academic Integrity:**
The Department of Sociology and Criminology's policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student's permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

**Special Needs:**
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

**Grading:**
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

**Letter grades will be assigned as follows:**
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

**Course Schedule:**
To be determined by the course instructor

**References:**


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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)

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Catalog Description (New courses must attach: course objectives/outcomes; test(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course examines domestic and international terrorism. It looks at the theories concerning the causes of terrorism and the various ways that individuals and institutions respond to terrorism. The "war on terrorism" is examined for its unintended consequences.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair: [Signature]  Date: 10/2/07

Dean of College: [Signature]  Date: OCT. 17 2007

Chair of TEAC (if teacher prep. program): [Signature]  Date

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

Chair, Undergraduate Academic Programs Committee: [Signature]  Date: 11/4/07

Chair, Committee on Graduate Studies: [Signature]  Date

Vice President for Academic Affairs: [Signature]  Date

Revised 1/09/02
CRIM 6350 | Terrorism
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course examines domestic and international terrorism. It looks at the theories
concerning the causes of terrorism and the various ways that individuals and institutions
respond to terrorism. The "war on terrorism" is examined for its unintended
consequences.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the
course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand the societal consequences of terrorism.
• Examine several theories surrounding terrorism.
• Critically evaluate the consequences of the "war on terrorism."
• Communicate their understanding of terrorism through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the
individual instructor and the size of the class, but may include any number of the
following: objective and essay exams, class projects, small group activities, short essays,
formal research papers, oral presentations, role plays, homework assignments, debates,
computer based exercises, and class discussions
**Academic Integrity:**
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found [here](#). All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

**Special Needs:**
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

**Grading:**
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions

**Letter grades will be assigned as follows:**
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

**Course Schedule:**
To be determined by the course instructor

**References:**


Hadar, L. (2007). Treacherous Alliance: The Secret Dealings of Israel, Iran, and the


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)
Prefix CRIM Course 6360 Title Law Enforcement Leadership

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<td>☐ Undergraduate ☐ Graduate ☐ Other*</td>
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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)
Prefix CRIM Course Title 6360 Law Enforcement Leadership

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):
The course enhances each student's understanding of the importance of personal, interpersonal and organizational relationships, as well as the nature of police management. Concepts such as responsibility, courage, leadership, organizational values, integrity, and organizational design are presented in relation to problem solving.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year) Effective Date*: Fall 2008
*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair:

Date:

October 2007

Dean of College:

Date:

Chair of TEAC (if teacher prep. program) Date

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

Date:

Chair, Committee on Graduate Studies:

Date:

Vice President for Academic Affairs:

Date:

Revised 1/09/02
CRIM 6360 | Law Enforcement Leadership
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
Leadership represents an intrinsic quality of principal-centered behavior requiring the integration of numerous attributes and skills. The students are required to continuously review concepts, values and principles in various combinations of increasing complexity. The course enhances each student’s understanding of the importance of personal, interpersonal and organizational relationships, as well as the nature of police management. Concepts such as responsibility, courage, leadership, organizational values, integrity, and organizational design are presented in relation to problem solving.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand and apply leadership skills.
• Articulate their knowledge of law enforcement leadership.
• Prepare for career opportunities in law enforcement.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
**Academic Integrity:**
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found [here](#). All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

**Special Needs:**
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

**Grading:**
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer-based exercises, and class discussions.

**Letter grades will be assigned as follows:**
- 90 - 100% = A
- 80 - 89.99 = B
- 70 - 79.99 = C
- 60 - 69.99 = D
- 00 - 59.99 = F

**Course Schedule:**
To be determined by the course instructor

**References:**


CRIM 6370 | Correctional Management
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

_Required Book:_
Assigned readings to be determined by the instructor

_Course Description:_
This course integrates policy and practical issues in correctional settings with management theory. Students will also learn about typical correctional clients, life in prison and issues related to the management of correctional programs.

_Course Objectives:_
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

_Learning Objectives:_
Upon completion of this course, students will be able to:
- Understand correctional management and theory.
- Critically evaluate correctional procedures.
- Examine several aspects of prison life and correctional programs.
- Communicate their understanding of corrections through writing.

_Prerequisites:_
Graduate Standing

_Course Requirements:_
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

_Academic Integrity:_
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in
this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


Goldstone, J., Useem, B. (2002). Forging Social Order and its Breakdown: Riot and


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6380 Title Criminal Justice Administration

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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)

CRIM 6380 Criminal Justice Administration

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<th>Prefix</th>
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<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies): This course is designed to provide students with an in depth look into the theory and practice of criminal justice administration. Several theoretical approaches will be examined, followed by a critical evaluation of how they have been put into practice. Critical thinking and problem solving is emphasized throughout the course.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year) Effective Date*: Fall 2008
*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair
Date

Dean of College
Date

OCT 17 2007

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee
Date

Chair, Committee on Graduate Studies
Date

Vice President for Academic Affairs
Date

Revised 1/09/02
CRIM 6380 | Criminal Justice Administration
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course is designed to provide students with an in depth look into the theory and practice of criminal justice administration. Several theoretical approaches will be examined, followed by a critical evaluation of how they have been put into practice. Critical thinking and problem solving is emphasized throughout the course.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand and apply criminal justice administration techniques.
• Critically evaluate administrative policies.
• Observe the role of administration in criminal justice.
• Communicate their understanding of criminal justice administration through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
**Academic Integrity:**
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

**Special Needs:**
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

**Grading:**
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

**Letter grades will be assigned as follows:**
- 90 - 100% = A
- 80 - 89.99 = B
- 70 - 79.99 = C
- 60 - 69.99 = D
- 00 - 59.99 = F

**Course Schedule:**
To be determined by the course instructor

**References:**


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6623 Title Inequality in Society  
Hours: Lecture/Lab/Total

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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)

CRIM 6623 Inequality in Society  
Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course offers an examination of inequality within the American society. A focus will be placed upon classical and contemporary social theories and the various dimensions and consequences of stratification.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)  
Effective Date*: Fall 2008

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature]

Department Chair OCT 17 2007

Dean of College Date

Chair of TEAC (if teacher prep. program) Date

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
CRIM 6623 | Inequality in Society
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

*Required Book:*
Assigned readings to be determined by the instructor

*Course Description:*
This course offers an examination of inequality within the American society. A focus will be placed upon classical and contemporary social theories and the various dimensions and consequences of stratification.

*Course Objectives:*
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

*Learning Objectives:*
Upon completion of this course, students will be able to:
- Understand the consequences of the unequal treatment of individuals.
- Critically examine government policies that contribute to the unfair treatment of people.
- Observe the roles of certain groups or individuals contributing to societal inequality.
- Communicate their understanding of social inequality through writing.

*Prerequisites:*
Graduate Standing

*Course Requirements:*
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
Academic Integrity:
The Department of Sociology and Criminology's policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of "0" for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student's permanent university record. Any subsequent violation of this policy will result in a grade of "F" for the course.

Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)
Prefix CRIM Course 6700 Title Social Movements, Protest, and Change

Action
☑ Course □ Program

□ Modify ☑ Add □ Delete
☐ Credit
☐ Number
☐ Title
☐ Description
☐ Other

Credit
☐ Undergraduate
☑ Graduate
☐ Other*

*Variable credit must be explained

Frequency
☐ Every Term
☐ Yearly
☑ 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)
CRIM 6700 Social Movements, Protest, and Change

Prefix Course Title

Credit Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):
The first part of this course will examine the history of social change from the classical perspective to contemporary theories. Collective behavior and social movement theory will then be explored as we move toward an understanding of how movements emerge in order to promote or resist social change.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)
Effective Date*: Fall 2008

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

Approval:

Department Chair
Date

Dean of College
Date

Chair of TEAC (if teacher prep. program)
Date

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

Chair, Undergraduate Academic Programs Committee
Date

Chair, Committee on Graduate Studies
Date

Vice President for Academic Affairs
Date

Revised 1/09/02
CRIM 6700 | Social Movements, Protest and Change  
University of West Georgia | Spring 2008  
Time TBA | Pafford 220

Professor:  
Office:  
Office phone:  
Office hours:  
Email:

**Required Book:**  
Assigned readings to be determined by the instructor

**Course Description:**  
Social change is a common thread that runs through the history of sociological development. The first part of this course will examine the history of social change from the classical perspective to contemporary theories. Collective behavior and social movement theory will then be explored as we move toward an understanding of how movements emerge in order to promote or resist social change. Particular attention will be given to the investigation of who participates in movements, movement strategies and tactics, and movement outcomes. Finally, several movements from American history will be explored including the civil rights movement, the women’s movement, the worker’s movement, the gay and lesbian movement, and the environmental movement.

**Course Objectives:**  
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

**Learning Objectives:**  
Upon completion of this course, students will be able to:
- Understand social movements, and the societal effects of past movements.
- Critically evaluate the importance of movements in societal change.
- Observe the organization of social movements.
- Communicate their understanding of social movements through writing.

**Prerequisites:**  
Graduate Standing

**Course Requirements:**  
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays,
formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

*Academic Integrity:*
The Department of Sociology and Criminology's policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

*Special Needs:*
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

*Grading:*
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

*Letter grades will be assigned as follows:*

90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

*Course Schedule:*
To be determined by the course instructor

*References:*


Brick, H. (2007). America Transformed: Sixty Years of Revolutionary Change, 1941-


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6982 Title Directed Study
Hours: Lecture/Lab/Total v / 0 / 3

Action
☐ Course ☐ Program
☐ Modify ☑ Add ☐ Delete

Credit
☐ Undergraduate
☑ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☑ Every Term
☐ Yearly
☐ 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)
CRIM 6982 Directed Study v / 0 / 3
Prefix Course Title
Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Varies by student and professor.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Grading System:
☐ Letter Grade ☑ Pass/Fail ☐ Other

Effective Date*: Fall 2008
Term/Year

Approval:

Department Chair
Date

Department Chair (if cross listed)
Date

Dean of College
Date

Dean of College (if cross listed)
Date

Chair of TEAC (if teacher prep. program)
Date

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

Chair, Undergraduate Academic Programs Committee
Date

Chair, Undergraduate Academic Programs Committee (if cross listed)
Date

Vice President for Academic Affairs
Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix CRIM Course 6983 Title Continuing Registration

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*Variable credit must be explained

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)

Prefix CRIM Course 6983 Title Continuing Registration

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Must be taken by those who are finishing course work to remove an incomplete while not enrolled for other courses or those who are not enrolled for thesis hours but are completing thesis or position papers.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year) Effective Date*: Fall 2008

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☑ Pass/Fail ☐ Other

Approval:

[Signatures and dates]

Department Chair
Date

Dean of College
Date

Chair of TEAC (if teacher prep. program) Date

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

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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☐ Course  ☐ Program
☐ Modify  ☑ Add  ☐ Delete
☐ Credit  ☐ Number  ☐ Title
☐ Description  ☐ Other

☐ Undergraduate  ☑ Graduate  ☐ Other*
*Variable credit must be explained
☐ Every Term  ☐ Yearly  ☐ 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)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

May be repeated for credit.

Prerequisite(s)  Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

Effective Date*: Fall / 2008

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade  ☑ Pass/Fail  ☐ Other

Approval:

Department Chair  Date  Department Chair (if cross listed)  Date

Dean of College  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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)

SOCI 6015  Managing Data  3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For SXXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course teaches students to build and manage databases using SPSS. An emphasis is placed on working with large national data sets that are available through the Inter-University Consortium for Political and Social Research database. Advanced data analysis techniques will also be examined.

Prerequisite(s)  Graduate Standing

Present or Projected Enrollment: 15  (Students per year)  Effective Date*: Fall 2008  Term/Year

*For a new course, one term must pass between approval and effective date.

Grading System:  ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair:  
Date:  

Department Chair (if cross listed):  
Date:  

Dean of College:  
Date:  

Dean of College (if cross listed):  
Date:  

Chair of TEAC (if teacher prep. program):  
Date:  

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

Chair, Undergraduate Academic Programs Committee:  
Date:  

Chair, Committee on Graduate Studies:  
Date:  

Vice President for Academic Affairs:  
Date:  

Revised 1/09/02
SOCI 6015 | Managing Data
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course teaches students to build and manage databases using SPSS. An emphasis is placed on working with large national data sets that are available through the Inter-University Consortium for Political and Social Research database. Advanced data analysis techniques will also be examined.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Effectively use a variety of databases for research.
• Apply their knowledge of data management in practical situations.
• Organize and manage databases using SPSS.
• Analyze several data sets.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
Academic Integrity:
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course covers a broad range of activities aimed at resolving differences in effective, but non-violent ways. This class will include coverage of negotiation, mediation, and arbitration as ways of developing peaceful agreements. Special emphasis will be given to conflict resolution issues of the criminal justice system such as hostage negotiations.

Prerequisite(s)  Graduate Standing

Present or Projected Enrollment: 15 (Students per year)  Effective Date*: Fall / 2008

*For a new course, one full term must pass between approval and effective date.

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

Approval:

Department Chair  Date

OCT 17 2007

Dean of College  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  Date

Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Conflict Resolution

SOCI 6222

Dr. John Randolph Fuller

Office Hours:
Monday       1:30 – 5:30
Wednesday    1:30 - 5:30
Thursday     4:00 – 5:30
Or by Appointment

Fall 2007

Text:


Course Description: This course covers a broad range of activities aimed at resolving differences in effective, but non-violent ways. This class will include coverage of negotiation, mediation, and arbitration as ways of developing peaceful agreements. Special emphasis will be given to conflict resolution issues of the criminal justice system such as hostage negotiations.

Learning Outcomes:

This class is designed with three major learning outcomes in mind. These outcomes are linked to the outcomes of the sociology graduate program.

1. To analyze the process of conflict resolution from the interpersonal to the global from a sociological perspective. Negotiation, mediation, and arbitration will each be examined. Special emphasis will be placed on identifying and understanding the various models of conflict resolution and peacemaking. (LO-2) (LO-5)

2. To provide experience writing sociological papers in an academic format. Students will be graded not only on the content of the paper but also on how well they follow directions. (LO-5)
3. To provide an opportunity for each student to demonstrate oral communication skills. This will be done in classroom discussion and a formal presentation based on student research. (LO-5)

Grading:  

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<tr>
<td>Paper</td>
<td>25%</td>
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<tr>
<td>Presentation</td>
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**Exams:** The two exams will be in the essay format. Students will be given a number of questions and will be asked to select 100 points worth of questions to answer in class—no notes—no books. While spelling and grammar will not be graded, the essay should have some organization and should answer the entire question asked. If students read the assigned material before each class, and then contribute to the discussion during each class, they should have little difficulty passing the tests. If for any reason the student is going to miss a test they must communicate with the professor before the test is given. This is best done by email but a message on the answering machine will be sufficient. There will be no makeup tests given if prior approval is not granted.

**Paper:** The paper will be a 18 to 20 page, double-spaced document based on the student’s own work. The paper must follow an approved format such as the APA manual of style. Students are encouraged to select topics that have relevance to their home discipline. Students will be required to produce drafts of sections of the paper throughout the semester. Deadlines will be imposed.

**Presentation:** Each student will give a 10-12 minute presentation on the paper they wrote for the class. The order of the presentations will be decided by a random draw. Presentations will be graded on the content of the talk and on the effectiveness of the presentation. The degree of professionalism will be important as well as the adequacy of handouts or visual aides.

**Academic Dishonesty:** Any instances of plagiarism or cheating will result in an F in the class. For further information on academic dishonesty see department website.

**Attendance and Participation:** Students are expected to read the assignment before each class and come prepared to make a contribution to the discussion. Simply having opinions is not sufficient if the contribution does not reflect a thorough reading of the
material. Students who miss more than 2 classes for any reason may be penalized in their grade.

Tentative Schedule

The order of the books we will read is as listed above. Each week we will decide on the amount of the next week’s readings. Each student will be responsible for keeping up with the readings. If you miss a class call one of your classmates to find out what you are responsible for knowing.

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References:


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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*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)

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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides an interdisciplinary exploration of classical and contemporary texts in legal theory. The primary focus will be to discover those things for which legal theory must account as well as examining contemporary critiques of legal theory such as is entailed by the critical legal studies movement.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15 (Students per year) ☐

Effective Date*: Fall 2008 ☐

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair:  
Date: OCT 17 2007  
Department Chair (if cross listed):  
Date:  
Dean of College:  
Date:  
Dean of College (if cross listed):  
Date:  

Chair of TBAC (if teacher prep. program):  
Date:  

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

Chair, Undergraduate Academic Programs Committee:  
Date:  
Chair, Committee on Graduate Studies:  
Date:  

Vice President for Academic Affairs:  
Date:  

Revised 1/09/02
SOCI 6241 | Legal Theories
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course provides an interdisciplinary exploration of classical and contemporary texts in legal theory. The primary focus will be to discover those things for which legal theory must account as well as examining contemporary critiques of legal theory such as is entailed by the critical legal studies movement. As a research project, students are encouraged to either explore in-depth one of the theories covered in this course or to cover additional theories of theorists in legal studies.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand and apply legal theories.
• Think critically about several theoretical positions of legal matters.
• Articulate their expertise of legal theories.
• Communicate their understanding of legal theories through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
**Academic Integrity:**
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found [here](#). All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

**Special Needs:**
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

**Grading:**
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

**Letter grades will be assigned as follows:**
90 - 100% = A  
80 - 89.99 = B  
70 - 79.99 = C  
60 - 69.99 = D  
00 - 59.99 = F

**Course Schedule:**
To be determined by the course instructor

**References:**


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix SOCI  Course 6255  Title Delinquency, Family, and the Community  

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*Variable credit must be explained

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)

SOCl 6255  Delinquency, Family, and the Community  

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will examine juvenile crime within a larger social context, exploring the positive and negative contributions of the individual, the family, peer, schools, and the larger community. Intervention strategies will be assessed, and a model will be presented for community action that can reduce/prevent juvenile crime.

Prerequisite(s)  
Graduate Standing

Present or Projected Enrollment: 15  
(Students per year)

*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall  
2008

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

Approval:

[Signatures and dates]

Department Chair  
Date  
Department Chair (if cross listed)  
Date

Dean of College  
Date  
Dean of College (if cross listed)  
Date

Chair of TEAC (if teacher prep. program)  
Date

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

Chair, Undergraduate Academic Programs Committee  
Date  
Chair, Committee on Graduate Studies  
Date

Vice President for Academic Affairs  
Date

Revised 1/09/02
SOCI 6255 | Delinquency, Family, and the Community
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course will examine juvenile crime within a larger social context, exploring the positive and negative contributions of the individual, the family, peer, schools, and the larger community. Intervention strategies will be assessed, and a model will be presented for community action that can reduce/prevent juvenile crime.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand juvenile crime and its societal effects.
• Apply their understanding of juvenile crime in practical situations.
• Observe the effects of juvenile crime on the community.
• Communicate their understanding of juvenile crime through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
**Academic Integrity:**
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found [here](#). All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

**Special Needs:**
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

**Grading:**
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

**Letter grades will be assigned as follows:**

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**Course Schedule:**
To be determined by the course instructor

**References:**


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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)

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<tr>
<th>Prefix</th>
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<td>Hours:</td>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course looks at the problem of violence from an interdisciplinary perspective. It is designed to allow the student to become familiar with the social, psychological, biological, and public policy issues that surround this social problem. Particular attention will be paid to issues of domestic violence, gangs, and suicide.

Prerequisite(s): Graduate Standing

Present or Projected Enrollment: 15 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Grading System: [ ] Letter Grade [ ] Pass/Fail [ ] Other

Approval:

Department Chair: Name
Date: 10/9/07
Department Chair (if cross listed): Name
Date: 10/9/07

Dean of College: Name
Date: 10/17/2007
Dean of College (if cross listed): Name
Date: 10/17/2007

Chair of TEAC (if teacher prep. program): Name
Date: 1/4/07

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

Chair, Undergraduate Academic Programs Committee: Name
Date: 1/4/07
Chair, Committee on Graduate Studies: Name
Date: 1/4/07

Vice President for Academic Affairs: Name
Date: 1/4/07

Revised 1/09/02
SOCI 6266 | Perspectives on Violence
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course looks at the problem of violence from an interdisciplinary perspective. It is
designed to allow the student to become familiar with the social, psychological,
biological, and public policy issues that surround this social problem. Particular attention
will be paid to issues of domestic violence, gangs, and suicide.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the
course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Apply their understanding of violence in practical situations.
• Think critically about the social and political effects of violence.
• Understand the dramatic effects of domestic violence, gangs, and suicide.
• Effectively communicate their knowledge of violence through writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the
individual instructor and the size of the class, but may include any number of the
following: objective and essay exams, class projects, small group activities, short essays,
formal research papers, oral presentations, role plays, homework assignments, debates,
computer based exercises, and class discussions.
Academic Integrity:
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this policy will result in a grade of “0” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

Special Needs:
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix SOCI  Course 6275  Title Planning and Evaluation  Hours: Lecture/Lab/Total 3 / 0 / 3

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*Variable credit must be explained

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)

Prefix SOCI  Course 6275  Title Planning and Evaluation  Hours: Lecture/Lab/Total 3 / 0 / 3

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

This course provides the application of social research methods to determine program/policy effectiveness. Students will learn skills in process and outcome evaluation, and how to utilize evaluation findings for future planning.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 15  (Students per year)  Effective Date*: Fall 2008

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

[Signature]  Date

[Signature]  Date

Chair of TEAC (if teacher prep. program) Date

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

[Signature]  Date

Chair, Undergraduate Academic Programs Committee

[Signature]  Date

Vice President for Academic Affairs Date

Revised 1/09/02
SOCI 6275 | Planning and Evaluation
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course provides the application of social research methods to determine program/policy effectiveness. Students will learn skills in process and outcome evaluation, and how to utilize evaluation findings for future planning.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand and apply evaluation techniques.
• Apply social research methods in evaluating program/policy effectiveness.
• Articulate their expertise of program/policy evaluation.
• Communicate effectively orally and in writing.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Academic Integrity:
The Department of Sociology and Criminology’s policy on academic honesty and integrity can be found here. All students are required to read the policy. Enrollment in this course implies acceptance of and consent to this policy. The first violation of this
policy will result in a grade of “O” for the exam, paper, or assignment in question. This sanction shall apply irrespective of circumstance and the student will be reported to the Dean of the College of Arts and Sciences so that the violation is made part of the student’s permanent university record. Any subsequent violation of this policy will result in a grade of “F” for the course.

**Special Needs:**
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

**Grading:**
Grading in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

**Letter grades will be assigned as follows:**
90 - 100% = A  
80 - 89.99 = B  
70 - 79.99 = C  
60 - 69.99 = D  
00 - 59.99 = F

**Course Schedule:**
To be determined by the course instructor

**References:**


Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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Credit: 
- Undergraduate
- Graduate
- Other

Frequency: 
- Every Term
- Yearly
- 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)

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

This course offers an opportunity to explore a number of areas, which may be defined within the broad heading of justice. It takes a realistic and critical look at the legal, social, psychological, and political effects of the "justice system" on people and their cities. Students will be asked to analyze these effects from the perspective of what is "just" or "unjust" - and what can we do about them.

Prerequisite(s): Graduate Standing

Present or Projected Enrollment: 15 (Students per year)

Grading System: ☑ Letter Grade  ☐ Pass/Fail  ☐ Other

Effective Date*: Fall 2008

Approval:

Department Chair: [Signature]  10-02-07

Dean of College: [Signature]  OCT-17-2007

Chair of TEAC (if teacher prep. program): [Signature]  Date

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

Chair, Undergraduate Academic Programs Committee: [Signature]  Date

Chair, Committee on Graduate Studies: [Signature]  Date

Vice President for Academic Affairs: [Signature]  Date

Revised 1/09/02
SOCI 6280 | Seminar in Social Justice
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course offers an opportunity to explore a number of areas, which may be defined within the broad heading of justice. It takes a realistic and critical look at the legal, social, psychological, and political effects of the “justice system” on people and their cities. Students will be asked to analyze these effects from the perspective of what is “just” or “unjust” — and what can we do about it.

Course Objectives:
Objectives will be stated by the instructor in the syllabus each time the course is offered.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.

Academic Integrity:
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Special Needs:
If you need course adaptations or accommodations because of a disability, if you have
emergency medical information to share with me, or if you need special arrangements in
case the building must be evacuated, please make an appointment with me as soon as
possible so that I may make proper arrangements to accommodate your needs.

Grading:
Grading in each course may be measured in a variety of ways, depending on the
individual instructor and the size of the class, but may include any number of the
following: objective and essay exams, class projects, small group activities, short essays,
formal research papers, oral presentations, role plays, homework assignments, debates,
computer based exercises, and class discussions.

Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor
Course or Program Addition, Deletion or Modification Request

Department: Sociology and Criminology  
College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

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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)

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<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
<th>Hours: Lecture/Lab/Total</th>
<th>3 / 0 / 3</th>
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Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course presents an overview of techniques and approaches to crisis intervention for crisis management professionals. It covers initial intervention, defusing and assessment, resolution and/or referral, with emphasis on empathy. Crisis theory will be examined and then applied to various types of crises including sexual assault/rape; natural disasters; personal loss; and suicide.

Prerequisite(s)  Graduate Standing

Present or Projected Enrollment: 15  (Students per year)  Effective Date*: Fall / 2008

*For a new course, one full term must pass between approval and effective date.

Grading System:  ✓ Letter Grade  ☐ Pass/Fail  ☐ Other

Approval:

Department Chair  [Signature]  Date  Department Chair (if cross listed)  Date

Dean of College  [Signature]  Date  Dean of College (if cross listed)  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  [Signature]  Date  Chair, Committee on Graduate Studies  [Signature]  Date

Vice President for Academic Affairs  [Signature]  Date

Revised 1/09/02
SOCI 6342 | Crisis Intervention
University of West Georgia | Spring 2008
Time TBA | Pafford 220

Professor:
Office:
Office phone:
Office hours:
Email:

Required Book:
Assigned readings to be determined by the instructor

Course Description:
This course presents an overview of techniques and approaches to crisis intervention for crisis management professionals. It covers initial intervention, defusing and assessment, resolution and/or referral, with emphasis on empathy. Crisis theory will be examined and then applied to various types of crises including sexual assault/rape; natural disasters; personal loss; and suicide.

Course Objectives:
Objectives will be stated by the instructor in specific course offering syllabi each time the course is offered.

Learning Objectives:
Upon completion of this course, students will be able to:
• Understand and apply intervention strategies.
• Articulate their understanding of crisis intervention.
• Display their knowledge of crisis intervention.

Prerequisites:
Graduate Standing

Course Requirements:
Requirements in each course may be measured in a variety of ways, depending on the individual instructor and the size of the class, but may include any number of the following: objective and essay exams, class projects, small group activities, short essays, formal research papers, oral presentations, role plays, homework assignments, debates, computer based exercises, and class discussions.
Academic Integrity:
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Special Needs:
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Grading:
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Letter grades will be assigned as follows:
90 - 100% = A
80 - 89.99 = B
70 - 79.99 = C
60 - 69.99 = D
00 - 59.99 = F

Course Schedule:
To be determined by the course instructor

References:


Do Police Refer to Crisis Intervention? Violence and Victims, 22(4) 463-472.


Course or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology
College: College of Education

Current course catalog listing: (for modifications or deletions)

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*Variable credit must be explained

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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)

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<th>Prefix</th>
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<th>Hours: Lecture/Lab/Total</th>
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</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 5XXX/4XXX 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*: /  Term/Year

*For a new course, one full term must pass between approval and effective date.

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

Approval:

Department Chair  Date

Dean of College  Date

Chair of TEAC (if teacher prep. program)  Date

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

Chair, Undergraduate Academic Programs Committee  Date  Chair, Committee on Graduate Studies  Date

Vice President for Academic Affairs  Date

Revised 1/09/02
Program Rationale for an Ed.D. in Professional Counseling and Supervision

The proposed program is designed for School and Community Counselors who are fully credentialed, which allows the focus of the program to be on program evaluation, leadership/advocacy and supervision/mentoring. Graduates will be prepared to meet new accountability standards required throughout the State of Georgia for documenting their impact on the citizens they serve in P-12 schools and community agencies. To deliver the program, the department will receive two additional faculty positions that will be allocated through the Vice President of Academic Affairs.
II. Formal Proposal

PROCEDURES

a. Once the Preliminary Proposal has been approved, the institution will be invited to submit a Formal Proposal, which should follow the format outlined on the following pages.

b. The Office of Academic Affairs will review the proposal, taking into account the appropriateness of the degree, as reflected by the issues listed for Preliminary Proposals and by the sufficiency and persuasiveness of information submitted in all categories of the Final Proposal, and will recommend whether or not to place the proposal on the agenda of the Board of Regents' Committee on Education. Before reaching a conclusion, the Office of Academic Affairs may seek clarification or further information from the proposers.

c. The Office of Academic Affairs will, as it deems appropriate, seek the advice of outside consultants in evaluating a program proposal.

III. System-wide Review

As part of the process for reviewing preliminary and formal proposals, the Office of Academic Affairs will disseminate to all University System of Georgia institutions, on a regular basis, a list of program proposals under consideration, and will invite interested parties to request a copy of the proposal for review and comment. Information received through this process will be considered in evaluating the proposal.

IV. Follow-up Review

Should the program be approved, it will, during its fourth year of operation, undergo a review by the University System of Georgia Office of Academic Affairs. This review will evaluate how well the program is meeting the expectations that were laid out in the formal proposal.

________________________________________________________________________

University System of Georgia
Format for New Program Proposal

(Submit three copies)

Institution University of West Georgia Date October 9, 2007
1. Program Description and Objectives:

The program description, written in a one or two page abstract, is a summary of the proposed program. It should be in a format suitable for presentation to the Board of Regents and should include the following: the objectives of the program; the needs the program would meet; an explanation of how the program is to be delivered at the undergraduate and/or graduate levels; and information related to costs, curriculum, faculty, facilities, desegregation impact, and enrollment. Indicate the degree inscription which will be placed on the student's degree upon his/her completion of this program of study. In the program description, it must be clear that the proposed program is central to the institution's mission and a high priority within the institution's strategic plan.

The Department of Counseling and Educational Psychology at the University of West Georgia proposes the development and delivery of an Ed.D. in Professional Counseling and Supervision. The program will recruit and admit Licensed Professional Counselors, Nationally Certified Counselors and Certified School Counselors. The program is designed to increase participants' supervision, leadership, and research skills in program evaluation particularly as they apply in an increasingly diverse and multicultural society. Graduates will be skilled in helping traditionally marginalized and underserved populations become successful contributing members of society.

The goals of the program are to:

1. extend the knowledge base of the counseling profession in a climate of scholarly inquiry;
2. support students in publishing and/or presenting the results of scholarly inquiry;
3. prepare students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research that focuses on areas relevant to counseling practice, and supervision in a diverse and multicultural society;
4. prepare students to assume positions of leadership within the profession;

5. enhance professional counseling competence of students;

6. develop and affirm values that contribute to serving multicultural and diverse groups; and

7. prepare students to be responsible/accountable supervisors and leaders.

2. Justification and need for the program

a. Indicate the societal need for graduates prepared by this program. Describe the process used to reach these conclusions, the basis for estimating this need, and those factors that were considered in documenting the program need.

The proposed program would prepare graduates who are committed to serving traditionally underserved populations. School counselors will be committed to increasing graduation rates in Georgia P-12 schools and decreasing the achievement gap between poor and minority students and their more advantaged peers. Increasing the graduation rate and decreasing the achievement gap are significant social needs in Georgia. Professional Community Counselors will be committed to serving disenfranchised families impacted by crime and incarceration, as well as families needing to be successfully integrated within the main stream population.

The Board of Regents’ Principles for School Counselors require that recent graduates document their impact on academic achievement, career preparedness, and social emotional growth of the students they serve. In addition, the Governor of the State of Georgia is requiring state and community agencies to be accountable for the services provided to the citizens of Georgia. The proposed program in Professional Counseling and Supervision is designed to prepare graduates to meet these requirements. Advanced knowledge and skills in supervision, research skills in program evaluation, and a value orientation to serve our ever expanding multicultural and diverse society will be the vehicles for graduates to meet accountability requirements emerging throughout the State of Georgia. In addition, thriving, rather than surviving in this accountability/responsibility environment, provides a justification for this proposed program.

b. Indicate the student demand for the program in the region served by the institution. What evidence exists of this demand?
There is a high degree of support from faculty, staff, and alumni for the proposed program. The Department of Counseling and Educational Psychology receives numerous letters, emails, and phone calls from those with an interest in a doctoral program in Professional Counseling and Supervision at UWG. These inquiries are received from throughout the state of Georgia and beyond. Within the region, there is additional strong support based on surveys conducted over an extended period of time. For example, in 1996 a survey was conducted among potential UWG graduate students from west of Atlanta and north of Columbus. Of the 479 respondents, 75% felt that their system or agency would be well served by individuals with an Ed.D.; 84% believed their system would hire those with doctorates; 56% were extremely interested in pursuing a doctorate at UWG; and 74% stated that they knew at least one individual who would apply to a doctoral program at UWG. In a survey (2005) conducted for currently enrolled graduate students at UWG and interested others, 100% of 143 respondents indicated they would like to see the Department of Counseling and Educational Psychology offer a doctoral degree in Counseling; 84% would personally be interested in a doctoral program in Counseling; 78% knew of others in their school/agency/organization who would be interested; 92% indicated that there are roles and responsibilities in their system/organization that would best be serviced by personnel holding a doctoral degree in Counseling; and 97% indicated their system/organization would value and hire an applicant holding a doctoral degree in Counseling. From inquiries received, from the visibility of the faculty nationally and in Georgia, and from interactions with colleagues and potential students at conferences and in schools and agencies, it is expected that statewide results of surveys would be similar to those in this particular region.

c. **Give any additional reasons that make the program desirable (for example, exceptional qualifications of the faculty, special facilities, etc.)**

The faculty in the Department of Counseling and Educational Psychology with their breadth and depth of credentials in Counseling and in Educational Psychology provides a strategic combination for offering the proposed program. The proposed program is designed to leverage the breadth of credentials in both fields and to increase contributions to the citizens of Georgia.

The Department of Counseling and Educational Psychology has faculty with academic degrees from universities across the United States and with varied clinical and consulting experiences. In the last two years, the faculty have published over 35 refereed articles in a variety of journals and presented at over 100 state, regional, national, and international conferences. Faculty also serve as leaders in organizations
and agencies. The Department of Counseling and Educational Psychology is one of six university departments in the United States to receive funding from the Wallace-Reader’s Digest Fund to transform school counseling at the graduate level and subsequently in the schools. The department received $450,000 over a three-year period to implement the initiative. Prior to this honor, the department was selected as one of ten universities along with a partnership school district (Clayton County) to receive a $65,000 planning grant. Of those ten universities, six were selected for the actual implementation grants. Originally, over 70 universities throughout the country submitted proposals for this competitive funding from this prestigious private foundation. The $515,000 total funding is the largest grant from a private source in the history of the University.

After a two day site visit several years ago from the Center for Applied Research and Educational Improvement at the University of Minnesota (the evaluation arm of the transforming school counseling initiative) the evaluation team indicated, “the faculty and department have achieved both state and national recognition as a result of their TSCI work and are now looked to as leaders in the field. This is especially noteworthy in that West Georgia is a regional university.” Additionally, the University of Minnesota team indicated, “the faculty’s ability and success at dissemination of the initiative has been impressive. Dissemination and national leadership activities – goals from the very beginning - have included getting involved in sharing your findings with colleagues around the country by way of conference presentations, publications, exchange of professional literature, and providing professional development for others at the college/university and school district levels. Additionally, the faculty and department have used relevant data to drive assessment leading to curricular revision.”

The report also noted that, “The faculty and department are now selecting students for leadership and for change agents, and for individuals who have a commitment to and advocacy for underserved populations. Although minimum GREs and GPAs are in place, they do not erect an unbreachable barrier to otherwise attractive candidates who possess the more important, if harder to measure, characteristics in leadership and advocacy. We take it as a healthy sign that the faculty continue to hold lively discussions on the importance and merit of the GRE as a predictor of success in course work, test taking, and as a professional school counselor. Your TSCI-focused, mission-driven program is a productive recruitment tool generally and has also worked well in the recruitment of students of color. Of course, West Georgia’s history and reputation for commitment to students of color was established long before the initiative.
Therefore, no dramatic changes have been sought or expected in terms of minority enrollment.” Part of the University of Minnesota assessment included the following, “student satisfaction is consistent and high. They are impressed and appreciative of the faculty, the program, and of what they have learned and are able to take into their work as new professional school counselors. In their praise the students noted that the faculty deploy varied, effective, and stimulating teaching methods and that faculty are attentive to principles of adult learning. They noted receiving relevant, clear feedback throughout. On a slightly different note, the students were impressed by, and appreciative of, what they perceived as the faculty dynamics within the department: faculty compliment each other in terms of focus, style, strengths and weaknesses, faculty are openly supportive of each other, faculty help each other in the areas they know best and faculty are non-competitive.”

As an example of the Department's focus on continuous improvement and exceptional qualifications, every three years graduates, employers, and supervisors are formally surveyed to assess the effectiveness of our programs and to help us adjust our learning outcomes, objectives, and to generally improve. Faculty in the department value this feedback and results are discussed and recommendation made for changes as appropriate. The following three tables highlight feedback from program graduates, employers, and supervisors from schools and community agencies from surveys compiled in 2007.

During Spring 2007, a survey of CEPD program graduates was conducted. Below is a summary of the results:

<table>
<thead>
<tr>
<th>Program Graduate Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ 17 CEPD graduates completed the survey; 2 were Community Counseling (MEd) graduates and 15 were School Counseling (MEd) graduates.</td>
</tr>
<tr>
<td>♦ On a 4-point Likert-type scale (1 = &quot;not at all helpful&quot; to 4 = &quot;very helpful&quot;), average ratings of 5 key aspects of the program were:</td>
</tr>
<tr>
<td>- Course work = 3.65</td>
</tr>
<tr>
<td>- Practicum = 3.71</td>
</tr>
<tr>
<td>- Internship = 3.82</td>
</tr>
<tr>
<td>- Exchange with faculty = 3.47</td>
</tr>
<tr>
<td>- Exchange with students = 3.41</td>
</tr>
<tr>
<td>♦ On the same 4-point Likert-type scale (1 = &quot;not at all helpful&quot; to 4 = &quot;very helpful&quot;), the average rating (among those responding) of overall training was <strong>3.75</strong>.</td>
</tr>
</tbody>
</table>
**Employer Assessment**

During Spring 2007, employers of CEPD graduates also were asked to complete a survey assessing the CEPD program. Below is a summary of the results:

- 13 employers responded to the survey; 11 were from school systems and 2 were from agency or other settings.
- On a 4-point Likert-type scale (1 = “very unprepared” to 4 = “very prepared”), employers’ average ratings (among those responding) of CEPD graduates’ preparation in 6 key areas were:
  - Comprehensive knowledge = 3.83 (N=12)
  - Effective use of clinical skills = 3.67 (N=12)
  - Compared to graduates of other programs = 3.64 (N=11)
  - Professional/ethical behavior = 4.00 (N=11)
  - Work ethic = 4.00 (N=13)
  - Meeting all job responsibilities = 3.83 (N=12)
- On a 4-point Likert-type scale (1 = “very unsatisfied” to 4 = “very satisfied”), employers’ average rating of overall hiring satisfaction was 3.92.

**Site Supervisor Assessment**

During Spring 2007, site supervisors of CEPD Practicum and Internship students completed a survey assessing the CEPD program. Below is a summary of the results:

- 33 site supervisors responded to the survey; 22 were from school systems and 11 were from agency or other settings.
- On a 4-point Likert-type scale (1 = “least proficiency” to 4 = “most proficiency,” with an “N/A” option), site supervisors’ average ratings (among those responding) of CEPD Practicum and Internship students in 9 key areas were:
  - Individual counseling = 3.79 (N=33)
  - Group counseling = 3.79 (N=29)
  - Career counseling = 3.79 (N=19)
  - Classroom Guidance = 3.80 (N=20)
  - Conducting assessments of clients/students = 3.85 (N=27)
  - Writing case notes or reports = 3.81 (N=29)
  - Consulting/Interacting with other professional staff = 3.86 (N=33)
  - Ethical behavior = 3.94 (N=33)
  - Computer/technical competency = 3.97 (N=29)
- On a 4-point Likert-type scale (1 = “very poor” to 4 = “very good”), site supervisors’ average rating of overall academic preparation was 3.85.

The focus of the Department of Counseling and Educational Psychology has been to plan toward eliminating the achievement gap that exists between low-income and/or minority students and their more advantaged peers, and increasing career options by reviewing and reforming graduate-level training for school counselors. Another objective has been to design a curriculum that develops core competencies essential for Professional School Counselors and Professional Community Counselors to be effective leaders, advocates, collaborators,
counselors, coordinators and change agents. The community counseling program is well known for innovation, as well. Over the past few years, the Department of Counseling and Educational Psychology has changed the curriculum and programs several times in order to give students the best experiences that can be created.

Both master’s degrees in school counseling and community counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is a prestigious and national accreditation body that recognizes high quality counseling programs at the master’s and doctoral level. The Department of Counseling and Educational Psychology is only of six such accredited programs in Georgia and one of about 20 in the southeastern United States.

d. Include reports of advisory committees and consultants, if available. For doctoral programs, the institution should involve at least three authorities in the field (outside of the institution) as consultants, and should include their reports as a part of the proposal.

For the three reports from authorities in the field, kindly refer to Appendix A: Letters from experts in the field: Peggy Hines, Ed.D., Director: The Education Trust National Center for Transforming School Counseling; Micahel K. Altekruse, Ed.D., NCC: Professor and Chair, Department of Counseling, Human Services and Social Work, Northern Kentucky University and Richard J. Hazler, Ph.D., NCC, PCC: Professor-in-Charge of Counselor Education, Department of Counselor Education, Counseling Psychology and Rehabilitation Services, The Pennsylvania State University. We have sought input from the School Counseling Advisory Board, as well as, the Community Counseling Advisory Board. Each board provides input on graduate programs offered by the Department of Counseling and Educational Psychology, and is comprised of practitioners from within the service area of UWG.

e. List all public and private institutions in the state offering similar programs. Also, for doctoral programs, list at least five institutions in other southeastern states that are offering similar programs. If no such programs exist, so indicate.

Georgia State University offers a Counselor Education and Practice, Ph.D. This program "offers a concentrated focus in the use of Individual Psychology approaches with children, couples, families and school-based programs." The University of Georgia, in the near future will offer a Ph.D. in Counseling and Student Personnel
Services at the Gwinnett Campus. A flyer inviting applications to the program describes the program as structured for school counselors with “an emphasis on social justice, focusing on ways that counseling professionals may make systematic changes in the setting in which they work.” While this is a Ph.D. program, it appears to be similar to this proposed program. The University of Georgia and the University of West Georgia are national leaders in the Transforming School Counseling Initiative. Both universities were influenced by the TSCI; as a result, we are not surprised that our colleagues at the University of Georgia see the same need in the State of Georgia. We are confident that the need is great enough to justify both programs. There are two distinctions between the proposed program and the Ph.D. program at the University of Georgia, Gwinnett Campus: the proposed program is an Ed.D.; and the proposed program will educate community, as well as, school counselors.

Within the southeastern states there is only one Ed.D. Program in Counselor Education, University of North Carolina at Greensboro. The North Carolina program offers an Ed.D. or Ph.D. degree. Other southeastern states offer a Ph.D. program in Counselor Education; Alabama and North Carolina offer programs from two different institutions.

The southeastern states that offer similar but qualitatively different programs are:

**Alabama**
- Auburn University
- University of Alabama at Tuscaloosa

**Arkansas**
- University of Arkansas

**Florida**
- University of Central Florida

**Louisiana**
- University of New Orleans

**Mississippi**
- University of Mississippi

**North Carolina**
- North Carolina State University at Raleigh
- University of North Carolina at Greensboro

**South Carolina**
- University of South Carolina at Columbia

**Tennessee**
- University of Tennessee

**3. Procedures used to develop the program.**

Describe the process by which the institution developed the proposed program.
An ad hoc committee from the Department of Counseling and Educational Psychology in consultation with the Vice president of Academic Affairs and the Dean of The College of Education developed the initial proposal. Three outside nationally recognized experts in the field of counseling (previously identified) reviewed the proposed program and made recommendations which were integrated into the proposal. Input was sought from the advisory boards for School and Community Counseling programs. The proposal was then submitted for approval to the Counseling and Educational Psychology faculty, College of Education’s Faculty Governance Council, the Dean of Education, the University Council for Graduate Education, the University Faculty Senate, and the President of the University.

4. Curriculum

List the entire course of study required and recommended to complete the degree program. Give a sample program of study that might be followed by a representative student. Indicate ways in which the proposed program is consistent with national standards.

a. Clearly differentiate which courses are existing and which are newly developed courses.

The following 63 hours beyond the required 48 hours masters program, are balanced between newly developed courses and existing Ed.S. course work.

<table>
<thead>
<tr>
<th>Newly Developed Courses</th>
<th>Existing Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPD 9851 Doctoral Internship (6 hours)</td>
<td>CEPD 8140 Advanced Group Counseling</td>
</tr>
<tr>
<td>CEPD 8831 Doctoral Counseling Seminar</td>
<td>CEPD 8131 Advanced Theory</td>
</tr>
<tr>
<td>CEPD 9971 Program Evaluation</td>
<td>CEPD 8141 Clinical Supervision in Counseling</td>
</tr>
<tr>
<td>CEPD 9951 Directed Program Evaluation Research</td>
<td>CEPD 8184 Research Seminar</td>
</tr>
<tr>
<td>CEPD 9955 Doctoral Practicum in Supervision</td>
<td>CEPD 7140 Counselor as Leader</td>
</tr>
<tr>
<td>CEPD 9999 Dissertation (12 hours)</td>
<td>CEPD 8190 Advanced Practicum</td>
</tr>
<tr>
<td>CEPD 8197 Counseling Program Development</td>
<td>CEPD 8831 Advanced Counseling Seminar</td>
</tr>
<tr>
<td>EDUC 9961 Research Process for Change</td>
<td>2 CEPD ELECTIVES, as approved by program director</td>
</tr>
<tr>
<td>(new to department, existing doctoral course)</td>
<td></td>
</tr>
</tbody>
</table>

b. Append course description for all courses (existing and new courses).

Kindly refer to Appendix B: Course Descriptions

c. When describing required or elective courses, list all course prerequisites.

Prerequisites are listed in Appendix B: Course Descriptions

d. Indicate whether courses in a proposed masters program are cross-listed as undergraduate courses and, if so, what safeguards are employed to ensure that courses taken as undergraduates are not repeated or that requirements are significantly different for graduate students and undergraduates enrolled
in the same course.

Does not apply.

e. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

f. Append any materials available from national accrediting agencies or professional organization as they relate to curriculum standards for the proposed program.

Kindly refer to Appendix C: CACREP Standards Proposed 2009

g. When internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Both experiences, the advanced practicum and internship will be supervised by faculty and will be available at the University of West Georgia, as well as local schools and community agencies. The nature of the advanced practicum and internships will be determined in consultation with the program director and faculty.

h. Indicate ways in which the proposed program is consistent with national standards. Kindly refer to Appendix D: CACREP Standards: Curriculum Matrix

Accreditation standards for counseling programs are developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The current Doctoral Standards require a minimum for 96 semester hours, the proposed 111 semester hours exceed that standard. There are nine content areas that articulate the learning experiences required for Doctoral Programs; each of the nine areas is integrated throughout the required coursework of the program. Kindly refer to Appendix D which articulates a curriculum matrix of how course work meets the nine required content areas. The proposed program also meets the Clinical Instruction standards, including 600 hours of doctoral internship and a 100 hour advanced practicum. Faculty and staff within the Department of Counseling and Educational Psychology meet all qualifications and the administration and organization of the program meet CACREP requirements. In addition, the M. Ed. Programs in School and Community Counseling are accredited by CACREP.

i. List student outcomes associated with this program.

The student outcomes/goals of the program are:

1. to extend the knowledge base of the counseling profession in a climate of scholarly inquiry;

2. to support students in publishing and/or presenting the results of scholarly inquiry;
3. to prepare students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research that focuses on areas relevant to counseling practice, counselor education, and/or supervision in a diverse and multicultural society;

4. to prepare students to assume positions of leadership within the counseling profession;

5. to enhance professional counseling competence of students;

6. to develop and affirm values that contribute to serving multicultural and diverse groups;

7. to prepare students to be responsible/accountable supervisors and leaders.

5. Inventory of faculty directly involved.

For each faculty member, give the following data.

a. Name, rank, academic discipline, institutions attended, degrees earned;
   Kindly refer to Appendix E: Faculty Credentials.

b. Current workload for typical semester, including specific courses usually taught; explain how workload will be impacted with the addition of proposed program;

Typically faculty teach at least three courses per semester. Current faculty, as well as the two new faculty members will teach in the proposed program and the specialist and master’s programs. In addition, all faculty will serve as dissertation committee members. Chairs of dissertation committees will receive appropriate reassigned time in support of dissertation work.

c. Scholarship and publication record for past five years;

d. Professional activity;

e. Expected responsibilities in this program;

f. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.
The delivery of the proposed program will require two additional faculty positions: a position for Program Director, and a senior position requiring experience in directing dissertations. Both positions will require persons with strong program evaluation knowledge base (to teach the program evaluation course work) and clinical supervision experience (to teach the internship and advanced practicum). Both positions would include the teaching of other doctoral course work and dissertation work. The program director position would be filled for summer 2008; the clinical/research position would be filled for summer 2009, which would be when the first cohort would be admitted. A search for the program director will be conducted during late spring 2008. A search for the second position will be conducted late fall 2008 to early spring 2009.

6. Outstanding programs of this nature in other institutions.
List three outstanding programs of this nature in the country, giving location name, and telephone number of official responsible for each program. Indicate features that make these programs stand out. When available, append descriptive literature of the outstanding program. Indicate what aspects of these outstanding programs, if any, will be included in your program.

Each of the following three programs has received the Robert Frank Outstanding Counselor Education Program Award form the Association for Counselor Education and Supervision (ACES). The second most outstanding feature shared by these programs is that each is CACREP approved.

University of New Orleans, Ph.D. in Counselor Education

University of Central Florida, Ph. D. in Education-Counselor Education

University of North Texas, Ph.D. in Counseling, Development, and Higher Education

Please refer to Appendix H for descriptive literature.

7. Inventory of pertinent library resources.
Indicate—in numbers of volumes and periodicals—available library resources (including basic reference, bibliographic, and monographic works as well as major journal and serial sets; include any on-line resources) which are pertinent to the proposed program. How do library resources compare to those at institutions listed in section 6? What additional library support must be added to support the proposed program, and what is the plan for acquiring this support?
Holdings in the Ingram Library are substantial in order to support the master’s degree programs in School and Community Counseling, which are CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited programs. An allocation of $15,000 will add to current holdings and provide adequate support for the proposed program.

Kindly refer to Appendix F Library Holdings

Kindly refer to Appendix G Comparison of the University of West Georgia’s library holdings

8. Describe the desired qualifications of the students who will be recruited and admitted to the proposed program, including ethnic populations that will be targeted.

Students will be required to be fully credentialed professional counselors, with a commitment to or experience in serving traditionally underserved populations. The Advanced Practicum course will be designed to increase awareness of and knowledge about multicultural and diverse groups. Clinical experience in supervising persons different from the student’s ethnic group will be required in the clinical experience.

9. Facilities
Describe the facilities available for the proposed program. How do these facilities and equipment compare to those of excellent programs elsewhere? What new facilities and equipment are required, and what is the plan for acquiring these facilities and equipment?

Current facilities include five individual counseling labs with digital audio and video observation equipment, an observation area outside of each individual lab that also functions a group counseling room. Significant funds have been allocated for acquiring state of the art digital recording equipment. This equipment is scheduled for installation during the 2007-08 academic year. These facilities and digital equipment are equal to, if not superior to, other excellent programs.

10. Administration
Describe how the proposed program will be administered within the structure of the institution.

The program will be housed in the Department of Counseling and Educational Psychology within the College of Education. A director will oversee the program and report to the
department chair. The existing School and Community advisory boards will provide input on the delivery and assessment of the program.

11. Assessment

*Indicate the measures that will be taken to assess the effectiveness of the program and the learning outcomes of students enrolled.*

Program evaluation will be structured to assess and increase effectiveness by collecting data in the following areas. 1. admissions focused on serving multicultural and diverse populations; 2. student course evaluations focused on effective teaching; 3. mid point evaluation from students focused on advising, course scheduling, delivering technology, and affirmation of diversity; 4. off and on site supervisor’s evaluation of students’ performance; 5. comprehensive written examination prior to being admitted to candidacy, 6. public oral dissertation defense; 7. survey of employers of graduates. Data from each of the seven areas will be systematically collected and analyzed in order to make changes and improve the program.

12. Accreditation

*Where applicable, identify accrediting agencies and show how the program meets the criteria of these agencies. Append standards and criteria to the proposal. Provide evidence that the institution has notified SACS of its intent to apply for a change in degree level, if appropriate.*

Kindly refer to Appendix D: CACREP Standards: Curriculum Matrix

13. Affirmative Action impact

*Indicate what impact the implementation of the proposed program will have on the institution’s desegregation and affirmative action programs. Include information relating to faculty, staff, administrators, and students in this section.*

The proposed program will not alter the institution’s desegregation and affirmative action programs.

14. Degree Inscription

*Indicate the degree inscription which will be placed on the student’s diploma upon his completion of this program of study. Be sure to include the CIP code for the program.*

Doctorate in Education, EdD: Professional Counseling and Supervision
15. **Fiscal and Enrollment Impact, and Estimated Budget.**

Complete the following pages to indicate the expected EFT and head count student enrollment, estimated expenditures, and projected revenues for the first three years of the program. Include both the redirection of existing resources and anticipated or requested new resources. Institutional commitment of funds should be consistent with the centrality and level of priority that are assigned to the program in the proposal. Second and third-year estimates should be in constant dollars--do not allow for inflationary adjustments or anticipated pay increases. Include a budget narrative that is descriptive of significant line items and the specific redirection of resources envisioned.

<table>
<thead>
<tr>
<th></th>
<th>FY 09</th>
<th>FY 010</th>
<th>FY 011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td><strong>Third Year</strong></td>
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</tbody>
</table>

### I. ENROLLMENT PROJECTIONS

(indicate basis for projections in narrative)

**A.** Student majors
1. Shifted from other programs
2. New to institution
   - Total Majors

**B.** Course sections satisfying program requirements
1. Previously existing
2. New
   - Total Program Course Sections

**C.** Credit Hours generated by those courses
1. Existing enrollments
2. New enrollments
   - Total Credit Hours

**D.** Degrees awarded
   - (yr 1)
   - (yr 2)
   - (yr 3)

### II. COSTS

**EFT Dollars**

<table>
<thead>
<tr>
<th></th>
<th>FY 09</th>
<th>FY 010</th>
<th>FY 011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td><strong>Third Year</strong></td>
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</tr>
</tbody>
</table>

**A.** Personnel--reassigned or existing positions
1. Faculty
2. Part-time Fac.
4. Administrators
5. Support staff
6. Fringe benefits
7. Other personnel costs
   - TOTAL EXISTING PERSONNEL COSTS

**B.** Personnel--new positions
1. Faculty
2. Part-time Fac.
4. Administrators
5. Support staff
6. Fringe benefits
7. Other personnel costs
   - TOTAL NEW PERSONNEL COSTS

**FIRST YEAR** | **SECOND YEAR** | **THIRD YEAR**
C. Start-up Costs (one-time expenses)
1. Library/learning resources 15000
2. Equipment 4000
3. Other (_______)

D. Physical Facilities: construction or major renovation

TOTAL ONE-TIME COSTS 19000

E. Operating Costs (recurring costs--base budget)
1. Supplies/Expenses 200 400 400
2. Travel 1000 2000 2000
3. Equipment
4. Library/learning resources
5. Other (_______)

TOTAL RECURRING COSTS 1200 2400 2400

GRAND TOTAL COSTS 129400 224884 229484

III. REVENUE SOURCES

A. Source of Funds
1. Reallocation of existing funds
2. New student workload
3. New tuition 21504 43008 43008
4. Federal funds
5. Other grants
6. Student fees included included included
7. Other (_______) Subtotal

New state allocation requested

GRAND TOTAL REVENUES 21504 43008 43008

B. Nature of funds
1. Base budget
2. One-time funds

GRAND TOTAL REVENUES 21504 43008 43008
Appendix A

*Letters from experts in the field*
September 20, 2007

Brent Snow, Ph.D., Professor and Chair
Counseling and Educational Psychology
University of West Georgia
College of Education
Carrollton, Georgia 30118-5170

Dear Dr. Snow,

I have reviewed your department's proposal for developing a new doctoral program in Professional Counseling and Supervision. First, let me thank you for the privilege of participating in this program review process. I hold both the faculty and programs in your department in high regard, as I will detail below, and it is with great pleasure that I share my thoughts on what will undoubtedly become a ground-breaking program in both Georgia and the nation. My comments will focus on particular aspects of the program as well as the department and its capacity to deliver the program.

Justification for the Program:
Over the past 15 to 20 years, the field of counseling has begun to not just require, but demand accountability from its practitioners. The Georgia Board of Regents’ Principles for Schools Counselors require recent university training program graduates to show how they are positively influencing academic achievement, career preparedness, and the social/emotional growth of the students they serve. Indeed, if graduates are unable to show how student achievement has increased in part from their activities, the originating university training program must take the graduate back for remediation paid for by the university itself.

From my position with the Education Trust, an education advocacy group recently recognized as the country’s most influential non-profit education group, I see the accountability bar being raised nationally for school counselors. Low achievement and gaps between subgroups of students are no longer acceptable. Educators, including school counselors, must now accept responsibility for ensuring that every child graduates from high school ready to be successful in both college and a career.

Counselor accountability is not just mandated in the schools. The Governor of the State of Georgia now requires state and community agencies to be accountable for the services provided to citizens. As a past member of an Indiana mental health center’s Board of Directors, I am aware of the ever increasing push for accountability within the field of community counseling. Insurance companies are also requiring counselors to be accountable through service and program benefit and payout limits.
Specialized skill sets are required for counseling professionals to meet these rigorous accountability standards. Knowledge and skills in supervision, data-driven decision making, program evaluation, action planning, and creating systemic change are integral to even basic accountability. Even more important are the values and beliefs that embrace our expanding multicultural and diverse population. These dispositions must focus upon not only the specific and unique needs of groups and individuals from traditionally underserved groups, but also consciously and strategically fight for equity and access to all facets of our global society. Without these advanced skill sets, counselors cannot hope to meet the growing, insistent demand for accountability. The proposed UWG doctoral program is the first, to my knowledge, to focus specifically upon these accountability, leadership and supervision skills.

Most doctoral programs housed in departments of Counseling and Educational Psychology across the country focus upon the development of advanced clinical counseling skills. While this mission is well and good, these skills are not currently needed. In fact, over the past 5 years several Counseling Psychology programs in notable universities, such as The Ohio State University, have shut down. I believe that this is due to not actively connecting with the changing needs of the field.

This is decidedly not the case in the proposal of the Professional Counseling and Supervision doctoral program. It is exciting to see a terminal degree program whose mission is to prepare graduates to enter directly into supervisory and management positions in community agencies, organizations, and school districts. It’s my belief that graduates from this program will not just survive, but thrive in the context of accountability.

While meeting a profession’s needs is a noble undertaking, in the end, if no students apply for admission to a program, it becomes a waste of precious state resources. From the results of UWG surveys conducted in 1996 and 2005, it is obvious that there is a sufficient pool of counselors who seek an opportunity to gain the education needed to climb further on their career ladder. In addition, the data clearly indicate the need within organizations for upper management employees with these advanced skill sets.

**Structure of the Program:**
As a former tenured associate professor and school counseling program director at Indiana State University (ISU), I am aware of the importance of the structure of a program. How a program is set up and delivered often makes the difference between a potential student applying to one university or choosing another. ISU’s school counseling program increased its applicant pool ten-fold within two years because it went to a format that met student needs. Meeting the needs of professional counselors is what the proposed UWG program is beautifully designed to do.

It will be the only Ed.D. program for practicing counselors in Georgia. It will be delivered in a manner that will accommodate students who work full time and/or live a considerable distance from campus. Students may enter the program with either a master’s degree or an Ed.S. In addition, those with a master’s degree may earn an Ed.S. in the process of obtaining the Ed.D. From my experience with “ABD” doctoral students, this option will keep morale and motivation high.
Since the program will admit students who are already fully licensed professional counselors, the program can eliminate any need to focus on clinical skill development and thus, can hone in on the development of an expertise in leadership, advocacy, program evaluation, and data-driven accountability methods.

In my review process, I raised a question about the field experience requirement. I was pleased to learn that students will get supervision experience by working with master’s students or recent graduates in the same counseling specialty in which the doctoral student has professional experience. This will provide an excellent opportunity to develop insightful and effective supervision skills designed to help new counseling professional appreciate and embrace accountability.

**Capacity to Deliver Program Curriculum:**
I was serving at Indiana State in 1996 at the beginning of the Wallace Foundation’s Transforming School Counseling National Initiative (TSCI) and continue to work in that effort through my current position as Director of the Education Trust’s National Center for Transforming School Counseling. From this perspective I can definitively state that the University of West Georgia is one of the top five school counseling programs in the country. In addition, I would rank it as the best program on leadership in the nation.

UWG was one of 72 universities who applied for the TSCI planning grants in 1997. They were one of 10 programs selected. UWG was then selected as one of six universities who received three year implementation grants. They received the grant along with other prestigious universities such as The Ohio State University and the University of Georgia – Athens.

From the start, it was obvious that UWG was a cut above the rest. The department had just finished a complete revision of their school counseling program and had applied for accreditation through the Council for the Accreditation of Counseling and Related Educational Programs. When they read the social justice premise behind the TSCI grant, they realized that in order to best serve their students, the profession, and thereby, the youth and citizenship of the State of Georgia, they had to throw out their two year’s worth of work and start all over again. The intestinal fortitude to do this at a university can only come from a department filled with both a faculty who is passionate about the underserved in our schools and a department chair who is a compassion, strong leader, unwilling to stray from a vision educational equity in our country. Dr. Brent Snow, department chair, was and continues to be a leader able to see where the profession needs to go and knows how to support and guide his faculty in that direction. Unlike other TSCI universities, Dr. Snow made sure that every single faculty member attended multiple principal investigator meetings and related conferences. Each professor within the department has presented and written articles on the TSCI tenets of leadership, advocacy, systemic change, brokering of services and accountability.

In November 2002, in recognition of developing a cutting-edge school counseling program, Dr. Snow and his faculty were recognized by the Education Trust as a “Pioneer in Transforming School Counseling.” Currently, university counseling programs around the country are trying to
catch up to the profession’s mandate for accountability. The faculty in the Department of Counseling and Educational Psychology set the standards for these skills.

Dr. Paul Phillips, in particular, is nationally recognized for his work in leadership. He developed and field tested a leadership development profile. This is a 360 degree instrument that assesses leadership style and skills in the field. He developed and directed the UWG doctoral program in school improvement. This Ph.D. program contains a three course strand on leadership. Dr. Phillips’ leadership syllabi and materials have been shared with and used by numerous universities around the country.

Conclusion:
The State of Georgia and our country are desperately in need of professional counselors who embrace accountability and are able to provide strong leadership for our ever changing global society. I firmly believe that this proposal for an Ed.D. degree in Professional Counseling and Supervision, is capitalizing on the department’s national reputation in the field of leadership and accountability. I have no doubt that this will be a ground-breaking program that will not only meet the needs of the counseling profession, but will also bring well deserved acclaim to UWG.

Sincerely,

Peggy Hines, Ed.D.

Peggy Hines, Ed.D., Director
The Education Trust's National Center for Transforming School Counseling
EXTERNAL EVALUATION REPORT
Ed.D in Professional Counseling and Supervision

Evaluator: Michael K. Altekruse, Ed.D., NCC. Northern Kentucky University

INTRODUCTION

The Department of Counseling and Educational Psychology at the University of West Georgia (UWG) is located in the College of Education. The Department of Counseling and Educational Psychology has two graduate degree programs in counseling including an M.Ed. with options in school counseling and community counseling and an Ed.S. with options in both school and community counseling. In addition, the department has a non-degree initial certification program in school counseling. Coursework completed in the Ed.S. program will be used as part of the requirements for the Ed.D. in Professional Counseling and Supervision.

EVALUATOR

Michael K. Altekruse, Ed.D, NCC—My Master's degree is in school counseling and I served as a school counselor before receiving my Ed.D. from Indiana University in Counselor Education. After completing my doctorate, I was hired by the Department of Educational Psychology at Southern Illinois University at Carbondale (SIUC) as a Counselor Educator and taught in the master’s and doctoral programs in counselor education for twenty-five years. I have chaired over 100 dissertations in my career at Southern Illinois University and the University of North Texas and have helped design two doctoral programs in counselor education. I was also one of the authors for the accreditation doctoral standards for the Council for Accreditation for Counseling and Related Educational Programs (CACREP), the accreditation body for counseling programs. I was honored by being identified as a noted leader and legacy in a text edited by West, Osborn, and Bubenzer (2003) for contributions to the profession of counseling. I am currently a Professor and Chair the Department of Counseling, Human Services, and Social Work at Northern Kentucky University.
DEMONSTRATED NEED FOR THE PROGRAM

There is a high degree of faculty, staff, and alumni support for the proposed program. The Counseling and Educational Psychology Department receives numerous letters, emails, and phone calls from those with an interest in a doctoral program in Counseling at UWG. These inquiries are received from within the state of Georgia and beyond. The department has also conducted surveys over an extended period of time. In 1996, a survey was conducted among potential UWG graduate students from west of Atlanta and north of Columbus. Of the 479 respondents, 75% believed that their system or agency would be well served by individuals with an Ed.D. In 2005 the department conducted a survey of currently enrolled graduate students at UWG and interested others. One hundred percent of 143 respondents indicated they would like to see the Department of Counseling and Educational Psychology offer a doctorate in Counseling; From inquiries received, from the visibility of the faculty nationally and in Georgia, and from interactions with colleagues and potential students at conferences and in schools and agencies, it is expected that statewide results of surveys would be similar to those in this particular region.

Job opportunities are available both in the state and nationally. West, Bubenzer, Brooks, and Hackney (1995) indicate that doctoral graduates with degrees in Counselor Education and Supervision have strong employment opportunities. Maples, Altekruse, and Test (1993) indicated that there has been a critical decline in the number of available Counselor Educators while there has been an increasing demand. They suggest this has become a serious dilemma for the profession. Bernard’s research (2006) indicates that the Counselor Education degree is clearly sought in the marketplace and most specifically for faculty positions. Her conclusion supports previous findings of strong employment for graduates of programs such as that being proposed here. The proposed 2009 CACREP standards require accredited programs to hire only those with a degree in Counselor Education and supervision after 2011. This will increase the demand for the degree both in Georgia and across the nation.

CURRICULM

There will be two levels of entry into the Ed.D. in Professional Counseling and Supervision. Applicants with a Bachelor’s Degree will be required to complete 96 credits of core coursework and 24 credits of specialization. The first 48 credits of the program already exist as part of the Department’s M.Ed. degree and therefore will require no new resources. Applicants who have already successfully completed a Master’s degree in Counseling will be required to complete an additional 48 credits of core coursework and 24 credits of specialization in order to earn a doctoral degree. The design of this program makes use of many resources already existing in the Department of Counselor Education.
For a person to be a trainer or supervisor of counselors, they must be both excellent counselors and researchers. Since many graduates of counselor education programs seek positions as graduate instructors, they must be able to make appropriate contributions to the field in academic/research settings. Consequently, there is an emphasis in the training of Ed.D.'s in counseling on practice and research.

Graduates with the doctorate from the counselor education program must have the skills necessary to do research, publish, and present to survive in today's academic world. In addition to a strong research emphasis, the proposed program provides opportunity for important training in the practice of counseling.

FACULTY

After examining home pages of the faculty on the Internet, it is clear that this is a strong productive faculty. They are professionally active and most are strong researchers who present and publish regularly. The counselors have a strong identification with the counselor education profession. All belong to the American Counseling Association, and publish and present in the national, regional, and state counseling journals and meetings. All are active in counseling and development research. As a group, they have also provided leadership within the profession at the local, state, regional, and national level.

The professional organizations for counselor educators are the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES). Members of this faculty belong to the appropriate respective organizations. It should be noted that the members of the counselor education faculty have also contributed leadership to ACA, and ACES at the local, state, regional, and national level.

All of the faculty members have Full Graduate Faculty Status, are eligible to serve on doctoral degree committees, and are qualified to teach the courses in the doctoral program. Two to be hired faculty positions are at the senior level. The specializations, teaching, research and creative accomplishments of the Department of Counselor Education faculty are listed in the new program summary. All faculty members are slated to teach in the doctoral program.

COMPUTER USE

Leading counselor education programs are innovative in use of the computer. I noticed that the counselor education faculty is already providing leadership in this area. This can increase the visibility of the program and make it more accessible to students.

SUMMARY

There is a need for a doctorate in the Department of Counseling and Educational
Psychology at UWG with an emphasis in counseling and counselor education. This is a well designed program that far exceeds in quality some of the programs that are in existence. This is the advantage of “starting from scratch” and designing what one considers the best ideal program. This will not only answer a need in Georgia but it will be a major national contribution.

References


Author (2002), Issues in Counselor Education. Messages posted to CESNET electronic mailing list.


Dear Dr. Snow,

Your Department has done a thorough job of designing and adjusting your proposal for an Ed.D. degree in Counselor Education. It is a solid proposal of which I am happy to support. The following comments summarize my assessment of the proposal for you and those involved in decisions regarding this proposal.

Matching of program to needs

There appears to be plenty of support from the University and the community for this program that make it a viable and appropriate step for the Department and the University. The University is looking to upgrade recognition in the area of research and practitioners in the area report interest in involvement in such a program. Increasing demands for accountability in the education and human services fields further support the need for advanced degree professionals with program evaluation skills.

The case is effectively made for how this program’s practitioner focus would look different from others in the state. The emphasis on underserved populations is another excellent direction that goes even further to support the needs of the state and the emphasis on practitioners.

This is a program that directly matches some unique and growing needs of the region and state. The design focuses directly on those needs and meeting them in ways that are most appropriate for the Department, the College, and the University.

Program structure

There is a very logical program structure to carry out the specific program mission and goals. The organizational needs regarding facilities and funding are in place. Very importantly, the recognition of needing two additional experienced faculty with specific skills related to the doctoral program are recognized as essential additions in relation to teaching, advising, research, and administration.

The practitioner focus of the program is directly supported by the structure of this program. A major common problem for expanding the assessment, practice, and scholarship skills demanded of a doctoral level program is that practitioners are generally not able to leave their important current positions. It is both a financial hardship on the practitioner and personnel hardship on the organization that has to replace a valuable employee. The structure of this program is specifically built around the need for these individuals to meet these doctoral level demands while continuing to work in their present positions. This part-time student model for a doctoral level program can only be accomplished...
effectively if the program creates the very specific goals and structure to integrate training with practical application. The Department had done a very good job of limiting the goals and creating a structure that accomplishes this task.

Program evaluation emphasis

Research and assessment is an essential aspect of any doctoral level program. One of the defining differences between a Ph.D. program and an Ed.D. program is that the Ed.D. research component should be focused more on the application of research and assessment in practical settings and less on Ph.D. emphasis on theory development. This is exactly the direction this proposed program has taken. The courses Research Process for Change (EDUC 9961), Program Evaluation (CEPD 9971), and Directed Program Evaluation Research (CEPD 9951) are all practically focused in order to prepare practitioners to deal with the assessment and program evaluation demands of the schools and agencies where graduates are expected to serve.

National accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is the primary accreditation vehicle for master’s and doctoral level programs in counselor education. Programs meeting CACREP standards also meet regional higher education and NCATE standards. As a long-time evaluator of programs for CACREP and the head of CACREP approved programs, it is clear to me that the curriculum and organization of this program will meet CACREP standards. The only aspects that are not currently met are the needs for the two new faculty members and then having actual graduates from the program. Both of these are accounted for in the program proposal.

Capacity to deliver the program

Counselor Education at UWG has had a decade of continuing advancement demonstrated by acquiring CACREP accreditation for its master’s programs, developing a quality Educational Specialist program, and in achieving professional recognition as an outstanding and innovative organization. I would rank the distance they have come during this time among the outstanding programs in the country. Faculty and administration are professionally involved, excellent instructors, and have demonstrated strong scholarship. They do things in just the innovative, logical, and comprehensive manner that this Ed.D. program proposal demonstrates. I have no doubt that, with the addition of the two new faculty, they will deliver an excellent Ed.D. program that meets the needs of the region and state just as they have with their other programs.

Summary

The proposed new Ed.D. program in Counselor Education is timely, well conceived, and has commitments for new faculty that are needed to carry out the program successfully. It appears to be a sound proposal for the College, University, and the people of Georgia.

Sincerely,

Richard J. Hazler, Ph.D., NCC, PCC
Professor-in-Charge of Counselor Education
Appendix B

Course descriptions
APPENDIX B

Newly Developed Courses

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<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CEPD 9851</td>
<td>Prerequisite: Permission of program director. Experience in supervision and teaching over one semester of on campus work at the University of West Georgia in the Counseling and Educational Psychology Department.</td>
<td>6</td>
</tr>
<tr>
<td>CEPD 8831</td>
<td>Prerequisite: permission of program director. A special topics seminar structured to address current issues and trends in counseling.</td>
<td>3</td>
</tr>
<tr>
<td>CEPD 9971</td>
<td>The study of evaluation management focusing on the concepts and processes involved in planning and managing evaluations. The study of the use of focus groups, key stakeholder interviews, survey design, data gathering, analysis and presentation. The use of a statistical package to review multivariate regression analysis.</td>
<td>3</td>
</tr>
<tr>
<td>CEPD 9951</td>
<td>Individual inquiry on a research problem consisting of data collection and analysis, as well as, critical review, integration and interpretation of research literature.</td>
<td>3</td>
</tr>
<tr>
<td>CEPD 9955</td>
<td>Prerequisite: Permission of program director and student's advisor. Designed to provide advanced experience in supervision of professional counseling.</td>
<td>6</td>
</tr>
<tr>
<td>CEPD 9999</td>
<td>The dissertation experience requires the designing and conducting of an independent scholarly inquiry guided by a faculty dissertation committee.</td>
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Existing Courses

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<tr>
<th>Course Number</th>
<th>Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDUC 9961</td>
<td>This course is an advanced study of educational research traditions emphasizing the process of inquiry. Students examine the philosophical, historical, theoretical, and methodological foundations of positivist and phenomenological studies in education. Students critically analyze different forms of educational research designs including quantitative and qualitative research, action research, and program evaluation.</td>
<td>3</td>
</tr>
<tr>
<td>CEPD 8140</td>
<td>Prerequisite: CEPD 6160 or consent of instructor. This course is designed for students wishing to pursue advanced study in group theory, group leadership, group processes, and group supervision. The course may examine contemporary trends and developments in group counseling as well as ethical, legal, process, and professional issues affecting the practice of group counseling.</td>
<td>3</td>
</tr>
<tr>
<td>CEPD 8131</td>
<td>An in-depth study of the theories of counseling for advanced students in school or community counseling programs.</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>CEPD 8141</td>
<td>Clinical Supervision in Counseling</td>
<td>Prerequisite: Admission to Ed.S. program. An overview of theory, research, and practice of psychotherapeutic approaches to counselor supervision. This course emphasizes developing clinical supervisory skills and understanding the major roles and responsibilities in counselor supervision.</td>
</tr>
<tr>
<td>CEPD 8184</td>
<td>Research Seminar</td>
<td>Prerequisites: EDRS 6401 or equivalent and admission to Ed.S. program. The course presents an applied approach to learning the methodology of research. This approach includes studying printed materials about research and conducting brief studies.</td>
</tr>
<tr>
<td>CEPD 7140</td>
<td>Counselor as Leader</td>
<td>This course emphasizes &quot;theory to practice&quot; by providing experiences that allow students to assess and develop their Personal Leadership Profile, and by providing knowledge of social, economic, and political power. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within schools and between schools and communities.</td>
</tr>
<tr>
<td>CEPD 8190</td>
<td>Advanced Practicum</td>
<td>Prerequisite: CEPD 6187/6189 and consent of department. Practical experience with actual individual clients in school (P-12) and agency settings. These counseling sessions are taped and critiqued by the Practicum instructor. May be repeated for credit.</td>
</tr>
<tr>
<td>CEPD 8831</td>
<td>Advanced Counseling Seminar</td>
<td>Prerequisite: permission of program director. A special topics seminar structured to address current issues and trends in counseling.</td>
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<tr>
<td></td>
<td>CEPD Electives as approved by program director</td>
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Appendix C
CACREP Standards
proposed 2009
INTRODUCTION

When a program applies for CACREP accreditation, it is evidence of an attitude and philosophy that program excellence is a fundamental goal. Accreditation entails assessing a program’s quality and its continual enhancement through compliance with the CACREP standards. The accreditation process uses both self-assessment and peer assessment to determine how well professional standards are being met. Achieving accredited status provides a credential to the public-at-large that attests to the fact that a program has accepted and is fulfilling its commitment to educational quality.

CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively. Graduates of CACREP-accredited programs are prepared for careers in mental health and human service agencies, educational institutions, and private practice, government, business and industrial settings.

The CACREP Standards are not intended to discourage program innovation. Programs wishing to institute variations in how these standards are met may submit statements of rationale as part of their self-studies. CACREP will determine if these variations accomplish the outcomes that the Standards are designed to ensure.

Note: Glossary definitions are integral to understanding and implementing the standards. These definitions will be used by the Board in making accreditation decisions.
SECTION I

THE LEARNING ENVIRONMENT:
STRUCTURE AND EVALUATION

THE INSTITUTION

A. The current institutional media accurately describe the academic unit and each program offered, including admissions criteria, delivery systems used for instruction, minimum program requirements, matriculation requirements (for example, examinations, academic-standing policies), and financial aid information.

B. The academic unit is clearly identified as part of the institution’s graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program’s learning environments.

D. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).

E. Access to learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching and research.

G. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.

H. A counseling instruction environment, on- or off-campus, is conducive to modeling, demonstration, supervision, and training and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by the faculty and students. The counseling instruction environment includes all of the following:

1. Settings for individual counseling with assured privacy and sufficient space for appropriate equipment;
2. Settings for small-group work with assured privacy and sufficient space for appropriate equipment;

3. Necessary and appropriate technologies and other observational capabilities that assist learning; and

4. Procedures that ensure that the client's confidentiality and legal rights are protected.

THE ACADEMIC UNIT

I. Entry-level degree programs in Career Counseling, College Counseling and Student Development and School Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

The hourly degree requirements for entry-level degree programs in Clinical Mental Health Counseling are in transition. Beginning July 1, 2009, all applicant programs must require a minimum of 54 semester credit hours or 81 quarter credit hours of all students. As of July 1, 2013, the applicants must require a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

J. The counselor education academic unit has made systematic efforts to attract, enroll and retain a diverse group of students and to create and support an inclusive learning community.

K. Admission decision recommendations are made by the academic unit's selection committee, and include consideration of:

1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts;

2. Each applicant's aptitude for graduate-level study; and

3. Each applicant's career goals and their relevance to the program.

L. Prior to or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:

1. A new student orientation is conducted; and

2. A student handbook is disseminated that includes the:
June, 2007 - CACREP Standards Draft #3

a. mission statement of the academic unit and program objectives,

b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate to students,

c. written endorsement policy explaining the procedures for recommendation of students for credentialing and employment,

d. student retention policy explaining procedures for student remediation and/or dismissal from the academic unit and/or program, and

e. academic appeal policy.

M. The ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.

N. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study within the first 12 months of graduate study.

O. The program faculty conducts a systematic, developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development. Consistent with established institutional due process policy and the ACA Code of Ethics and other relevant codes of ethics and standards of practice, when evaluations indicate that a student is not appropriate for the program, faculty assist in facilitating the student’s transition out of the program and, if possible, into a more appropriate area of study.

P. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual and/or triadic supervision is provided by program faculty, the ratio of 6 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.

Q. Group supervision for practicum and internship should not exceed 12 students.

R. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

S. Opportunities for graduate assistantships for program students are commensurate with graduate assistantships opportunities in other clinical training programs in the institution.
FACULTY AND STAFF

T. The academic unit has made systematic efforts to recruit, employ and retain a diverse faculty.

U. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation and incorporate time for supervising student research using formulae consistent with institutional policies and/or practices.

V. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time faculty who

1. Number at least three (3) individuals whose full time academic appointments are in counselor education;

2. Have earned doctoral degrees in counselor education, preferably from a CACREP accredited program. This applies only to faculty members hired after July 1, 2013, who have no prior experience as full time counselor educators. This standard does not apply to full time faculty members who have taught in any counselor education program during or prior to July 1, 2013;

3. Have relevant preparation and experience in the assigned program area;

4. Identify with the counseling profession through memberships in professional organizations and appropriate certifications and/or licenses pertinent to the profession; and

5. Engage in activities of professional organizations including all of the following:
   a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars),
   b. research and scholarly activity, and
   c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service); and

6. Have the authority to determine program curricula within the structure of the institution’s policies.

W. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions.
1. A faculty member is clearly designated as the academic unit leader for counselor education who:
   a. is responsible for the coordination of the counseling program(s),
   b. receives inquiries regarding the overall academic unit,
   c. makes recommendations regarding the development of and expenditures from the budget,
   d. provides or delegates year-round leadership to the operation of the program(s), and
   e. has release time from faculty member responsibilities to administer the academic unit.

2. A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who:
   a. is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought,
   b. is the individual to whom inquiries regarding practicum and internship experiences are referred, and
   c. has clearly defined responsibilities.

X. The academic unit may employ adjunct and/or affiliate counselor education faculty who understand the mission, goals, and curriculum of the program and:

1. Hold graduate degrees, preferably in counselor education from a CACREP accredited program;

2. Have relevant preparation and experience in the assigned area of teaching; and

3. Identify with the counseling profession through memberships in professional organizations and appropriate certifications and/or licenses pertinent to the profession.

Y. Adequate clerical assistance is available to support faculty/program activities and is commensurate with similar graduate programs.
EVALUATION

Z. Program faculty members establish a systematic plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes:

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants;

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program;

4. An assessment of student learning and performance on professional identity, professional practice, and program area standards; and

5. Evidence of the use of findings to inform program modifications

6. Distribution of an official report that documents outcomes of the systematic program evaluation with descriptions of any program modifications to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) and the public.

AA. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.

BB. Annual results of student course evaluations are provided to faculty.

CC. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.
SECTION II

PROFESSIONAL IDENTITY

FOUNDATION

A. A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available and systematically reviewed.

B. The program area objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society;

2. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;

3. Are directly related to program activities; and

4. Are written so that they can be evaluated.

C. Students actively identify with the counseling profession by participating in professional organizations, and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

KNOWLEDGE

D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

1. Content areas;

2. Knowledge and skill outcomes;

3. Methods of instruction;

4. Required text(s) and/or reading(s); and

5. Student performance evaluation criteria and procedures.

E. Evidence exists of the use and infusion of current counseling related research in teaching practice among program faculty and students.
F. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all of the following aspects of professional functioning:

   a. history and philosophy of the counseling profession,

   b. professional roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications,

   c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster,

   d. self-care strategies appropriate to the counselor role,

   e. counseling supervision models, practices, and processes,

   f. professional organizations, including membership benefits, activities, services to members and current issues,

   g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues,

   h. the role and process of the professional counselor advocating on behalf of the profession,

   i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients, and

   j. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural society including all of the following:

   a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally,

   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities that are designed to foster students' understanding of self and culturally diverse clients,
c. theories of multicultural counseling, identity development, and social justice

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies,

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body,

f. counselors’ roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:

a. theories of individual and family development and transitions across the life-span,

b. theories of learning and personality development, including current understandings about neurobiological behavior,

c. effects of crisis, trauma and disasters on individuals of all ages,

d. theories and models of individual, cultural, and community resilience,

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions,

f. human behavior including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior,

g. theories and etiology of addictions and addictive behaviors including strategies for prevention, intervention and treatment,

h. strategies for facilitating optimum development and wellness over the life-span.

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models,
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b. career, avocational, educational, occupational and labor market information resources, visual and print media, and career information systems,

c. career development program planning, organization, implementation, administration, and evaluation,

d. interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development,

e. career and educational planning, placement, follow-up, and evaluation,

f. assessment instruments and techniques that are relevant to career planning and decision making, and

g. career counseling processes, techniques, and resources, including those applicable to specific populations.

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals,

b. counselor characteristics and behaviors that influence helping processes,

c. an understanding of essential interviewing and counseling skills,

d. counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling,

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions,

f. a general framework for understanding and practicing consultation, and

g. an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies.

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including all of the following:
a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work,

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles,

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature,

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness, and

e. direct experiences where students participate in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment,

b. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, behavioral observations,

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations,

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information),

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity,

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations, and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

   a. the importance of research in advancing the counseling profession,

   b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research,

   c. statistical methods used in conducting research and program evaluation,

   d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications,

   e. use of research to inform evidence-based practice, and

   f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
SECTION III

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervision must have:

1. A doctoral degree and/or appropriate counseling preparation, preferably from an accredited counselor education program;

2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling; and

3. Relevant training and supervision experience.

B. Students serving as individual or group practicum student supervisors must:

1. Have completed a master’s degree and counseling practicum and internship experiences equivalent to those within a CACREP accredited entry-level program;

2. Have completed or are receiving preparation in counseling supervision; and

3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

C. Site supervisors must have

1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;

2. A minimum of two (2) years of pertinent professional experience in the program area in which the student is enrolled;

3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students; and

4. Relevant training in counseling supervision.
D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

PRACTICUM

E. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over the minimum of an academic term. The student’s practicum includes all of the following:

1. 40 clock hours of direct service that leads to the development of counseling skills;

2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor working in bi-weekly consultation with a program faculty member;

3. An average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor;

4. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision, and/or to receive live supervision of the student’s interactions with clients; and

5. Evaluation of the student’s counseling performance throughout the practicum including documentation of a formal evaluation after the student completes the practicum.

INTERNSHIP

F. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours that is begun after successful completion of practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. The internship includes all of the following:

1. 240 hours of direct service;

2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member;

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings);

5. The opportunity for the student to develop program-appropriate audio/video recording for use in supervision and/or to receive live supervision of the student's interactions with clients;

6. Evaluation of the student's counseling performance throughout the internship including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.
ADDITION COUNSELING

Students preparing to work as addiction counselors will demonstrate the professional knowledge and skills/practices necessary to work in a wide range of addiction counseling, treatment and prevention programs as well as within a mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy and trends in addiction counseling.

2. Understands ethical and legal considerations specifically related to the practice of addiction counseling.

3. Knows the roles, functions and settings of addiction counselors as well as the relationship between addiction counselors and other mental health professionals.

4. Knows professional organizations, competencies, preparation standards and state credentials that are relevant to the practice of addiction counseling.

5. Understands a variety of models and theories of addiction related to substance use and other addictions.

6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances on the user and significant others.

7. Recognizes the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse.

8. Understands factors that increase the likelihood for an individual, community, or group to be at risk for, or resilient to, psychoactive substance use disorders.

9. Understands the operation of an emergency management system within addiction agencies and the community.

B. Skills and Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in addiction counseling.
2. Applies knowledge of substance abuse policy, financing, and regulatory processes to improve service delivery opportunities in addictions counseling.

3. Demonstrates an understanding of the psychological impact of disasters on individuals with addictions.

COUNSELING INTERVENTION AND PREVENTION

C. Knowledge

1. Knows the principles of addiction intervention, consultation, education, and outreach.

2. Knows the philosophies, practices, policies, and outcomes of models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.

3. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.

4. Understands the role of spirituality in the addiction recovery process.

5. Knows a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.

6. Understands the principles and philosophies of addiction-related self-help programs.

7. Understands professional issues relevant to the practice of addiction counseling including recognition, reimbursement and right to practice.

8. Understands the potential impact on and principles of intervention for individuals with addictions during times of crises, emergencies and/or disasters.

D. Skills/Practices

1. Uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain and terminate counseling.

2. Individualizes helping strategies and treatment modalities to the client’s stage of dependence, change, or recovery.

3. Provides appropriate counseling strategies when working with clients with an addiction and co-occurring disorders.
4. Provides counseling and education about chemical and process addictions to families and others who are affected by clients with addictions.

5. Provides referral to self-help and other support groups when appropriate.

6. Provides culturally relevant formal and informal education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.

7. Maintains ongoing familiarity with recognized best practices of record-keeping related to addiction counseling.

8. Demonstrates the ability to recognize one’s own limitations as an addiction counselor and to seek supervision or refer clients when appropriate.

**DIVERSITY AND ADVOCACY**

E. Knowledge

1. Understands how living in a multicultural society impacts clients with addictions.

2. Understands literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions.

3. Knows public policies on local, state, and national levels that impact the quality and accessibility of addiction services.

4. Understands effective strategies supporting client advocacy and influencing public policy and government relations on local, state, and national levels to enhance equity, increase funding and promote programs that affect the practice of addiction counseling.

F. Skills and Practices

1. Gathers information regarding indigenous and/or community helping resources to make appropriate referrals for clients with addictions.

2. Advocates for policies, programs and services that are equitable and responsive to unique needs of clients with addictions.

3. Demonstrates the ability to modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations of addiction clients.
ASSESSMENT

G. Knowledge

1. Understands various models and approaches to clinical evaluation for addiction, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.

2. Knows specific assessment approaches for determining appropriate level of care for addiction problems.

3. Understands assessment of biopsychosocial and spiritual history and needs as well as family psychiatric, significant medical, and addiction histories.

4. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management.

3. Screens for psychoactive substance toxicity, intoxication, and withdrawal symptoms; aggression or danger to others; potential for self-inflicted harm or suicide; and co-occurring mental disorders.

4. Assists clients in identifying the effects of addiction on life problems and the effects of continued harmful use or abuse.

5. Applies assessment of clients’ stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

6. Assesses for the presence and extent of co-occurring process addictions.

RESEARCH AND EVALUATION

I. Knowledge
1. Understands how to critically evaluate research relevant to the practice of addiction counseling.

2. Knows models of program evaluation for addiction counseling treatment and prevention programs.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling.

J. Skills and Practice

1. Applies relevant research findings to inform the practice of addiction counseling.

2. Develops measurable outcomes for addiction counseling programs, interventions and treatments.

3. Demonstrate the ability to analyze and use data to increase the effectiveness of addiction counseling programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual.

2. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

3. Understands the established diagnostic criteria for substance use disorders and describes treatment modalities and placement criteria within the continuum of care.

4. Understands the relevance and potential biases of commonly used diagnostic tools as related to clients with addictions in multicultural populations.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual, to describe the symptoms and clinical presentation of clients with addictions and mental and/or emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis to clients’ managed care and insurance companies or other 3rd party payers.
CAREER COUNSELING

Students preparing to work as career counselors will demonstrate the professional knowledge and skills/practices necessary to assist individuals in the development of a life-career plan with a focus on the definition of the worker role and how that role interacts with other life roles. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in career counseling.

2. Understands ethical and legal considerations specifically related to the practice of career counseling.

3. Knows the roles, functions and settings of career counselors, including private and public sector agencies and institutions.

4. Knows professional organizations, competencies, preparation standards and credentials that are relevant to the practice of career counseling and career development programs.

5. Understands a variety of models and theories of career counseling and career development.

6. Understands policies, laws, and regulations relevant to career counseling and career development programs (e.g., ADA).

B. Skills/Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in career counseling.

2. Demonstrates an ability to explain career development as an integral subset of human development.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery.
2. Understands theories, strategies, and models of consultation relevant to career counseling.

3. Understands the impact of crises, emergencies and disasters on individuals’ career planning and development.

D. Skills/Practice

1. Demonstrates the ability to identify and understand clients’ personal, family and cultural characteristics related to clients’ career development.

2. Demonstrates the ability to identify and understand clients’ attitudes toward work and workers and their career decision-making processes.

3. Demonstrates the ability to support and challenge clients in preparing for and initiating life-work role transitions, including:
   a. Locating, obtaining and interpreting sources of relevant career information and experience;
   b. Acquiring skills needed to make life-work role transitions;
   c. Examining life-work roles, including the balance of work, leisure, family, and community in their careers.

4. Demonstrates the ability to assist the client to acquire a set of employability and job search skills.

5. Demonstrates the ability to establish and maintain a productive consulting relationship with individuals who can influence a client’s career.

6. Demonstrates the ability to recognize one’s own limitations as a career counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the role of multicultural issues in career counseling

2. Understands the role of racism, discrimination, power, privilege, and oppression in one’s own life and career and those of the client.

3. Understands the sociopolitical and socioeconomic forces that impact the career opportunities of ethnic and cultural minorities, such as immigration, racism, and stereotyping.
4. Understands the changing roles of women and men and the implications that this change has on employment, education, family, and leisure.

5. Understands the impact of globalization on life role(s), careers, and on the workplace.

F. Skills/Practice

1. Demonstrates the ability to make accommodations for career needs unique to multicultural and diverse populations, such as:
   a. Identifying alternative approaches to meet clients’ career planning needs;
   b. Designing and delivering career development programs and materials to hard-to-reach populations;
   c. Demonstrating the ability to advocate for clients’ career development and employment.

2. Demonstrates an ability to assist staff members, professionals, and community members in understanding the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues.

3. Demonstrates the ability to help the general public and legislators understand the importance of career counseling, career development, life-work planning and workforce planning.

ASSESSMENT

G. Knowledge

1. Understands assessment strategies for career development and career counseling programs.

2. Understands how to choose the appropriate career assessment tools and techniques.

3. Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client.)

H. Skills/Practice

1. Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career
indecision, work environment preference (e.g., work satisfaction), and other related lifestyle/development issues.

2. Demonstrates an ability to identify, select and provide appropriate career assessment tools for clients.

3. Demonstrates an ability to assess conditions of the work environment (e.g. tasks, expectations, norms, and qualities of the physical and social settings).

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of career counseling and career development.

2. Know models of program evaluation for career counseling and development programs.

3. Knows basic strategies for evaluating counseling outcomes in career counseling.

J. Skills/Practice

1. Applies relevant research findings to inform the practice of career counseling.

2. Develops measurable outcomes for career counseling programs, activities and experiences.

3. Demonstrates the ability to analyze and use data to increase the effectiveness of career counseling programs and interventions.

4. Demonstrates the use of various types of research designs appropriate to career counseling and development research.

PROGRAM PROMOTION, MANAGEMENT, AND IMPLEMENTATION

K. Knowledge

1. Understands organizational theories, behavior, planning, communication, and management useful in implementing and administering career development programs.

2. Understands the resources applicable in job forecasting, planning, policy analysis, and resource allocation.

3. Understands leadership theories and approaches for evaluation and feedback, organizational change, decision-making, and conflict resolution.
L. Skills/Practice

1. Demonstrates the ability to plan, organize, and manage a comprehensive career resource center.

2. Demonstrates the ability to implement career development programs in collaboration with others.

3. Demonstrates the ability to train others about the appropriate use of technology for career information and planning.

4. Demonstrates the ability to provide effective supervision to career development facilitators at different levels of experience by:
   a. Communicating the facilitators’ roles, competencies, and applicable ethical standards;
   b. Assessing the facilitators’ competence in each of the areas included in their certification;
   c. Providing further facilitator competency training, including interpretation of assessment instruments;
   d. Monitoring and mentoring the facilitator’s activities to ensure that they support the objectives of the professional career counselor; and,
   e. Scheduling regular consultations with facilitators to review the effectiveness of their activities.

5. Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services.

6. Demonstrates the ability to analyze future organizational needs and current level of employee skills and develop performance improvement training.

INFORMATION RESOURCES

M. Knowledge

1. Understands education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations.
2. Understand the resources and skills that clients use in life-work planning and management.
3. Knows the community/professional resources available to assist clients in career planning, including job search.

N. Skills/Practice

1. Demonstrates the ability to manage career, educational and personal-social information resources.

2. Demonstrates the ability to evaluate and disseminate career and educational information.
CLINICAL MENTAL HEALTH COUNSELING

Students preparing to work as clinical mental health counselors will demonstrate the professional knowledge and skills/practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy and trends in clinical mental health counseling.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.

3. Understands the roles, functions and settings of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals in these settings, including interdisciplinary treatment teams.

4. Knows professional organizations, preparation standards and credentials that are relevant to the practice of clinical mental health counseling.

5. Understands a variety of models and theories related to mental health counseling, including methods, models and principles of clinical supervision.

6. Is aware of professional issues that affect clinical mental health counselors, such as core provider status, access to and practice privileges within managed care systems, and expert witness status.

7. Understands the management of mental health services and programs, including areas such as administration, finance, accountability and concepts and procedures used in mental health services for determining outcomes.

8. Understands the operation of an emergency management system within clinical mental health agencies and the community.

B. Skills/Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling.

COUNSELING PREVENTION AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, advocacy, and outreach as well as the operation of those programs and networks that promote mental health in a multicultural society.

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and/or emotional disorders

3. Demonstrates knowledge of models, methods, and principles of program development and service delivery for a diverse clientele (e.g. support groups, peer facilitation training, parent education, and encouragement of self-help.)

4. Recognizes need to screen for, assess, and manage suicide risk.

5. Knows the disease concept and etiology of chemical dependency and other addictions.

6. Understands the range of mental health service delivery, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services network.

7. Understands the appropriate use of crisis intervention, brief, intermediate and long-term approaches.

8. Knows principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning.

9. Recognizes the importance of family, social networks and community systems in the treatment of mental and/or emotional disorders.

10. Understands professional issues relevant to the practice of clinical mental health counseling.

11. Understands the potential impact of and principles of intervention for individuals with mental and/or emotional disorders during times of crises, emergency or disaster.
D. Skills/Practices

1. Uses principles and practices of diagnosis, treatment, referral, and prevention of mental and/or emotional disorders to initiate, maintain and terminate counseling.

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and/or emotional disorders.

3. Promotes optimal human development, wellness, and mental health through prevention, education and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

6. Maintains ongoing familiarity with recognized professional standards of record-keeping related to clinical mental health counseling.

7. Provides appropriate counseling strategies when working with clients with an addiction and co-occurring disorders.

8. Demonstrates the ability to recognize one's own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society impacts clients seeking mental health counseling services.

2. Knows the roles that racism, discrimination, sexism, power, privilege and oppression have had on one's own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and/or emotional disorders.

4. Understands effective strategies supporting client advocacy and influencing public policy and government relations on local, state, and national levels to enhance equity, increase funding and promote programs that affect the practice of clinical mental health counseling.
5. Understands implications of concepts such as internalized oppression, institutional racism, and the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on local, state, and national levels that impact the quality and accessibility mental health services.

F. Skills/Practice

1. Maintains information regarding indigenous or community helping resources to make appropriate referrals.

2. Advocates for policies, programs and services that are equitable and responsive to unique needs of clients.

3. Demonstrates the ability to modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

2. Understands various models and approaches to clinical evaluation, and their appropriate uses, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.


H. Skills/Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression or danger to others and/or self and co-occurring mental disorders.

4. Applies assessment of clients’ stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

2. Knows models of program evaluation for clinical mental health programs.

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

2. Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments.

3. Demonstrates the ability to analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual.

2. Understands the established diagnostic criteria for mental and/or emotional disorders and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

4. Understands the relevance and potential biases of commonly used diagnostic tools as related to multicultural populations.

L. Skills/Practice

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual, to describe the symptoms and clinical presentation of clients with mental and/or emotional impairments.

2. Able to conceptualize accurate multi-axial diagnoses of disorders presented by clients and communicate the differential diagnosis to clients’ managed care and insurance companies or other third-party payers.
COLLEGE COUNSELING AND STUDENT DEVELOPMENT

Students preparing to work in professional positions in higher education will demonstrate the knowledge and counseling skills/practices that are necessary to promote the development of postsecondary students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy and trends in college counseling and student development.

2. Understands ethical and legal considerations specifically related to the practice of college counseling and student development.

3. Knows the diversity of roles, functions and settings of student affairs professionals and counselors working in postsecondary education.

4. Knows professional organizations, preparation standards and credentials that are relevant to the practice of college counseling and student development.

5. Understands student development theories including holistic wellness and research relevant to student learning and personal development.

6. Recognizes current trends in higher education and the diverse character of postsecondary education environments.

7. Understands organizational, management, and leadership theory and practice.

8. Understands strategies and leadership required for services encompassed by college student development in postsecondary education such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.

9. Is familiar with the concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education.

10. Understands the operation of the institution’s emergency management system and the roles of student affairs professionals and counselors in postsecondary education during times of crises, emergencies or disasters.
B. Skills/Practice

1. Demonstrates the ability to apply and adhere to ethical and legal standards in college counseling and student development.

2. Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development.

3. Applies knowledge of public policy, finance, governance, cultural contexts, international education and global understanding that inform student affairs practice.

4. Identifies and applies leadership, organization, and management practices that assist institutions in accomplishing their mission.

5. Designs, implements, monitors, and evaluates student affairs programs including an awareness of various systems and environmental context that affect participants.

6. Demonstrates an understanding of the psychological impact of disasters of disasters on students, faculty, and institutions.

C. Knowledge

1. Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education.

2. Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education.

3. Knows principles of addiction intervention, consultation, education and outreach for students in postsecondary education.

4. Recognizes the need to screen for, assess and manage suicide risk for students in postsecondary education.

5. Understands the principles of psychological first aid and its use during times of crises and disasters in postsecondary education.

6. Demonstrates the ability to recognize one's own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate.
D. Skills/Practice

1. Applies multicultural competencies to the practice of college counseling and student development.

2. Demonstrates skills necessary for facilitating academic success of postsecondary students.

3. Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, educational, and community crises.

4. Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education.

5. Demonstrates the ability to design, implement and evaluate programs of wellness promotion, prevention, treatment and intervention services for students in postsecondary education.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands postsecondary student development in a multicultural society and characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation.

2. Understands learning styles as well as institutional, systemic, interpersonal and intrapersonal barriers to learning in postsecondary education.

3. Knows the sociopolitical and socioeconomic forces that impact upon all students.

4. Understands the effect of discrimination and oppression in postsecondary education.

5. Recognizes the special needs of students in postsecondary education (e.g., resident, commuter, distance learners, students with a disability, adult learners, student athletes, international and first generation students).

6. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.
F. Skills/Practice

1. Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment.

2. Analyzes postsecondary student needs as to design, implement, and evaluate appropriate learning and developmental opportunities.

3. Collaborates with the postsecondary community to assist students and uses the postsecondary community resources to improve student learning and development.

4. Applies multicultural competencies to serve diverse and changing postsecondary student populations.

5. Addresses multicultural counseling issues, as well as the issues of discrimination, power, privilege, oppression and values on student development and progress in postsecondary education.

6. Advocates for policies, programs and services that are equitable and responsive to the unique needs of each postsecondary student.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment for postsecondary student development, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans.

2. Knows current theories and methods of using assessment data, especially program evaluation and environmental assessment models, to support data based decision making.

H. Skills/Practice

1. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds and abilities.

2. Analyzes and uses multiple data sources to make decisions about improving differentiated student programs and services across all populations.
RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of college counseling and student development.

2. Knows models of program evaluations for college counseling and student development that include measures for learning processes and outcomes and assessment of post secondary environments and organizations.

3. Knows basic strategies for evaluating counseling outcomes and/or programmatic outcomes in college counseling and student development.

J. Skills/Practice

1. Applies relevant research findings to inform the practice of college counseling and student development.

2. Develops measurable outcomes for college counseling and student development activities.

3. Demonstrates the ability to analyze and use data to increase the effectiveness of college counseling and student affairs programs.

4. Assesses and interprets research ethics and legal implications of research that includes a human subjects review.
MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students preparing to work as marriage, couple and family counselors are expected to possess knowledge and counseling skills/practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Knows the history, philosophy and trends in marriage, couple, and family counseling.

2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.

3. Knows the roles, functions and settings of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.

4. Knows professional organizations, competencies, preparation standards and credentials that are relevant to the practice of marriage, couple and family counseling.

5. Understands a variety of models and theories of marriage, couples and family counseling.

6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence and related family concerns.

7. Understands the role of the marriage, couple and family counselor within the emergency management system of the practice site and community.

B. Skills/Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple and family counseling.

2. Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.
COUNSELING PREVENTION AND INTERVENTION

C. Knowledge

1. Understands issues of marriage, couple, and family life cycle dynamics, healthy family functioning, family structures, and, family of origin and intergenerational influences in a multicultural society.

2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, and immigration) and interventions that can enhance family functioning.

3. Understands human sexuality issues (gender, sexual functioning, and sexual orientation) and their impact on family and couple functioning.

4. Demonstrates an understanding of the impact of disasters on couples and families

5. Understands professional issues relevant to the practice of marriage, couple and family counseling including recognition, reimbursement, and right to practice.

D. Skills/Practices

1. Uses preventive, developmental, and wellness approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement.

2. Uses systems theory to conceptualize issues in marriage, couple and family counseling.

3. Uses systems theories to implement treatment, planning and intervention strategies.

4. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

5. Demonstrates the ability to recognize one’s own limitations as a marriage, couple and family counselor and seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society impacts couples and families.
2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, and same sex couples).

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with diverse family systems.

4. Knows the roles that racism, discrimination, sexism, power, privilege and oppression have on one’s own life and that of the client(s).

5. Understands the effect of local, state and national policies, programs and services on diverse family systems.

F. Skills/Practices

1. Demonstrates the ability to provide effective services to clients in a multicultural society.

2. Maintains information regarding indigenous or community helping resources to make appropriate referrals.

3. Advocates for policies, programs and services that are equitable and responsive to the unique needs of couples and families.

4. Demonstrates the ability to modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse couples and families.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment and case conceptualization from a system’s perspective including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.

2. Understands marriage, couple and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.

3. Understands the impact of addiction, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.
H. Skills/Practices

1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.

2. Uses systems assessment models and procedures to evaluate family functioning.

3. Determines which members of a family system should be involved in treatment.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of marriage, couples and family counseling.

2. Knows models of program evaluation relevant for the practice of marriage, couples and family counseling.

3. Knows evidence based treatments and basic strategies for evaluating counseling outcomes in marriage, couples and family counseling.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.

2. Develops measurable outcomes for marriage, couples and family counseling programs, interventions and treatments.

3. Demonstrates the ability to analyze and use data to increase the effectiveness of marriage, couples and family counseling interventions and programs.
SCHOOL COUNSELING

Students preparing to work as school counselors will demonstrate the professional knowledge and skills/practices that are necessary to promote the academic, career and personal/social development of all K-12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy and trends in school counseling and educational systems.

2. Understands ethical and legal considerations specifically related to the practice of school counseling.

3. Knows roles, functions, settings and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. Knows professional organizations, competencies, preparation standards and credentials that are relevant to the practice of school counseling.

5. Knows current models of school counseling programs (e.g. ASCA National Model) and understands their integral relationship to the total education program.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level (e) multicultural issues, and (f) factors of resiliency on student learning and development.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during a time of crisis, emergency or disaster.

B. Skills/Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. Demonstrates the ability to articulate, model and advocate for an appropriate school counselor identity and program.
COUNSELING, PREVENTION AND INTERVENTIONS

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individuals and groups of students.

2. Knows how to design, implement, manage and evaluate programs to enhance the academic, career and personal/social development of all K-12 students.

3. Knows strategies for helping students to identify strengths and cope with developmental problems.

4. Knows how to design, implement, manage and evaluate transition programs, including school-to-work and postsecondary placements.

5. Understands group dynamics, including counseling, psycho-educational, task, and peer helping groups; and the facilitation of teams to enable students to overcome barriers and impediments to learning.

6. Understands the potential impact of crises, emergencies and disasters on students, educators and schools and knows the skills needed for crisis intervention and psychological first aid.

D. Skills/Practices

1. Demonstrates self-awareness, sensitivity to others, and skillfulness in relating to diverse individuals, groups and classrooms.

2. Provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students.

3. Designs and implements prevention and intervention plans for students’ problems that demonstrate an understanding of the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to recognize the limitations of one’s own school counselor role and seeks supervision or refers clients when appropriate

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede the academic, career and personal/social development of all K-12 students.

3. Understands the ways in which educational policies, programs and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural counseling issues, as well as the effects of ability levels, stereotyping, family, socioeconomic status, gender and sexual identity and their effects on student achievement.

F. Skills/Practices

1. Demonstrates multicultural competencies in response to issues surrounding diversity, equity, and excellence in terms of student learning and development.

2. Advocates for the learning and academic experiences that are necessary to promote the academic, career and personal/social development of all K-12 students.

3. Advocates for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families as necessary to promote the academic, career and personal/social development of all K-12 students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students.

2. Knows the characteristics of children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Identifies various forms of needs assessments for academic, career and personal/social development.

H. Skills/Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate the academic, career and personal/social development of all K-12 students.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede the academic, career and personal/social development of all K-12 students.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g. behavioral observation and program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g. school improvement plan, school report card).

5. Understands the outcome research data and best practices as identified in the school counseling research literature.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions and experiences.

3. Demonstrates the ability to analyze and use data (e.g., surveys, interviews, focus groups, and needs assessments) to increase the effectiveness of school counseling programs.
ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands relationship of the school counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs and practices that are designed to close the achievement gap and promote students’ academic success.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material.

L. Skills/Practices

1. Conducts programs that are designed to enhance all students’ academic development.

2. Implements strategies and activities for preparing all students for a full range of postsecondary options and opportunities.

3. Implements research-based differentiated instructional strategies that draw upon subject matter and pedagogical content knowledge and skills to promote the achievement of all students.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well being, and learning are enhanced by family-school collaboration.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and larger community.

3. Knows how to build effective working teams of school staff, parents and community members to promote the academic, career and personal/social development of all K-12 students.

4. Understands systems theories and models and processes of consultation within school system settings.

5. Knows how to build effective working teams of school staff, parents and community members to promote the academic, career and personal/social development of all K-12 students.
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6. Understands systems theories and models and processes of consultation.

7. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

8. Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, and peer tutoring) and how to coordinate them.

9. Knows school and community collaboration models for crisis response

N. Skills/Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that impact students' success in school.

2. Locates and coordinates resources in the community that can be utilized in the school to improve student achievement and success.

3. Consults with teachers and staff and community based organizations to create an environment that promotes the academic, career and personal/social development of all K-12 students.

4. Uses peer helping strategies to help augment the school counseling program.

5. Establishes referral procedures with helping agents in the community (e.g. mental health centers, business, and service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage and evaluate a comprehensive school counseling program (e.g., ASCA National Model).

4. Understands the importance of the role of the school counselor as a systems change agent.

5. Understands the school counselors’ role in IEP, school leadership, curriculum, and advisory meetings.
P. Skills/Practices

1. Designs, implements, manages and evaluates a school counseling program.

2. Plans and presents school counseling-related educational programs for parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
DOCTORAL STANDARDS
COUNSELOR EDUCATION AND SUPERVISION

Doctoral degree programs in Counselor Education and Supervision are intended to prepare graduates to work as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings. The doctoral program standards are intended to accommodate the unique strengths of different programs. Doctoral programs for which accreditation is sought must encompass all of the entry-level program standards. Students admitted to doctoral programs must have completed studies that meet CACREP entry-level standards as specified in Sections II, III, and in a specific program area and provide evidence of the knowledge base of a professional counselor.

SECTION I
THE LEARNING ENVIRONMENT

THE INSTITUTION

A. Access is provided to library and other learning resources appropriate for doctoral level scholarly inquiry, study, and research by students and program faculty.

THE PROGRAM

B. Doctoral programs accept as primary obligations:

1. Extending the knowledge base of the counseling profession in a climate of scholarly inquiry;

2. Supporting faculty and students in publishing and/or presenting the results of scholarly inquiry;

3. Preparing students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision; and

4. Preparing students to assume positions of leadership in the profession and/or their area(s) of specialization.

C. In addition to the entry-level considerations, doctoral program admission criteria include consideration of each applicant’s:

1. Academic aptitude for doctoral-level study;

2. Previous professional experience;

3. Fitness for the profession, including self-awareness and emotional stability;
4. Verbal and written communication skills; and

5. Potential for scholarship, professional leadership and advocacy.

D. Students establish an approved doctoral committee and complete a planned program of study in conjunction with this committee consistent with institutional standards.

E. Students attend planned meetings with their doctoral committee during their doctoral programs.

FACULTY AND STAFF

F. Faculty teaching loads and research and service expectations are equivalent to comparable doctoral programs in the institution.

G. The doctoral program consists of a minimum of four academic years of graduate-level preparation (including entry-level preparation), defined as eight semesters or 12 quarters with a minimum of 96 semester hours or 144 quarter hours of graduate-level credits required of all students in the program.

H. Any academic unit offering the doctorate requires a minimum of five full-time Counselor Education faculty positions.

I. Faculty participate in professional organizations appropriate to their teaching responsibilities and/or scholarly interests.

J. Faculty dissertation advising loads and expectations are equivalent to comparable doctoral programs in the institution.

K. Faculty are currently engaged in research, writing, and publication in the field of counselor education.

EVALUATION

L. The doctoral program is evaluated using criteria specified in the entry-level standards, Section I.X-A.B.

SECTION II
PROFESSIONAL IDENTITY

FOUNDATIONS

A. Doctoral program objectives address the professional leadership roles of Counselor Education, supervision, advanced counseling practice, and research competencies expected of doctoral graduates.
B. It is expected that doctoral students will have experiences that are designed to:

1. Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations;

2. Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public;

3. Foster participation in appropriate professional organizations, and

4. Contribute to and promote scholarly counseling research.

KNOWLEDGE

C. Learning experiences beyond the entry-level are required in all of the following content areas:

1. Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and disaster response training;

2. Theories and practices of counselor supervision;

3. Instructional theory and methods relevant to counselor education;

4. Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning;

5. Design, implementation, and analysis of quantitative and qualitative research and methodology;

6. Models and methods of assessment and use of data;

7. Ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics and other relevant codes of ethics and standards of practice).

SECTION III
PROFESSIONAL PRACTICE

CLINICAL EXPERIENCE

A. Doctoral students are required to participate in a supervised advanced practicum in counseling as part of the doctoral program. The nature of the advanced practicum experience is to be determined in consultation with program faculty and/or a doctoral committee.
B. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral advisor and student, based on experience and training. Students should be given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives.

C. During practica and internships, the student must receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

SECTION IV
DOCTORAL LEARNING OUTCOMES

Programs must provide evidence that doctoral students will demonstrate the knowledge and skills/practices, beyond the entry level program requirements, in all of the following areas. Programs may choose to emphasize one or more of the following areas congruent to program mission.

SUPERVISION

A. Knowledge

1. Understands the purposes of clinical supervision.

2. Understands theoretical frameworks and models of clinical supervision.

3. Understands the roles and relationships related to clinical supervision.

4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

B. Skill/Practices

1. Demonstrates the application of theory and skills of clinical supervision.

2. Develops and demonstrates a personal style of supervision.
TEACHING

C. Knowledge

1. Understands the major roles, responsibilities, and activities of counselor educators.

2. Knows instructional theory and methods relevant to counselor education.

3. Understands ethical, legal and multicultural issues associated with counselor preparation training.

D. Skill/Practices

1. Develops a philosophy of teaching and learning.

2. Implements various procedures for delivering information and engaging students.

3. Demonstrates the ability to assess the needs of counselors in training and develop techniques for helping student develop into competent counselors.

RESEARCH AND SCHOLARSHIP

E. Knowledge

1. Understands univariate and multivariate research designs and data analysis methods.

2. Understands qualitative designs and approaches to qualitative data analysis.


4. Knows models and methods of program evaluation.

F. Skill/Practices

1. Demonstrates the ability to formulate and appropriately document a research hypothesis appropriate for research in professional journals.

2. Demonstrates ability to create a research design that is appropriate to the research hypothesis.

3. Demonstrates professional writing skills necessary for journal and newsletter publication.

4. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and program development.
5. Demonstrates the ability to implement a program evaluation design.

COUNSELING

G. Knowledge

1. Knows the major counseling theories, their strengths and weaknesses, theoretical basis for efficacy, applicability to multicultural populations, and ethical/legal considerations.

2. Understands different methods for evaluating counseling effectiveness.

3. Understands the research base for existing counseling theories.

3. Knows theories and treatment methods of addiction; their strengths and weaknesses, theoretical basis for efficacy and change, applicability to multicultural populations, and ethical/legal considerations.

5. Understands the effectiveness of models and methods of disaster response training.

H. Skill/Practices

1. Demonstrates skills involved with the effective practice of the major counseling theories, to include individual, group, systems, developmental and consultation forms of counseling.

2. Examines existing counseling theories necessary to develop one’s own personal theoretical orientation to counseling.

3. Demonstrates a personal theoretical counseling orientation for working with clients.

4. Establishes long and short range counseling goals and demonstrates the relationship between those goals and a theoretical counseling orientation.

5. Demonstrates an understanding of case conceptualization addressing issues such as clinical evaluation, diagnostic process nomenclature, treatment, referral and prevention of mental and/or emotional disorders.

6. Demonstrates skills involved in adapting counseling theories, techniques, and methods to client needs.
LEADERSHIP AND ADVOCACY

I. Knowledge

1. Understands theories and skills of leadership.

2. Understands theories and skills of advocacy.

3. Understands current multicultural issues; including social change theory and advocacy action planning.

4. Understands models, leadership roles and strategies for responding to community, national, and international crises.

J. Skill/Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

2. Demonstrates the ability to advocate for the profession and its clientele.
GLOSSARY

ACADEMIC UNIT — the academic department, or specifically defined subsection of a department, identified and defined in a college or university which has responsibility for curricular and clinical experiences for which accreditation is sought. An academic unit has allocated faculty and physical facilities.

ACCULTURATIVE EXPERIENCES — the product of interactions among culturally distinct individuals that result in attitudinal and behavioral changes.

ACCREDITATION — a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met, (2) an on-site review by a selected group of peers, and (3) a decision by an independent board or commission that either grants or denies accredited status based on how well the standards are met.

ADVOCACY — action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.

BIOPSYCHOSOCIAL — pertaining to biological, psychological, and social functioning.

BI-WEEKLY CONSULTATION — communication regarding the student’s progress between the site supervisor and the program faculty advisor that occurs at least every other week throughout the student’s practicum experience.

CERTIFICATION — the process by which an agency or association grants recognition to an individual who has met predetermined qualifications specified by that agency or association.

COMMON CORE — eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Helping Relationships, (6) Group Work, (7) Assessment, and (8) Research and Program Evaluation. The common core areas represent knowledge areas that are fundamental to the counseling profession.

CONSULTATION — relationship between professionals or other pertinent persons for the purpose of aiding the consultee(s).
COOPERATING AGENCY — an institution, organization, or agency external to and independent of the academic program seeking accreditation.

COUNSELOR EDUCATION — a process that prepares counselors in both didactic and clinical aspects of counseling.

CREDENTIALING — formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.

CURRICULAR EXPERIENCES — planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.

DIFFERENTIATED INSTRUCTION — matching curriculum materials, teacher, delivery style, classroom management strategies and behavior/learning expectations to the student’s motivation and learning needs.

DIRECT SERVICE — interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working with clients.

DISEASE CONCEPT — the recognition of addiction as an illness that is primary, permanent, predictable and progressive.

DIVERSITY — distinctiveness and uniqueness among and between human beings.

DUE PROCESS POLICY — written procedures by the institution to protect an individual’s rights as a student.

ENDORSEMENT — approving or sanctioning a program or program graduate. Institutions and academic units only claim CACREP accreditation for specific CACREP accredited programs. CACREP accredited program officials and program faculty recommend program students and graduates only for employment or credentialing for which students and graduates meet established criteria.

ENTRY-LEVEL — the preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.

FULL-TIME EQUIVALENT (FTE) — when calculating FTE ratios, programs use their institution’s definition of full time student loads and faculty teaching loads, including part time students and faculty at their percentage of full time.
INSTITUTIONAL ACCREDITATION - In US higher education, institutional accreditation is granted by regional and national accrediting commissions which review entire institutions such as universities or colleges.

INTERNSHIP — a distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student’s program and initial postgraduate professional placement.

LICENSURE — the process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected.

METHODS OF INSTRUCTION - how course content is delivered (e.g., lecture, seminar, supervised practical application, distance learning).

MULTICULTURAL — term denoting the diversity of racial, ethnic, and cultural heritage, socioeconomic status, age, gender, sexual orientation, religious and spiritual beliefs, as well as physical, emotional and mental abilities.

NEUROBIOLOGICAL BEHAVIOR – the relationship between brain anatomy, function, biochemistry and learning and behavior.

PLURALISTIC — a condition of society in which numerous distinct ethnic, racial, religious, and social groups coexist and cooperatively work toward the interdependence needed for the enhancement of each group. This is based in the belief that all members of society benefit when diverse groups participate fully in the dominant society, yet maintain their differences.

PRACTICUM — a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship.

PROCESS ADDICTION – an addiction to a behavior or action such as gambling, shopping, eating or sexual activities.

PROFESSIONAL COUNSELOR — a counselor who has received a master’s degree or higher from an entry-level program in counselor education matching the standards outlined by CACREP. A professional counselor remains active in the counseling professional by participating in professional development and seeking appropriate licensure and certification.

PROFESSIONAL ORGANIZATIONS — the American Counseling Association, its divisions, branches, and affiliate organizations
PROGRAM — a structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, “programs” are housed within an “academic unit.” Academic Units may offer programs in Addiction Counseling, Career Counseling, Clinical Mental Health Counseling, College Counseling and Student Development, Marriage, Couple and Family Counseling, and School Counseling as well as Counselor Education and Supervision at the doctoral level.

RELATED PROFESSION WITH EQUIVALENT QUALIFICATIONS — a profession closely related to counseling, such as social work or psychology. Qualifications must be commensurate with the clinical preparation and experience of professional counselors. The Board will review faculty and supervisor qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g. LPC, NBCC), presentations, publications, and/or research. The program should be able to document faculty whose professional qualifications and identity is with professional counseling and counselor education.

SPIRITUALITY — a sense of a relationship with or belief in a “higher power” or entity greater than oneself.

STANDARD — a minimal criterion that must be met.

STUDENT RETENTION POLICY — the policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.

SUPERVISION — a tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

*individual supervision* - a tutorial and mentoring relationship between a member of the counseling profession and a counseling student.

*group supervision* - a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

*triadic supervision* - a tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

SYSTEMATIC — a regular, on-going, comprehensive method by which a program conducts evaluations of program and student outcomes. This definition also applies to efforts to recruit and retain a diverse faculty and student population.
Appendix D

CACREP Standards:
Curriculum Matrix
<table>
<thead>
<tr>
<th>Knowledge Base</th>
<th>CEPD 9851</th>
<th>EDUC 9961</th>
<th>CEPD 9971</th>
<th>CEPD 9951</th>
<th>CEPD 9999</th>
<th>CEPD 8140</th>
<th>CEPD 8131</th>
<th>CEPD 8141</th>
<th>CEPD 8184</th>
<th>CEPD 7140</th>
<th>CEPD 8190</th>
<th>CEPD 8831</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;</td>
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<td>2. theories and practices of counselor supervision;</td>
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<td>3. instructional theory and methods relevant to counselor education;</td>
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<td>4. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;</td>
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<td>5. design and implementation of quantitative research and methods;</td>
<td>X</td>
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<td>6. models and methods of assessment and use of data;</td>
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<tr>
<td>7. ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics); and</td>
<td>X</td>
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<tr>
<td>8. the role of racial, ethnic, and cultural heritage, national, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs.</td>
<td>X</td>
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</tbody>
</table>
Appendix E

Faculty Credentials
Certification:
National Board for Certified Counselors, Certificate NO. 26088.

Licensure:
Georgia Licensed Professional Counselor, # 2165.
Alabama Licensed Professional Counselor, # 1419.

Academic Degree:
Degree: Ph.D., 1995
Auburn University
Major: Counselor Education
Degree: M.Ed., 1991
Auburn University
Major: Counseling
Mary Mann College (Liberal Arts)
Degree: A.B.
Concentration: Teaching

Additional Education:
Special Education in the Regular Classroom – UWG – 3 semester hours, May Semester, 2001

Teaching Experience:
Professor - Counseling and Educational Psychology Department,
University of West Georgia (2007 Promotion)

Associate Professor - Counseling and Educational Psychology Department,
University of West Georgia (2001-2007)
Assistant Professor - Counseling and Educational Psychology Department, University of West Georgia (1995-2001)

Adjunct Professor - Counseling and Counseling Psychology Department, Auburn University. Teaching responsibilities (Summer 1996)

Adjunct Instructor - Counseling and Counseling Psychology Department, Auburn University. Responsibilities (Fall Quarter, 1994 Winter Quarter, 1995)

Assistant to Director Discovery Club - After School Church Program grades 3-6. (Spring 1995)

Counselor Education Internship - Counseling and Educational Psychology Department, West Georgia College (1993-1994)

Teaching Assistant/Team Teaching - Counseling and Counseling Psychology Department, Auburn University (1993, 1994 & 1995)


Substitute Teacher/Broward County School System, FL - School & Home Bound Teacher

Teacher/Washington Township Schools, Jefferson Jr. High School, Toledo - History & Spanish

Clinical Experience:

Supervisor - Supervisor for licensure applicants (1995-present)

Pretest/Posttest HIV Counselor - Positive Response, Carrollton, GA (1996-1997)


Internship - Supervision Component - Counseling and Educational Psychology Department, West Georgia College (1993-1994)

Group Leader - Counseling and Educational and Psychology Department, West Georgia College. Women's growth group/group course (1993)

Supervision Practicum - Counseling and Counseling Psychology Department, Auburn University (1993)

Doctoral Counseling Practicum - Personal Assessment Center (PACS), Drake Medical Center, Auburn University (1992)

Counseling Internship and Practicum - Auburn University at Montgomery Personal Counseling Center (1990-1991)

Initial Research Experience:


Graduate Research Assistant - Auburn University (1989-1990)
Professional Experience:

**Team Member** – Diagnostic School Improvement Service Team – participant on school reviews (May, 2001)

**Associate Editor - The Professional Educator**, semiannual publication sponsored by The Truman Pierce Institute of Auburn University (1994-1995)

**Placement Officer** - College of Education, Teacher Education Services, Auburn University. (1991-1993)

Professional Organization Service:

National Service:

- American School Counseling Association (ASCA)
  - *Invited to serve 2nd 3-year term* (2004- present)

- American Counseling Association (ACA)
  - Reviewer, Graduate Student Essay Contest (2000, 2001)

- Wadsworth® Thomson Learning
  - Book Reviewer (2001)

- Council for Accreditation of Counseling and Related Programs
  - Team Leader – Site Review (Spring 2007)
  - Team Leader – Site Review (Spring, 2002)
  - On-Site Team Member - Accreditation team reviewer (1996-present – 4 site visits)

- National Board for Certified Counselors (NBCC)

- Association for Counselor Education and Supervision (ACES)
  - Acting Alabama Delegate, ACES delegate meeting, ACA convention, Denver (1995)
  - Member, National Bylaws and Resolutions Committee (1993-1994)

- American Mental Health Counselors Association (AMHCA)
  - Co-chair, AMHCA Public Awareness Committee (1994-1995)
  - Member, AMHCA Task Force Scholarship Fund (1994-1995)

Regional Service:

- Cobb County School System
  - Reviewer, System School Counselor Awards (2002)

- Carroll County Rape Crisis Center
Member, Board of Directors (2001-2002)

Southern Association for Counselor Education and Supervision (SACES)
- Co-chair, Planning Committee for potential on-line SACES journal (1999)
- Chair, Preliminary study for SACES journal (1998)
- Chair, Long Range Planning Committee (1996-1998)
- Nomination, Secretary (1998)
- SACES Needs Assessment Survey (1997). Chair, Long Range Planning Committee that compiled members’ needs assessment of services

State Service:

Georgia School Counselors Association (GSCA)
- Leadership Development Institute, 2 day training for leadership as editor, Georgia College and State University (May 2007)
- Editor, Georgia School Counselors Association Journal (2007-present)
- Editor Elect, Georgia School Counselors Association Journal (2006)
- Reviewer, Georgia School Counselors Association Journal (2002-2006)


Licensed Professional Counselors Association (LPCA) of Georgia
- LPCA of Georgia Needs Assessment Survey (2001-2002). Co-researcher with Linda Painter, Committee compiling needs assessment of service
- LPCA of Georgia Needs Assessment Survey (1997). Chair, Committee compiling needs assessment of service
- Associate Editor, GJPC (1997-1998)
- Peer Reviewer, Georgia Composite Board of Licensed Examiners for LPC’s on ethical issues (1999)
- Chair, Ethics Committee (1996-1998)

Alabama Mental Health Counselors Association (ALMHCA)
- Secretary, ALMHCA (1996)
- Chair, Nominations and Election Committee, ALMHCA (1995-1996)
- Chair, Ad hoc Membership Committee - researching creative incentives for counselor educators to promote student members (1995-1996)

Alabama Counselors Association (ALCA)
- Member, ALCA graduate student reception committee (1992-1993)

Other Service:
Professional Development Service Committee (PDS) (1994-1995)
Collaborative Development Project - Auburn City Schools/Auburn University
College of Education

Member, Graduate Student Committee for CACREP Reaccreditation Self-Study -
Counseling and Counseling Psychology Department, Auburn University (Spring, 1994)

Panelist, Counselor Education Program - Auburn University Counselor Education
Seminar/Orientation for new doctoral students (Fall 1992 & 1995)

Member video crew - Allen Ivey Workshop on "Personality Disorders: A Wellness
Approach to Treatment," Auburn University at Montgomery (February, 1991)

University (UWG) Service:
Teacher Education Advisory Committee (TEAC) Member, (2007- present)
  • Secretary (2006-2007)
TEAC Member - (2003-2004 as permanent substitute for Marie Jackson)

Faculty and Administrative Staff Personnel Committee (Member) (2004-2006)

American Association of University Professors (1999-2005)
  • Past President (2003-2004)
  • President (2002-2003)
  • Vice President (2001- 2002)
  • Member-at-large (1999-2001)

University Social Committee (2004)

Member, Orals Committee for Psychology Students (Spring, 2006, Fall, 2005, Spring 2004)

Member, UWG Women's Studies Group (1997-2002)

Faculty Mentor, Mentoring the Mentors - Freshmen Center Hope Scholarship Mentoring
Program (1998-1999)

Faculty Senator (1996 - 1999)

Undergraduate Academic Programs Committee (UAPC)
  • Chair, 1997-1998
  • Member, 1996-1999

Member, Student Work Advisory Committee (SWAC) (1996-1997)

College of Education Service:

Chair, Doctoral Dissertation Committee (Gail Cribbs – Fall 2007)
Member, Doctoral Dissertation Committee (Daria Williamson – Fall 2004-Spring 2006)
Member, Development, Mentoring, and Retention Committee (2002-present)
  Recorder, 2006-2007
Mentor for Seed Grant Proposals (2005-present)
Member, Subcommittee FDMR Mentoring Consistency Committee, (2006-present)
Member, Subcommittee FDMR Peer Review of Teaching (2006-2007)
Chair, Subcommittee FDMR Mentoring of faculty by department chairs (2005)
Member, Personnel Committee (2001-2002)
Member, Promotion & Tenure Committee (2007)
Member, Post Tenure Review Committee (2006, 2001)
  • Chair (2006)
Member, Search Committee for interim assistant dean (2001, summer)
Member, Field Placement Evaluation Committee (2000-2002)
Member, Diversity Committee (1999-2001)
Member, Professional Development Committee (1998-1999)
Member, Convocation Committee (1997-1998)
Member, Strategic Planning Committee (1996-1997).
Member, Student Evaluations Subcommittee of the Faculty Council Ad Hoc Merit Pay Committee (1997)
Faculty Council (FC) (formerly Governance Committee) (1995-1997)
  ♦ Department Representative
  ♦ FC Student Concerns Subcommittee Liaison (1996-1997)
  ♦ FC review of College of Education Syllabi for Semester Conversion (Winter Quarter, 1997)
  ♦ CEP representative to FC Sub-committee to design draft for Department Chair Evaluation Form (January-June 1996)
Member, Regional Teacher Education Center Committee (Spring, 1996)

Counseling and Educational Psychology Department Service (CEPD):
Chair, Post Tenure Review Committee (2004, Fall)
Member, Promotion and Tenure Committee (2001)

Member, Student Review Committee (2001)

ACES National Award Proposal Committee – Chair (2007, 2006)

Member, CACREP Committee (2006-present)
Member, CACREP Committee (1995-2001)

New Faculty Search Committee
  ♦ Member (2007, 2006, 2005)
  ♦ Chair (Fall 2004 & Spring 2005)
  ♦ Member (Spring semester, 1999)
  ♦ Member (Winter quarter, 1997)
  ♦ Member (Spring quarter, 1996)

Coordinator, School Counseling Committee (2002-present)
Member, School Counseling Committee (1997-2001)

Board of Regents State of Georgia Principles for the Training of School Counselors
Member CEPD Committee for compliance (2003-present)
Appendices & report coordinator (2003-present)

Member Lab Renovation Committee (2006-present)
Member, Curriculum Committee (2005-2006)
Member, Departmental Foliotek entries committee (Summer, 2005)
Member, Foliotek training Kansas City (Fall, 2005)

School Counseling: Practicum & Internship Handbook

School Counseling Site Supervisor Handbook
♦ Editor, 3rd Edition (2005)

Graduate Student Handbook Committee (1996-2004)
♦ Editor/co-chair (with VanZile-Tamsen), 4th Edition (2001)
♦ Editor/co-chair (with VanZile-Tamsen), Revisions for Semester Transformation (1998)
♦ Editor/co-chair (with VanZile-Tamsen), Initial revisions (1997)
♦ Author/editor/chair (1996)

Departmental Reviewer, PSC Committee Report (for PSC/NCATE site visit) for Department (2003, Fall)

Member, Transforming School Counseling (TSC) Implementation Grant Committee (1997-2001)
♦ With Snow and Phillips on writing committee for year end reports
♦ Member, Curriculum/Syllabi technology revision task force (Fall, 1999)
♦ Presenter, Retreat for Clayton County targeted school counselors (August, 1999)
♦ Member, Selection and Recruiting Committee Implementation phase (1998-1999)
♦ Co-chair, Selection and Recruitment Committee Planning phase (1997-1998)
♦ Chair Coordinating Committee for cooperation with State Department, CACREP, etc (1999)
♦ Member, Implementation Grant Proposal Writing Committee (1997-1998)
♦ Member, Planning Grant Proposal Writing Committee (with Snow, Rolle, & Phillips) (Spring, 1997)

Temporary Chair, Assessment Committee for administration of exit examination only, (Fall, 2005) – coordination of one individualized exit examination for student in special need
Chair, Assessment Committee (1996-2001)
Member, NCATE Committee (1997-1998)
Member, Syllabi Conversion Review Committee (Winter, Spring, 1997)
Member, Community Counseling Committee (1995-1996)
Co-Chair, Social Committee (With Reynolds) (1995-1996)
Monitor, Exit Exam
- Spring Semester, 2003
- Fall Semester, 1999
- Fall Semester, 1998
- Spring Quarter, 1996
- Fall Quarter, 1995

Participant, Interview Team of Prospective students each quarter/semester
Participant, Orientation Meetings with new students presenting on School Counseling &
Community Counseling Handbooks each quarter/semester
Participant Oral Exit Interviews EdS students (Spring, 2007, Fall 2006, Spring 2006)

Community Service:
Citizens Against Roadside Pollution (CARP)
- Member, Clean-up committee for 16 miles around Lake Harding, AL (April, 2007-
present)

Old Brawners Ferry Road Garden Club
- Member, 5 mile Road Clean-up Committee (May, 2005-present)

Mechanicsville Cemetery Maintenance Committee (2005-present)
- Involved with maintenance: cutting grass, repair of damaged gravesites, general cleanup

Brawners Ferry Road Home Owner’s Association

Board Member, Carroll County Rape Crisis Center (2001-2002)
Jurist, Trial case for Carroll County Superior Court (1998)
Member, First United Methodist Singles Group (1997-1999)
- Developed, Collected and Compiled Data for Needs Assessment for Singles Ministry Group
Trainee, Disaster Mental Health Counselor, Red Cross Certified (1996)
Pre-test, Post-test Counselor, Positive Response (1996-1997)
Presenter, Wesley Foundation/WGC Student Chapter (May, 1996)
- "Steps Toward Assertiveness While Sharing One’s Faith"

Publications:

International Refereed:

research: Getting acquainted with the faculty, the program, and the students. International Journal of
Early Childhood, 34, 61-71.

National Refereed

Professional School Counseling, 7, 376-377.
M. B. (2002). The transformed professional school counselor: Induction into the profession. Theory into
Practice, 41 (3), 176-185.


**State Referred**


**Invited Refereed**


**Referred Journal (Editorial review board service contribution; not reviewed)**


**ERIC Documents:**


**National (Reviewed and Edited by Column Editors but Non-refereed Publications)**


**National Non-refereed Counselor Newspaper Articles**


**Regional Non-refereed Newsletter Article**

State Non-refereed Newsletter Articles

State Non-refereed Newsletter Committee Columns

Year End Reports For Board of Regents of the State of Georgia Principles for the Training of School Counseling Candidates

Year End Reports For Transforming School Counseling Initiative (TSCI)


**Unpublished Reports**


**Manuscripts In Progress**


**Workshops and Presentations:**

**Invited**

With selected promotion faculty. (2007, May). *Sharing Promotion and Tenure Dossiers.* Faculty, Development, and Mentoring Committee Workshop, College of Education.

With Seed Grant Selection Committee Members. (2006, October). *Seed Grant Information Sharing.* Presented to the COE faculty, COE.

With Seed Grant Selection Committee Members. (2006, November). *Seed Grant Writing Workshop.* Presented to the COE faculty, COE.


Boes, S. R. (1999, January). *The Need to be aware of your school’s emergency procedures.* Presentation to Dr. Gaskin’s Student Teaching Seminar Class (PHED 4089), State University of West Georgia.


Counseling Association Chapter VII annual Building Bridges Workshop, Huntington College, Montgomery, AL.


International


National


Regional


State


**State District**


**Professional Workshops**


**Other**


**Presentations (Proposals in Progress):**

Three other eating disorder group presentations for possible presentations to LPCA, GA College Counselors and GSCA.


Grant Involvement:

**CEPD lab renovation committee** wrote and submitted a grant to the student technical fees committee for funds to help with the lab renovation (March 31, 2007)

**Distance Mentor/Mentee Program -- WebCT online course development** (2006-present). 
Mentor – for Dr. Julie Chiibaro (Funding for 2 classes online Spring semesters, 2006 @ $125.00 each for $250.00).

**Mentee** with Dr. Phyllis Snipes (Funded for 2 classes online Spring 2007 – 6 classes @ $75.00 each and $100.00 for meeting to plan = $550.00; Fall, 2005 – 3 classes @ $75.00 each = 225.00; Spring, 2006 – 2 classes @ $125.00 each = $250.00).

**Dell’s Laptop PC’s Giveaway Grant** (2005). Proposal approved for online course development. (Vice President for Academic Affairs – laptop award).

**TLC Grant** (2000). [L. M. Bridges – Principal Investigator]. Science Teacher Preparation: A Preliminary comparison between Canterbury Christ Church University College and State University of West Georgia. (University grant funded).

**Transforming School Counseling Implementation Grant** - National Initiative of the DeWitt Wallace-Reader’s Digest Fund (October, 1998 – 2001). Department committee member on implementation proposal writing team. (Department Grant of $150,000 per year for 3 year funding period).


**Transforming School Counseling Planning Grant** - National Initiative of the DeWitt Wallace-Reader’s Digest Fund awarded August, 1997. CEP team with Snow, Rolle & Phillips who wrote the initial planning grant proposal for the department. (Department Grant for 1-year of $65,000 for planning for implementation).

**College of Education Dean’s Research Grant 1997-1998.** A Study of the Relationship among Parental Marital Status, Selected Variables, and the Career Development of a High School and College Population (with Wulff and others). Research is a replication of Boes dissertation research on Children of Divorce utilizing two subject populations, sophomores in high school and freshmen and sophomores in the College of Arts and Sciences. Previous research used junior and seniors already enrolled in a Teacher Education Preparation program ($2,000).

**UWG 1997/98 Faculty Research Grant Award** (with Stanard) A Qualitative and Quantitative Study of the Experiencing of the CACREP Process From the Perspective of Counseling Programs Faculty ($650).

**Alabama Counseling Association Research Award** (1996, November). Professional and Personal Experiencing of Faculty Members During the CACREP Accreditation Process. Qualitative research project ($400)

**Regional Education Funding Grant** (1996, October). Proposal funded for Presentation and Award Ceremony, Research Award Recipient, Alabama Counseling Association, Huntsville, Alabama ($222.50)
**Regional Education Funding Grant** (1996, October). Proposal funded for Presentations and Leadership Meetings: Association for Counselor Education and Supervision National Conference, Portland, Oregon ($255.00)

**Regional Education Funding Grant** (1996, October). Proposal funded for Presentations and Leadership Meetings: American Counseling Association ACA 1997 World Conference, Orlando, Florida ($688.10)

**Regional Education Funding Grant** (1996, October). Proposal funded for Presentation at the Licensed Professional Counselors Association of Georgia Annual Spring Conference, May, 1997, Peachtree City Convention Center, Georgia ($214.75)


Recent Training

ACA Detroit. (March 2007). Continuing Education Units from attending multiple workshops, 13.5.

- **Workshop** from Professional Association of Georgia Educators. Outcome Assessment for School Counselors. Two day training (10 hours) at the University of Georgia (February 26-27, 2007).
- **Workshop** from Remuda Ranch on Eating Disorders Across the Life Span. One day training at Hyatt Regency in Atlanta, GA (February 23, 2007).
- **Workshop** on ASCA National Model presented by ASCA for Carrollton City School Counselors. (February 7, 2007)


- **WebCT Vista** training for CEPD department faculty with Janet Gubbins for transition of coursework summer, 2006 (April, 2006).
- **WebCT Vista** training with Phyllis Snipes & Deb Jenkins for transition of coursework summer, 2006 (May, 2006).

- **PSC training** for review of documentation of programs under review (February, 2006).
- **Foliotek training**, Kansas City, MO for working with online portfolios (October, 2005). Two day training the Georgia Tech Global Learning & Conference Center, Atlanta GA at a Counselor Educator Conference focused on "Raising the Curtain" on the Regent's Principles and Rubrics for the Preparation of School Counselors, January 22-23, 2004.

**GCIS (Georgia Career Information System) training.** (2003, Fall). Attended workshop on UWG campus.

- **Training the Trainers:** Team Training for Transforming School Counseling Initiative for School Counseling Practitioners. (2002, February). Sea Turtle Inn, Jacksonville, FL
- **Team Leader Training** for CACREP accreditation visits (2001, October). Workshop completed at annual SACES conference, Athens, GA
- **WebCT Training Updating.** (2002, January). Completed with Janet Gubbins for Assessment and Effective Use of Data course, State University of West Georgia.
- **WebCT Training.** (2001, September). Completed set-up of Assessment and Effective Use of Data course with Christy Talley, State University of West Georgia.

**Advanced Supervision Workshop** presented by Dr. Don Nance, (April, 2000) 3-hour workshop ACES post-convention workshop.

- **Training Workshop** on Memory, (Spring, 2000) 6-hour seminar for Health Professionals & Educators presented by Stuart Zola, PhD, Atlanta, GA

- Training Workshop *Don’t sweat the small stuff* by Fred Pryor Seminars, CareerTrack – 6 hour seminar, Atlanta, GA
Awards, Nominations and Certificates of Appreciation:

Awards


Alabama Governor's Certificate of Commendation (1994, May) Governor Jim Folsom's recognition of Outstanding Graduate Student Award.


Nominations


Nominee, Outstanding Graduate Student (1992). Department of Counseling and Counseling Psychology, Auburn University.

Nominee. Outstanding Woman of the Year, Toledo area, Waterville Newcomers Club, Waterville, Ohio.

Certificates of Appreciation

Mentoring the Mentors Certificate of Appreciation (1999).


Professional Organizations:

American Counseling Association
Association for Counselor Education and Supervision
Southern Association for Counselor Education and Supervision
American School Counselors Association
Georgia School Counselors Association

Selected Past Service Experience:

Children's Aid Club/Secretary, (1987-1988).
AFS Foreign Exchange Program, Member, Host Family (1984-1985).
Curriculum Vitae
Li Cao

Teaching Experience
Fall 2007-Present--Associate Professor--University of West GA--Counseling & Educational Psychology Department
Fall 2001-2007--Assistant Professor--University of West GA--Counseling & Educational Psychology Department
Fall 2000-2001—Assistant Professor—St. Mary’s University of Minnesota—Doctor of Education in Leadership

Service to Institution
Committee Membership (Fall 2001–present)
State Committee
Bias Review Committee, Georgia Professional Standard Commission, 2005-2006

University Committees
University of West Georgia Faculty Senator, 2002-2005
Technology Planning Committee, 2002-2005

College of Education Committees
Distance Learning Committee, 2001-2005, 2006-Present
Seed Grant Selection Committee, 2007--Present
Assessment Advisory Committee, 2004-2005
Website Committee, 2001-2002
Celebration of Scholarship Committee, 2001-2002

Counseling and Educational Psychology Department Committees
Assessment Committee Coordinator, 2003-present
Assessment Committee, 2001-2002
Curriculum Committee, 2005-present
Educational Psychology Committees, 2001-2002, 2006-Present

Advising experience
Doctoral Dissertation Committee, Ed.D. in School Improvement 2004-present; Chair, 2006-present
M.Ed. Oral Exam, Media and Instructional Technology Department, 2004, 2007

Participation in educational activities
Guest Speaker at the Doctoral Seminar, North Carolina State University, 2006

Participation in community activity
Evaluation of the New Century Laptop Computer Program at Sharp Creek Elementary School Carroll County, GA, 2004-2005

Academic Achievement
Ph.D.—Educational Psychology—McGill University, Canada—2001
Dissertation title: Professors' Post-Class Reflection: A Case Study
M.Ed.—Curriculum and Instruction—Queen's University, Canada—1995
  Thesis: Changing Chinese higher curriculum from an information-oriented to a process-oriented pattern: An exploratory analysis.
M.A.—English Literature & Language—Sichuan University, China—1991
  Thesis: Influences of the Beat Generation Literature on American Culture
B.A.—English Literature & Language, Chongqing Jianzhu University, China—1982

Honors

Award
2006 Professional Accomplishments Award University of West Georgia
  Distinguished Paper Award the American Educational Research Association
  Distinguished Paper Award the Eastern Educational Research Association
2005 Distinguished Paper Award the American Educational Research Association
  Distinguished Paper Award the Eastern Educational Research Association

Grant
2006 Principal Investigator: Promoting Learning through Interactive On-line Activities: Examining Effects of the RIG Model for Designing Blended Classes. Requested / awarded $750 and a laptop computer. Funded by the VPAA Office of UWG
2005 Principal Investigator: Promoting Students' Self-Regulated Study Skills in Educational Psychology. Requested $4400, awarded $2880. Funded by College of Education Seed Grant Committee at UWG
2003 Principal Investigator: Linking Teacher Preparation Program at UWG to Effective Practice in Schools: Using Authentic Assessment Method to Promote Student Teachers' Effective Teaching. Requested and awarded $1000.00. Funded by P-16/STEP Grant at UWG
  Principal Investigator: Using WebCT to Facilitate Student Learning; Requested and awarded a Dell Laptop computer by the VPAA Office of UWG
2002 Principal Investigator: Incorporating WebCT as Instructional and Research Tool in Teacher Education. Requested and awarded $3000.00. Funded by PT3 Grant at UWG

Professional Growth

Membership and offices in professional societies
  American Educational Research Association
  European Educational Research Association
  Eastern Educational Research Association
  Canadian Society for the Study of Education
  American Association of University Professor

Publications

Refereed Articles
Cao, L., & Nietfeld, J. L. (in press). Examining relationships between achievement goals, study strategies, and class performance in educational psychology. *Teaching Educational Psychology.*


**Presentations (Fall 2002—present)**


Editorial Positions

Editorial Board Member—The Qualitative Report, 2002-Present
Journal Reviewer—Current Issues in Education, 2001-Present
Journal Reviewer—The Journal of Computer Assisted Learning, 2006-Present
Journal Reviewer—The Journal of Educational Evaluation and Research, 2006-Present
Panel member of Educational Psychology—Wiley/Jossey-Bass Publications, 2005-present
Reviewer—Allyn & Bacon, Houghton-Mifflin, PrentHall, & Wadsworth, 2002-Present

Manuscripts


John R. Charlesworth, Jr.
Curriculum Vita

Home Address:
5011 Shannon Way
Mableton, GA 30126

(770) 941-4060

University Address:
Department of Counseling/ Educational Psychology
University of West Georgia
Carrollton, GA 30118
(678) 839-6121

Education:
Doctor of Philosophy – Ph.D. (8/73)
Mississippi State University

Major: Educational Psychology
Minor: Counseling

Master of Science – M.S. (6/71)
Mississippi State University

Major: Educational Psychology

Bachelor of Science in Education – B.S. (1/67)
Indiana University of Pennsylvania

Major: Business Education

Post-Doctoral Training:
Cleveland, OH

Highland Drive Veteran’s Administration Medical Center, Pittsburgh, PA, and The Pittsburgh Psychoanalytic Center, Pittsburgh, PA

Professional Licenses and Certifications:
Licensed Psychologist State of Georgia (1994 – present)
Licensed Psychologist State of Ohio
Licensed Psychologist State of Pennsylvania
Licensed Psychologist State of Mississippi
Certified School Psychologist in Georgia
Certified School Psychologist in Louisiana
Certified Teacher (Business Education) in Pennsylvania

Professional Experience:
(1988 – present) Assistant Professor – Department of Counseling and Educational Psychology
State University of West Georgia

(1984-1988) Assistant Professor – Department of Psychology
Western Carolina University
(August 1985) Visiting Professor of Psychology – Department of Psychology
Western Carolina University Continuing Education Program, Kingston, Jamaica, West Indies

(Summer 1983) Instructor – Department of Educational Psychology and Department of Special Education
Mississippi State University

Latrobe, Pennsylvania; and Starkville, Mississippi

Allegheny County Prison

(1978 – 1979) Psychologist/Associate Director for Clinical Services
Lake County Mental Health Center

(1975 – 1977) Psychologist/Clinical Director
McComb Mental Health Center

(August 1974) Assistant Professor – Department of Behavioral Sciences
West Virginia College of Graduate Studies
Forced to resign because of auto wreck injuries

(1973 – 1974) Temporary Assistant Professor – Department of Educational Psychology
Mississippi State University

Okolona Elementary School

(1969 – 1970) Teacher – General substitute then full-time special education
Greater Latrobe School District

Publications, Presentations and Grants:

Publications

Refereed Publication and Book Chapters (2004 – 1999)


**Presentations**


Charlesworth, J. (2003, November). *An introduction to solution focused brief counseling.* Workshop presented at the annual meeting of the Georgia School Counselors Association (GSCA), Atlanta, GA.

Charlesworth, J. (2003, November). *Enhancing school counselors’ value to their students, teachers, and school with knowledge of DISC.* Workshop presented at the annual meeting of the Georgia School Counselors Association (GSCA), Atlanta, GA.


Charlesworth, J.R. (2002, February). *Using REBT to reduce text anxiety.* An invited two-hour workshop presented to senior nursing students at the State University of West Georgia, Carrollton, GA.


Charlesworth, J. (1998, March). *Practical and effective suggestions for improving and enjoying college teaching.* Presentation at the annual meeting of the Southeastern Psychological Association (SEPA), Mobile, AL.

Charlesworth, J. (1998, March). *Using Students’ Personal Psychiatric Case Histories for Teaching Theories,* Southeastern Psychological Association (SEPA), Mobile, AL.


Charlesworth, J. (1997, January). *Applying behavior modification to clinical populations.* Day workshop presented to the Three Rivers Behavioral Health Services staff and other invited professionals, Rome, GA.

Charlesworth, J. (1995, October). *Counseling theories: Increasing their relevance to the counseling student.* Presentation at the Georgia Educational Research Association Conference, Atlanta, GA.

**Grants**

Awarded a Fulbright-Hays Seminar Grant to Tunisia to study “The Effects of Modernization upon Culture”. (June 9 – July 9, 1998).

**Membership in Professional Organizations:**

- Georgia School Counselors Association
- Georgia Psychological Association
- Georgia Educational Research Association
- Southeastern Psychological Association
- Eastern Educational Research Association
  (Chairman of the Counselors/Psychologists in Educational Settings Division)

**Membership in Honorary Society:**

- Phi Kappa Phi
  (President of the University of West Georgia’s, PKP Chapter #150)

**Military Experience:**

(1967 – 1969) Commissioned Officer (2nd and 1st Lieutenant)
- United States Army
- Platoon Leader and Company Commander
- Received Army Commendation Medal for Meritorious Service
  (Medal was primarily earned for improving unit training)

(June, 1993) Guest of the United States War College at the National Training Center
- Fort Irwin, CA
- One of twelve invited professors from the University of Georgia System to observe and participate in a three-day training exercise.
Curriculum Vitae

Name: Julia Segars Chibbaro

Date: August, 2007

Teaching:

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**Service to Institution:**

**Committee Membership:**

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<td>Member, Georgia Professional Standards Commission Content Review Panel</td>
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**College of Education:**

| Academic Year 2005-06           | Member, UWG Faculty Senate Representative for College of Education |
| Academic Year 2006-07           | Member, UWG Faculty Senate Representative for College of Education |
| Academic Year 2006-07           | Chair, Graduate Advisory Committee                         |
| Academic Year 2007-08           | Member, UWG Faculty Senate Representative for College of Education |

**University of West Georgia:**

| Academic Year 2005-06           | Chair, Institutional Studies and                       |
Planning Committee
Chair, Institutional Studies and Planning Committee

Community Involvements:

Academic Year 2005-06 Volunteer, UWG’s “Run for A Day”
October 6, 2005

Academic Year 2006-07 Volunteer, UWG’s “Run for A Day”
October 5, 2007

Academic Year 2005-06 Volunteer, Relay for Life,
Carrollton, GA
“Wonder Walkers Team - UWG”
April 21, 2006

Academic Year 2006-07 Volunteer, Relay for Life,
Carrollton, GA
“Wonder Walkers Team – UWG”
April 27, 2007

Academic Achievement:

Degree: School: Year:
M.Ed. in Clinical Counseling The Citadel 1982
Ed.S. in Counselor Education University of South Carolina 1989
Ph.D. in Counselor Education University of South Carolina 1997

Dissertation: Determining the Cognitive Effectiveness of Computer-Assisted Instruction and Traditional Classroom Instruction for Introductory Level Counselor Education Students

Professional Growth:


ACA Encyclopedia of Counseling, contribution, Advocacy Counseling (professional advocacy) March, 2007
Florida Department of Education, 21st Century Community Learning Centers Grant Proposal Reviewer May, 2007

Membership and offices in scholastic honoraries:

Licensed Professional Counselor, State of South Carolina, # 0615, since 1987
National Board for Certified Counselors, Certificate # 22652, since 1990

Membership and offices in professional societies:

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<td>Eastern Educational Research Association</td>
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Publications:


Suggestions for advocacy efforts. *Georgia School Counselors Association Journal, November, 2006*


**Papers Read:**


at the Association for Counselor education and Supervision, Columbus, OH.


**Grants:**

**Learning Resources Committee, Faculty Research Grant – Fully funded for amount requested ($1452.00)**

Hancock, M. & **Chibbaro, J.S.** (2007). The influence of cognitive and moral development on religiosity and the role of these factors in the relationship between religiosity and risky behavior

**Works in Progress:**


*Submission:* Sebera, K., Boes, S.R. & **Chibbaro, J.S.** (April, 2007). *Professional School Counseling.* Promoting ethical decision-making in school counseling candidates through the use of an ethics quiz

Oberman, A.O., Sebera, K., & **Chibbaro, J.S.**, Counselor educator’s use of technology in practicum and internship courses

*Submission:* Chibbaro, J.S., Cao, L. *Professional School Counseling.* Exploring perceptions of advocacy of professional school counselors and school counselors in training

Chibbaro, J.S. Promoting and fostering resiliency among students: Possible interventions for school counselors

Chibbaro, J.S. Counselor educators and impaired students: Faulty gatekeepers or reluctant evaluators?
Curriculum Vitae

Name: Mary Hancock

Date: September 2007

Teaching:

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Professional Growth:

Membership and offices in professional societies:
Professional Societies:
American Psychological Association
American Educational Research Association
Eastern Educational Research Association
Society for Research on Adolescence
Society for Research and Child Development
International Society for the Scholarship of Teaching and Learning

ACA Encyclopedia of Counseling, submission, Spiritual Identity, August, 2007

Professional Grant Development Workshop, Georgia Tech, Atlanta, Georgia. Sponsored by the Grant Training Center, Arlington, Virginia.

Grants:

Learning Resources Committee, Faculty Research Grant – Fully funded for amount requested ($1452.00)

Hancock, M. & Chibbaro, J.S. (2007). The influence of cognitive and moral development on religiosity and the role of these factors in the relationship between religiosity and risky behavior

Publications:


Slone, M. B. & Hancock, M. D. (expected publication Fall 2007). Teacher efficacy and career indecision among pre-service teachers: A Model of direct and indirect effects. Educational Forum.

Hancock, M. D. & Ingersoll, G. M. (in revision). Forms of religiosity and levels of risky behavior in adolescents: A Meta-analysis.

Presentations:


Hancock, M. D. (2007, June). Virtual Classroom Experience. Presentation at the University of West Georgia Learning Festival, Carrollton, GA.


**Consulting and Program Review:**


**Aug. 2007-** *Evaluation Consultant*. Generating Enthusiasm for Math and Science (GEMS) Project, College of Arts and Sciences, University of West Georgia, Carrollton, Georgia. Responsible for organizing and conducting focus groups with students to solicit their perceptions of GEMS supported activities and the relevance/value of these activities.
CURRICULUM VITA
Linda C. Painter

Teaching

Fall 1996 – Present
Associate Professor
University of West Georgia
Counseling and Educational Psychology
Department

Fall 1990 – Fall 1996
Assistant Professor
State University of West Georgia
Counseling and Educational Psychology
Department

Fall 1987 – Summer 1990
Assistant Professor
University of Southern Maine
Department of Human Resource
Development

Service to Institution

COMMITTEE MEMBERSHIP
(a) University
   Graduate Student Research Committee, Member (2002–Present)
   SACS Committee, Member (2002)
   Graduate School Vision Committee, Member (1999)
   State University of West Georgia Alumni Association Silver Braves
        Induction and Reunion Planning Committee, Member (1997)
   Masters Appeals Committee, Member (1994–1997)
   Learning Resources Committee, Member (1995–1997)
   Celebration of Scholarship and Creative Works Committee, Member (1997)
   Institutional Studies and Planning Committee, Member (1992–1993)
   SACS Faculty Preparation Committee, Member (1991–1992)

(b) College
   Graduate Studies Advisory Committee, Member (2002-2006)
   Personnel Committee, Member (2005-2006)
   Mentoring Committee, Member (2000–2002)
   Teaching Materials Center Advisory Committee, Member (2002-2003)
   MIT Tenure and Promotion Committee, Member (1999)
   Celebration of Scholarship Committee, Chair (1998)
Teaching Awards, Committee Member (1996—1997)
Academic Affairs Subcommittee on Summer Employment Opportunities, Secretary (1996)
Programming and Support Services Committee, Chair (1993—1994)
Academic Affairs Committee, Member (1995—1996)
Faculty Governance Council, Member (1991—1993)
Academic Affairs Committee, Member (1992—1994)
MGE Search Committee, Member (1991)

(c) Department
Faculty Search Committee, Chair (2003)
CACREP Committee, Member (1995—2000)
Practicum and Internship Handbook, Editor (1993—Present)
Site Supervisor's Practicum and Internship Handbook, Editor (1998—Present)
Admissions, Interview Team Member (1998—Present)
Regional Educational Funds Committee, Chair (1996—1998)
Transforming School Counseling Committee, Member (1997—1998)
Student Review Committee, Member (1996, 2000-Present)
Practicum and Internship Committee, Member (1992—1993)
Admissions Committee, Chair (1992—1996)
CEPD Search Committee, Member (1991, 1995)
Student Development Center Search Committee, Member (1996, 1997-1998)

COUNSELING EXPERIENCE

Academic Advisor, CEPD Masters and Specialists Students (1990—Present)
Counselor, Private Practice (1993—1995)
Group Leader, Staff Support Group for Hospice Workers (1993—1995)

PARTICIPATION IN EDUCATIONAL ACTIVITIES

Team Member, CACREP On-site Accreditation Visits (1998, 2000, 2003)
Presenter, Georgia Counselor Licensure Law Workshop, CSI, CEPD, UWG (2000)
Participant, NonMD Coalition, Atlanta, GA (1999)
Presenter, Communication Skills Count, West Georgia College Continuing Education
Job Search Workshop, Carrollton, GA (1993)
Panel Member, PSY 499 (Nature of Careers in Psychology), West Georgia College,
Carrollton, GA (1993)
Presenter, Child Sexual Abuse and It's Aftermath (2 sessions), Cleveland State
Community College, Cleveland, TN (1992)
Guest Lecturer, Child Growth and Development Class (1 session), Cleveland State
Community College, Cleveland, TN (1992)
Judge, Social Science Fair, West Georgia College, Carrollton, GA (1991)

PARTICIPATION IN COMMUNITY ACTIVITIES

Presenter, Carroll County Rape Crisis Center (2005)
Presenter, Listening Skills for Hospice Volunteers, Hospice Care of Carroll County, GA
Member, TSC Collaboration with Clayton County Collaborative Authority (1999)
Member, Mental Health Association of Carroll County, GA (1999-2000)
Consultant, Fayette Senior Services, Fayetteville, GA (with R. Stanard) (1997)
Presenter, Holiday Grief Workshop sponsored by Martin and Hightower Funeral
Home, Carrollton, GA (1994)
Presenter, Stress Management, West Georgia College Continuing Education,
Carrollton, GA (1994)
Volunteer Counselor, Hospice Care of Carroll County, GA (1993–1994)
Volunteer Counselor and Community Liaison with Lobbyist, Georgia Council on Child
Abuse, Atlanta, GA (1991–1993)

Academic Achievement

PhD Counseling University of Georgia 1984
MEd, Guidance and Counseling West Georgia College 1974
BA, Sociology West Georgia College 1972

PhD Dissertation: Leadership Orientation and Behavior Following Interpersonal Skill
Training: Perceptions of Supervisors and Subordinates

Professional Growth and Development

LICENSURE

Licensed Professional Counselor in Georgia (License # 1787) (1993–Present)

HONORS AND AWARDS

Licensed Professional Counselors Association of Georgia Counselor Educator of the
Year Award (2004)

State University of West Georgia Outstanding Service Award (1998)

MEMBERSHIP AND OFFICES IN SCHOLASTIC HONORARIES

Phi Delta Kappa, Member
Chi Sigma Iota, Lifetime Member

MEMBERSHIP AND OFFICES IN PROFESSIONAL SOCIETIES

American Counseling Association
  1993 Disabilities Services Committee for ACA World Convention, Atlanta, GA, Chair (March 14-17, 1993)
Association of Counselor Education and Supervision
Association of Humanistic Education and Development
Association of Spiritual, Ethical, and Religious Values in Counseling
American Association of University Professors
Chi Sigma Iota
Eastern Educational Research Association
Southern Association of Counselors Education and Supervision
Licensed Professional Counselors Association of Georgia
  Acting Immediate Past-President (2001-2002)
  Immediate Past-President (2000-2001)
  President (1999-2000)
  President-Elect (1998-1999)
  Executive Committee, Chair (1998-1999), Member (1997-2002)
  Board of Directors, Chair (1998-1999), Member (1995-2002)
  Counselor of the Year Award Committee, Chair (2000-2002)
  Elections Committee, Chair (2000-2002)
  Continuing Education Committee, Member (1994—1995)
  Ethics Peer Reviewer for Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, Member (1999-Present)
Licensed Professional Counselors Association of Georgia Foundation, Chair-elect (2005-2006)
Georgia Educational Research Association
PUBLICATIONS


**GRANT PROPOSALS (FUNDED)**


Assessing Counselor Education Students’ Attitudes Toward Spirituality, co-authored with R.P. Stanard (1997). Funded $352 from Learning Resources Center, State University of West Georgia.


Training for Peer Mentors in Counselor Education (1993). Funded $1041 from Teacher Education Center, West Georgia College.


**PAPERS READ AND PRESENTATIONS**
Painter, L.C. (May 19, 2007). *Remembering to be mindful.* A presentation at the Licensed Professional Counselors Association of Georgia Annual Convention, Savannah, GA.

Painter, L.C. (May 20, 2006). *Discovering the meaning of dreams.* A presentation at the Licensed Professional Counselors Association of Georgia Annual Convention, Callaway Gardens, GA.


Painter, L., Stanard, R., & Conkey, V. (2002, January) *Sexual abuse counseling with college age students.* A presentation at the American College Counseling Association/Georgia College Counseling Association Conference, St Simons Island, GA.


Stanard, R., & Painter, L. (1998, March). Spirituality in counseling. Presentation at State University of West Georgia, College of Education First Friday Research Luncheon, Carrollton, GA.


EDITORSHIPS

Reviewer, Program Proposals for Licensed Professional Counseling Association of Georgia Annual Convention (1999-2000)


CONTINUING EDUCATION

*American mania: Stress management when more is not enough*. Ridgeview Institute, Smyrna, GA (September 10, 2006)


*Ethics with couples: Key issues*. Center for Relationship Therapy, Atlanta, GA (September 16, 2005)

*Counseling your clients through dream analysis*, Cross Country University, Cross Country Healthcare, Inc., Atlanta, GA (May 18, 2005)

Licensed Professional Counselors Association of Georgia Annual Convention, Peachtree City, GA (May 5-8, 2005)

American Counseling Association Annual Convention, Atlanta, GA (April 7-9, 2005)

*Introduction to using WebCT*, University of West Georgia Center for Distance Education, Carrollton, GA (January 14, 2005)
Developing and expanding keys to connection using nonviolent communication skills, Emory Center for Lifelong Learning, Emory University, Atlanta, GA (October 18-20, 2004)

Leadership, authority and ethical decision making for more advanced clinicians, Yourceuus.com, Inc. (September 19, 2004)

Identifying eating disorders. Tanner Behavioral Health Services, Carrollton, GA. (February 23, 2004)

Session on recruiting guidelines, State University of West Georgia, Carrollton, GA (October 20, 2003)

Licensed Professional Counselors Association of Georgia Annual Convention, Peachtree City, GA (May 15-18, 2003)


Licensed Professional Counselors Association of Georgia Annual Convention, Savannah, GA (May 10-13, 2002)

Microsoft word power tools, State University of West Georgia, Carrollton, GA (February 28, 2002)

Web Design, COE, UWG, Carrollton, GA (February 23, 2001)

Intranet, COE, UWG, Carrollton, GA (November 12, 2000)

Windows 2000, COE, UWG, Carrollton, GA (September 7, 2000)

Foundation I Seminar, Aequanimitas Foundation, Atlanta, GA (April 28-30, 2000)

American Counseling Association Annual Conference, Washington, DC (March 22-26, 2000)

TSC Technology Training, CEPD, UWG, Carrollton, GA (October 22, 1999)

How to Work as an Association Board, LPCA of Georgia, Decatur, GA (September 18, 1999)

Netscape Calendar, COE, UWG, Carrollton, GA (September 10, 1999)

Web CT, College of Education, UWG, Carrollton, GA (August 27, 1999)

How to Have More Effective Meetings, LPCA of Georgia, Decatur, GA (July 10, 1999)
Strategic Thinking, LPCA of Georgia, Decatur, GA (June 18-19, 1999)

Foundation I Course, Psychology of Mind, Douglasville, GA (June 10-12, 1999)

Transforming the Role of School Counselors (Equity 2000 workshop), Washington, DC (October 14-16, 1998)

Beyond Coping: The Phenomenology of Mental Health and Well Being, Georgia Health Realization Center, Smyrna, GA (October 8-10, 1998)

Board of Regents of the University System of Georgia Invitational Forum on the Preparation of Tomorrow’s School Counselors, Georgia International Convention Center, Atlanta, GA (September 25, 1998).


Eye Movement Desensitization and Reprocessing: Level I Training, Atlanta, GA (September 27-29, 1996).

CACREP On-Site Team Member Orientation, American Counseling Association World Conference, Pittsburgh, PA (April 20, 1996).

Boundaries and Limits: The Core of Ethical Competence, Ridgeview Institute, Smyrna, GA (August 4, 1995).
VITA

Paul L. Phillips, Ed.D.

235 Education Center Annex 1144 Magnolia Drive
State University of West Georgia Villa Rica, GA 30180
Carrollton, GA 30118
770-836-6554; pphillips@westga.edu

EDUCATION

Ed.D., 1974 University of Northern Colorado
Major: Curriculum and Instruction

M.S., 1972 Mankato State University
Major: Secondary Education- Psychology

B.A., 1967 Huron College
Major: Speech/ Psychology

EMPLOYMENT

2000 – Present Coordinator: Ed.D. in School Improvement, State University of
West Georgia. Responsible coordinating the Doctoral Program in
School Improvement.

1978 – Present Associate Professor: Department of Counseling and Educational
Psychology, State University of West Georgia. Responsible for
teaching undergraduate and graduate Counseling and Educational
Psychology courses.

1974 – 1978 Assistant Professor: Department of Psychology, State University
of West Georgia. Responsible for teaching graduate Psychology
courses.


1972 – 1973 Program Director: Neighborhood Youth Corps, Winthrop, MN.

1969 – 1971 Teacher: Speech and Psychology, Winthrop High School, MN.

1967 – 1969 Teacher: Speech and English, Iroquois High School, SD.
SERVICE TO THE INSTITUTION

University:

Faculty Senate (1994-1996)
Institutional Studies and Planning Committee (Chair)
President’s Advisory Council
Planning and Prioritization Committee
West Georgia’s Employee Leadership Course (Primary Presenter; 1994-present)
Faculty Marshall (1996-present)
University Dean’s Committee on Teaching Improvement
Board of Regents Principles Summit

College:

College of Education Planning and Prioritization Committee
Faculty Workload Committee
Educational Leadership Search Committee
Ed.D. Committee (Chair and Coordinator)
Post-Tenure Review Committee
Promotion and Tenure Committee- Special Education (Chair)
Arts and Sciences Faculty Grievance Committee
Colloquium on Technology
Graduate Oral Examination Committees (1994-present; 193 Committees)

Department:

Transforming School Counseling Initiative (Chair)
CACREP Committee (1994-present, Chair)
Educational Psychology Committee (1994-present; Chair 1995-1996)
Student Review Committee (1994-present; Chair)
CEP Student Remediation Committee, Chair
Post-Tenure Review Committee (Chair)
Third-Year Review Committee
NCATE Syllabi Revision and Review Committee (Chair)

PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

1994 – 1995 Floyd County Schools (Pepperell Middle School)
Cobb County Schools (Buress Elementary)

“Rationale and Strategy for Teaching Students Not to Behave in Ways That Violate”, 6-hour seminar presented to administrators and teachers followed by demonstrations and discussions at later times.
1995        Georgia Department of Labor and Carroll Technical Institute
"Professional in Search of a Second Career: Maintaining Self-Esteem"

1996 – 1999  Consultant: Responsible for teaching highest level executive how to be
more effective leaders.
               Shiloh Corporation
               Copperweld Corporation
               Superior Group Inc.
               LTV Corporation

1997 – 1999  Coweta County Schools (Atkinson Elementary)
               Rome County Schools (Alto Park Elementary)
               "Limiting and Directing". Two-year project providing staff development and
               classroom demonstration implementing the Limiting and Directing Model.

1998 – 2001  Co-Author, Coordinator
               "Transforming School Counseling Grant"; A three year $450,000.00 Dewitt-Wallace
               Reader’s Digest Foundation grant through the Education Trust for Transforming School
               Counseling.

PUBLICATIONS AND CREATIVE WORKS (SELECTED)

school counseling: A new vision at State University of West Georgia. Georgia
School Counselors Association Journal, 1, 46-51.

Digest Fund, Education Trust Inc.

Dewitt-Wallace Reader’s Digest Fund, Education Trust Inc.

technologies. Steel Maker, 40-58.

PRESENTATIONS (RECENT)

counselors need? A presentation at the L.P.C.A of Georgia Convention in
Savannah, GA.


**PROFESSIONAL ASSOCIATIONS**

American Counseling Association  
Georgia School Counselor Association  
Phi Delta Kappa  
American Association of University Professors

**COURSES TAUGHT**

Educational Psychology: ECE  
Educational Psychology: MGE  
Educational Psychology: SEC  
Educational Psychology: P-12  
Gestalt  
Lifespan Human Development  
Developmental Psychology  
Psychology for Classroom Learning  
Transactional Analysis  
Internship for Counselor Educators  
Counselor as Leader  
Leadership for Change

**RESEARCH IN PROGRESS**

Book Chapter: “Counselor as Leader”; *Transforming School Counseling*.  
Transforming School Counseling Initiative.
Continued development of the “Limiting and Directing” model.
Development of a Counselor Efficacy instrument that will more accurately reflect the role
and characteristics of the “transformed school counselor”.

EDUCATION

Doctor of Philosophy (August 2005) Counselor Education
Ohio University (CACREP-accredited)

Specialized areas: Counselor Education and Supervision; Child, Adolescent, & Family
Counseling; Diagnosis and Treatment of Mental & Emotional Disorders; School
Counseling; College Counseling and Student Development

Dissertation Title: An Analysis of the Relationship between Leadership Attributes and
the Overall Job Satisfaction of Professional School Counselors in the United States
Chair: Thomas E. Davis, Ph.D.

Master of Education, Community and Agency Counseling, June 1995
Ohio University (CACREP-accredited)

Bachelor of Arts, Psychology, March 1993
Ohio University, Cum Laude

CREDENTIALS

Professional Clinical Counselor with Supervision Endorsement
State of Ohio, License Number E2492

Licensed School Counselor, State of Ohio

TEACHING EXPERIENCE

Assistant Professor (Tenure Track)
University of West Georgia
Counseling & Educational Psychology (CACREP-accredited)
Carrollton, GA

- Teach core and clinical courses in the School Counseling (M.Ed.) and Community
  Counseling (M.Ed.) programs
- Engaged in developing active scholarly agenda
- Active in professional service at department, college, university, state, and regional level
- Maintain Graduate Faculty status
- Sole faculty advisor to approximately 60 Master’s students and 5 Ed.S. students
Serve on a doctoral dissertation committee for Ed.D. in School Improvement

Courses taught:
- CEPD 6180: Professional School Counselor (Fall 2005 & 2006)
- CEPD 7112: Career Counseling (Fall 2005 & 2006)
- CEPD 6186: Internship in School Counseling (Fall 2005 & 2006)
  - Significant course revision to include research & accountability
- CEPD 7140: Counselor as Leader (Spring and Summer 2006)
- CEPD 7130: Assessment & Effective Use of Data (Spring 2006 & 2007)
  - Significant course revision
- CEPD 6185: Practicum in School Counseling (Spring 2006 & 2007)
- CEPD 2102: Developmental Psychology (Summer 2006)
- CEPD 7185: Leadership and Advocacy (Spring 2007)
  - Developed new course

Adjunct Faculty
University of Dayton—Capital Campus
Columbus, OH

- Developed and taught core and clinical courses independently
- Worked with faculty on re-designing course requirements for school counseling students, incorporating CACREP standards and the ASCA National Model
- Attended faculty meetings to enhance development as a counselor educator
- Course taught:
  - EDC 535: Test Interpretation and Case Studies (Spring & Fall 2004)
  - EDC 545: Counseling Techniques Lab (Fall 2003 & Spring 2004)
  - EDC 584: Community Counseling Practicum (Fall 2003 & 2004; Spring 2004)
  - EDC 585: School Counseling Practicum (Fall 2003 & 2004; Spring 2004; Summer 2004)

Doctural Practicum
Ohio University
Athens, OH

- Co-taught Solution-Focused Brief Therapy with Dr. Tom Davis
- Developed and presented learning modules and assignments

Field Experience
Ohio University—Southern Campus
Ironton, OH

- Co-taught Community Counseling with Dr. Patricia Beamish
- Co-taught School Counseling Practicum with Dr. Tom Davis
SUPERVISION AND ADMINISTRATIVE EXPERIENCE

**Mental Health Clinic Director**

Tri-County Mental Health and Counseling Services, Inc.
Belpre, OH

June 2004 to July 2005

Started a comprehensive new mental health clinic serving adolescents and children; Recruitment and administrative supervision of staff; Clinical supervision of case managers, Counselor Trainees, and Professional Counselors working towards independent licensure; Program development; Community networking and outreach; Budgeting; Public relations and marketing; Provided clinical counseling to children and families

**Clinical Supervisor**

Washington County Juvenile Center
Marietta, OH

June 2002 to January 2004

Supervised Professional Counselor providing individual, group, and family counseling to adolescents in a residential juvenile justice facility

**Clinical Supervisor**

Health Recovery Services, Inc.
Athens, OH

December 2001 to July 2003

Supervised Master’s level interns, Counselor Trainees, and Professional Counselors providing mental health and drug & alcohol treatment to adolescents in a residential treatment center; Supervised case managers and group life staff providing direct services; Assisted in revising group curriculum utilized in treatment

**Graduate Assistant**

George E. Hill Center for Counseling and Research
Ohio University
Athens, OH

September 2001 to June 2002

Provided day-to-day management of the center; Assisted director in grant writing and research; Gathered and analyzed data for Counselor Education Department 7-Year Review; Completed outcome research on intervention programs provided in local school systems; Developed and maintained a Practicum and Internship Site Manual for students in Counselor Education; Coordinated facility services; Developed and presented workshops in the community addressing current mental health issues; Organized volunteers; Provided individual counseling

**Emergency Services Supervisor/Clinical Supervisor**

Washington County Community Mental Health Services
Marietta, OH

January 2000 to June 2002

Supervised and coordinated all mental health crisis intervention services in Washington Co.; Supervised LSWs, Counselor Trainees, and Professional Counselors in diagnosis and treatment.
of mental and emotional disorders; Networked with other community professionals; Presented workshops and seminars in the community on mental health issues; Counseled individual clients and families; Led counseling groups for children and adolescents; Worked with staff to implement Dialectical Behavior Therapy treatment model (individual and group) within the agency; Maintained statistical data for reports

Executive Director
Geneva Hills Camp and Conference Center
Lancaster, OH

December 1998 to January 2000

Worked with committees and individuals with diverse interests to coordinate and lead a camp and year-round conference center; Supervised permanent staff as well as summer camp staff; Recruited, screened, and trained summer camp staff, initiatives leaders, lifeguards, and catering staff; Managed budgeting, grant writing, program development, public relations and marketing; Wrote newsletters, newspaper articles, and promotional materials using various computer programs; Maintained center’s website; Facilitated High Ropes, Initiatives, and Outdoor Education for various schools, corporations, and community organizations

CLINICAL EXPERIENCE

School Counseling Intern
Trimble Elementary and Middle Schools
Trimble, OH

September 2002 to June 2003

Provided individual and group counseling, as well as crisis intervention services, to students in Preschool through 8th grade; Developed and presented classroom guidance activities; Worked with academic team to identify at-risk students, plan evaluations, and develop Individualized Education Plans; Provided parent education and support; Collaborated with teachers and other stakeholders to enhance student academic achievement and success; Worked with students on academic and career planning; Gathered and analyzed data into outcomes-based counseling curriculum; Incorporated Baldrige in Education Initiatives

Counselor/Prevention Specialist
Tri-County Mental Health and Counseling Services, Inc.
Logan, OH

September 1996 to December 1998

Developed and facilitated group, individual, and family counseling; Provided prevention and early intervention services in eight elementary schools in Hocking County; Worked with children, adolescents, families, and community stakeholders to develop and work towards goals in keeping with priorities and focus of needs, strengths, and resources; Compiled and reported appropriate statistics for quarterly and yearly grant reports; Assisted in grant writing; Served on a variety of school and community committees; Maintained appropriate clinical records while meeting all clinical productivity goals; Wrote newspaper and newsletter articles on parenting and family issues; Co-chaired committee for county mental health levy; Facilitated community outreach and coordination of resources
Outpatient Counselor
Personal and Family Counseling Services, Inc.
Dover, OH

March 1995 to September 1996

Provided individual and family counseling to children, adolescents, and adults in outpatient community mental health center; Planned and implemented group counseling; Assisted in development and facilitation of intensive community-based partial hospitalization program for children and adolescents; Provided school-based individual and group counseling; Met rigorous clinical productivity goals; Collaborated with various community agencies and schools; Campaigned for mental health levy in two county catchment area

Outpatient Counseling Intern
Health Recovery Services, Inc.
Athens, OH

September 1994 to March 1995

Provided individual and group counseling for adults in outpatient substance abuse treatment clinic; Researched, developed, and facilitated new treatment groups for adolescents; Provided prevention and intervention services to children and adolescents

Counseling Intern
Eastern Local Schools
Tuppers Plains, OH

January 1994 to June 1994

Worked as first elementary school counselor in the district, with no on-site supervisor; Collaborated with teachers, administrators, and parents to develop school counseling curriculum; Provided individual and group counseling services; Developed community referral manual

RESEARCH EXPERIENCE

Dissertation Research Assistant
Cher Igelman—Ohio University
Athens, OH

January 2002 to August 2002

Assisted in research on self-perceived cultural awareness and physiological reactivity; Set-up computerized equipment and ran subjects in experiment; Assisted in data collection and analysis

Research Assistant
Dr. Patricia Beamish
Athens, OH

1994 to March 1995

Assisted in literature review and research on treatment standards in counseling
Research Assistant
Drs. Nona Wilson and Jeanne Heaton
Athens, OH

Assisted in literature review and compilation of research on impact of television talk shows on mental health

PROFESSIONAL PUBLICATIONS & GRANTS

Sebera, K.E. & Davis, T.E. (in progress). Leadership attributes and job satisfaction: Are they related for school counselors? This article is based upon my previous research and will be submitted to a national, peer-reviewed journal such as Counselor Education and Supervision or Professional School Counseling.

Sebera, K.E., & Snow, B.M. (in progress). The production of school counselors: An analysis of university graduate programs. This is an ongoing project with Dr. Snow, using data from the American Association for Colleges of Teacher Education. The first article, based upon Ohio data, will be submitted to the Ohio Journal of Professional Counseling in February or March 2007.

Boes, S.R., Chibbaro, J.S., & Sebera, K.E. (in progress). An ethics study: Implications for knowledge for school counselor candidates, school counseling supervisors, practicing school counselors, and training programs. This article is based on research conducted with practicum and internship students at University of West Georgia and will be submitted to Professional School Counseling Spring 2007.

Chibbaro, J.S., & Sebera, K.E. (in progress). Counselor educators and impaired students: Faulty gatekeepers or reluctant evaluators? This article will be submitted to a national, peer reviewed journal such as Counselor Education and Supervision.

Oberman, A.O., Sebera, K.E., & Chibbaro, J.S. (in progress). Using technology in counseling practicum and internship courses. This article is based upon research with counselor educators in the SACES region. The article will be submitted to Journal of Technology in Counseling in March, 2007.

Sebera, K.E. (under review). Further research on leadership attributes and job satisfaction for school counselors. (Total amount requested: $6076). Funded by the University of West Georgia College of Education.


Oberman, A.H., Sebera, K.E., & Chibbaro, J.S. (2006). Technology in School Counselor Supervision. (Total amount requested: $4,000; not funded). *Funded by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Association for Counselor Education and Supervision (ACES)*.


**PROFESSIONAL PRESENTATIONS**

**National Presentations**


Igelman, C., Leinbaugh, T., Lindsey, C., Sebera, K., & Stern, S. (2003). *Cultural Competency: Are We as Culturally Sensitive as We Think?* Presentation at the 2003 American Counseling Association Conference. Anaheim, CA.

Igelman, C., Leinbaugh, T., Lindsey, C., Sebera, K., & Stern, S. (2002). *Differences Between Perceived Cultural Awareness and Cultural Awareness Based on Physiological Reactivity.* Presentation at the Association for Counselor Education and Supervision Conference. Park City, UT.

**Regional Presentations**


**State Presentations**


Igelman, C., Leinbaugh, T., Lindsey, C., Sebera, K.E., & Stern, S. (2002). *Cultural Competency: Are We as Culturally Sensitive as We Think?* Presented at the 2002 All Ohio Counselors Conference. Columbus, OH.

**Local Presentations**


Sebera, K.E. (2002). *APA Style: Everything You Need to Know but Were Afraid to Ask*. Ohio University. Athens, OH.


**PROFESSIONAL SERVICE AND UNIVERSITY CITIZENSHIP**

**National Service and Leadership**

<table>
<thead>
<tr>
<th>Site Team Member</th>
<th>Council for Accreditation of Counseling and Related Educational Programs (CACREP)</th>
<th>March 2007 training</th>
</tr>
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<tbody>
<tr>
<td>Committee Member</td>
<td>Association for Counselor Education and Supervision (ACES), Membership Committee</td>
<td>at present</td>
</tr>
<tr>
<td>Chair</td>
<td>ACES New Faculty Interest Network (NFIN) Mentoring Program</td>
<td>Spring 2006 to present</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>ACES New Faculty Interest Network (NFIN)</td>
<td>Spring 2006 to present</td>
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<tr>
<td>Student Liaison</td>
<td>ACES New Faculty Interest Network (NFIN)</td>
<td>Spring 2005 to present</td>
</tr>
<tr>
<td>Member</td>
<td>The Family Journal</td>
<td>Summer 2006 to present</td>
</tr>
<tr>
<td>Reviewer</td>
<td>The Family Journal</td>
<td>Summer 2006 to present</td>
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**Regional Service and Leadership**

<table>
<thead>
<tr>
<th>Member</th>
<th>Southern ACES (SACES) Membership Committee</th>
<th>September 2006 to present</th>
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<tr>
<td>Member</td>
<td>SACES Women’s Interest Network</td>
<td>September 2006 to present</td>
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<tr>
<td>Member</td>
<td>SACES School Counseling Interest Network</td>
<td>September 2006 to present</td>
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<tr>
<td>Session Monitor</td>
<td>North Central Association for Counselor Education and Supervision (NCACES) Conference</td>
<td>October 2004</td>
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# State Service and Leadership

<table>
<thead>
<tr>
<th>Role</th>
<th>Organization</th>
<th>Term Dates</th>
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<tbody>
<tr>
<td>Member/Reviewer</td>
<td>Georgia School Counselors Association Journal Editorial Board</td>
<td>November 2006 to present</td>
</tr>
<tr>
<td>President</td>
<td>Ohio Association for Spiritual, Ethical, &amp; Religious Values in Counseling</td>
<td>July 2004 to July 2005</td>
</tr>
<tr>
<td>Executive Council</td>
<td>Ohio Counseling Association</td>
<td>July 2003 to July 2005</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Wellness Rooms at All Ohio Counselors Conference</td>
<td>November 2004</td>
</tr>
<tr>
<td>Legislative Committee</td>
<td>Ohio Counseling Association</td>
<td>July 2004 to July 2005</td>
</tr>
<tr>
<td>President-Elect</td>
<td>Ohio Association for Spiritual, Ethical, &amp; Religious Values in Counseling</td>
<td>July 2003 to July 2004</td>
</tr>
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# Local Service and Leadership

<table>
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<tr>
<th>Role</th>
<th>Organization</th>
<th>Term Dates</th>
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<tbody>
<tr>
<td>Consultant</td>
<td>Carrollton City Schools Counseling Department</td>
<td>October 2006 to present</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Southeast Ohio Counselor Association</td>
<td>July 2003 to July 2004</td>
</tr>
<tr>
<td>Secretary</td>
<td>Southeast Ohio Counselor Association</td>
<td>July 2002 to July 2003</td>
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# University Service and Leadership

<table>
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<th>Role</th>
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<th>Term Dates</th>
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<tbody>
<tr>
<td>Member</td>
<td>University of West Georgia School Counseling Committee</td>
<td>Fall 2005 to present</td>
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<tr>
<td>Member</td>
<td>University of West Georgia Community Counseling Committee</td>
<td>Fall 2005 to present</td>
</tr>
<tr>
<td>Graduation Guide</td>
<td>University of West Georgia, Enrollment Management Retention, Promotion, Graduation Project</td>
<td>Fall 2006 to present</td>
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<tr>
<td>Mentor</td>
<td>University of West Georgia, College of Education, Distance Education Mentor/Mentee Project</td>
<td>Fall 2006 to present</td>
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<tr>
<td>Founder</td>
<td>University of West Georgia Graduate Student Listserv</td>
<td>Fall 2006 to present</td>
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<tr>
<td>Role</td>
<td>Organization</td>
<td>Dates</td>
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<tr>
<td>Coordinator</td>
<td>University of West Georgia</td>
<td>2005 to present</td>
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<td>School Counseling Advisory Board Meeting</td>
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<tr>
<td>Member</td>
<td>University of West Georgia, College of Education</td>
<td>2006 to present</td>
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<td>Social Committee</td>
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<td>Member</td>
<td>University of West Georgia</td>
<td>2006 to present</td>
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<td>Counseling &amp; Educational Psychology Department</td>
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<td>Counseling Clinic Committee</td>
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<td>Editor</td>
<td>University of West Georgia</td>
<td>2006 to present</td>
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<td>Counseling &amp; Educational Psychology Department</td>
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<td>School Counseling Handbook</td>
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<td>Member</td>
<td>University of West Georgia</td>
<td>2006 to present</td>
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<td>Counseling &amp; Educational Psychology Department</td>
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<td>Awards Committee</td>
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<tr>
<td>Faculty Leader</td>
<td>University of West Georgia Undergraduate Orientation</td>
<td>2006</td>
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<tr>
<td>Member</td>
<td>University of West Georgia, Relay for Life Team</td>
<td>2006 &amp; 2007</td>
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<tr>
<td>Member</td>
<td>University of West Georgia, College of Education</td>
<td>2005 to 2006</td>
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<td>Distance Education Committee</td>
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<tr>
<td>Member</td>
<td>University of West Georgia Centennial Celebration</td>
<td>2006</td>
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<td>Faculty and Staff Celebration Committee</td>
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<tr>
<td>Member</td>
<td>University of West Georgia</td>
<td>2005-2006</td>
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<td>Counseling &amp; Educational Psychology Department</td>
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<td>Student Review Committee</td>
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<tr>
<td>Public Relations Chair</td>
<td>Phi Kappa Phi, Chapter 150, University of West Georgia</td>
<td>July 2006 to present</td>
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<tr>
<td>Student Representative</td>
<td>Ohio University Counselor Education Department</td>
<td>Spring 2003</td>
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<td>Faculty Search Committee</td>
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<tr>
<td>President</td>
<td>Chi Sigma Iota</td>
<td>June 2002 to June 2003</td>
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<td>Alpha Chapter, Ohio University</td>
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<tr>
<td>Assistant</td>
<td>Ohio University Counselor Education Department</td>
<td>Spring 2002</td>
</tr>
<tr>
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<td>Seven-Year Review Committee</td>
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</tbody>
</table>
PROFESSIONAL AFFILIATIONS

American Counseling Association

Association for Counselor Education and Supervision

American School Counselor Association

Chi Sigma Iota

North Central Association for Counselor Education and Supervision

Southern Association for Counselor Education and Supervision

Georgia School Counselors Association

Georgia Association for Counselor Education and Supervision

Ohio Counseling Association

Ohio School Counselor Association

Ohio Association for Counselor Education and Supervision

Ohio Association for Spiritual, Ethical, and Religious Values in Counseling

Southeast Ohio Counseling Association
HONORS

Southern Association for Counselor Education and Supervision
Emerging Leader, Georgia Designee 2006

University of West Georgia, EXCEL Center for Academic Success
Faculty Service Award 2006

Association for Spiritual, Ethical, & Religious Values in Counseling
Member Service Award for OASERVIC 2005

First Place, Student Research and Creative Activity Fair
Ohio University 2004

Chi Sigma Iota, Alpha Chapter
Exemplary Service Award 1995, 2003, & 2004

Ohio Counseling Association
Service Award 2004

Southeast Ohio Counseling Association
Leadership Award 2004

Chi Sigma Iota, Alpha Chapter
Leadership Award 2003

Chi Sigma Iota
Outstanding Service to Chapter, Award Nominee 2003

Kennedy Volunteerism Award
Ohio University 1993
CURRICULUM VITAE
Mary Beth Slone, Ph.D.

229 Education Center Annex  
University of West Georgia  
Carrollton, GA 30117  
678-839-6113; mbslone@westga.edu

7301 Tara Drive
Villa Rica, GA 30180
770-214-8887

EDUCATION
Ph.D., May 1997  
The University of Memphis  
Major: Educational Psychology and Research  
Area of Concentration: Life-span Human Development

M.Ed., August 1993  
The University of Memphis  
Major: Curriculum and Instruction  
Area of Concentration: Secondary Education

B.A., May 1987  
Salisbury University  
Majors: Social Science and Secondary Education

EMPLOYMENT
9/02 – Present  
Associate Professor: Department of Counseling and Educational Psychology, University of West Georgia. Teaching undergraduate and graduate Educational Psychology courses.

9/97 – 7/02  
Assistant Professor: Department of Counseling and Educational Psychology, University of West Georgia. Teaching undergraduate and graduate Educational Psychology courses.

9/87 – 6/91  
Secondary Teacher: Prince George’s County School System, Upper Marlboro, Maryland. Secondary Certified.

HONORS/AWARDS
2005-2006 Profiles in Excellence: Selected to represent the College of Education in the West Georgia Perspectives magazine profiling teaching excellence at West Georgia.

2003-2004 Outstanding Faculty Member: Award presented by the Student Government Association

1998-1999 Outstanding Faculty Member: Award presented by the Student Government Association

1996 Sigma Xi Scientific Research Society Award for Outstanding Research Presentation

1996 Nominated by the College of Education for the University of Memphis Graduate Assistant Meritorious Teaching Award.
PROFESSIONAL ASSOCIATIONS
American Educational Research Association (AERA)
Eastern Educational Research Association (EERA)
Association for the Advancement of Educational Research (AAER)

PUBLICATIONS IN REFEREED JOURNALS:

Book Chapters:
Slone, M.B. (2007). Navigating the academy when your ship is thrown off course:
The effects of Multiple Sclerosis on one college professor. In Multiple Voices and
Identities in Higher Education: Writings by Disabled Faculty and Staff in a
Disabling Society. The Association of Higher Education and Disability.

among pre-service teachers. In Annals of the Association for the Advancement of
Educational Research and the National Academy of Educational Research.
University Press of America.

Refereed Articles:
Slone, M.B. & Hancock, M. (in press). Teacher efficacy and career indecision among
pre-service teachers: A model of direct and indirect effects. Mid-Western
Educational Researcher.

Wulff (Slone), M.B. (2002). The transformed professional school counselor:
Induction into the profession. Theory and Practice, 41, 177-185.

Jackson, C.M., Stanard, R.P., Boes, S.R., Painter, L.C., Wulff (Slone), M.B., & Rolle,

among females enrolled in vocational and college preparatory tracks. Journal of
Vocational Education Research, 24, 227-238.

career indecision, androgyne, self-efficacy, and self-esteem. The Journal of
Perceptual and Motor Skills, 88, 935-940.

adolescent females in different curriculum tracks. Georgia Journal of
Professional Counseling, 6, 93-105.

Wulff (Slone), M.B., & Steitz, J.A. (1997) Curricular track, career choice, and androgyne
among adolescent females. Adolescence, 32, 43-49.

**Invited Article in Refereed Journal:**

**PAPERS READ:**

Slone, M.B. (2007). From the inside out: Disabled faculty and staff in a disabiling society. Symposium presented at the annual Multiple Perspectives Conference at The Ohio State University in Columbus, Ohio.


Wulff (Slone), M.B. (2000). How to refocus developmental psychology courses to a broader population. Invited contribution at the EPAAC Professional Development Workshop in Macon, GA.

Wulff (Slone), M.B. (1999). Teacher efficacy and career indecision among pre-service teachers: A model of direct and indirect effects. Paper presented at the annual conference of the Association for the Advancement of Educational Research in Ponte Verde, FL.


WORKS IN PROGRESS


GRANTS AWARDED:
1997-1998 College of Education Research Grant
   Amount: $1,978.00
   Topic: Parental Marital Status and Career Development of Adolescents

1997-1998 College of Education Research Grant
   Amount: $1,810.00
   Topic: Teacher Efficacy and Career Indecision of Pre-Service Teachers

SERVICE TO THE INSTITUTION
University:
   Student Work Advisory Committee
   Faculty Senate
   Academic Policies and Procedures
   A-Day for West Georgia
   Student Travel Awards Committee
College:
Tenure and Promotion Committee (Chair, 2006; Member 2007)
Teacher Education Appeals Committee (Chair, 2003- present)
Professional Development Schools Committee
Early Childhood Education Search Committee
Advisor: Provisionally Admitted TEP Students
Advisor: Undergraduate education majors

Department:
Committee for Educational Psychology
Assessment Committee (responsible for graduate Exit Exam)
Transforming School Counseling Grant (Chair, Selection & Recruitment)
Student Review Board
Chair, Departmental Search Committee

DOCTORAL DISSERTATION COMMITTEE WORK
Susan Earwood (Grad. Spring 2006): Chair- Dr. Marie Holbien
Scott Phillips: Chair- Dr. Myrna Gantner
Vickie Smith: Chair- Dr. Cher Hendricks

GRADUATE ORAL EXAMINATION COMMITTEES
13 Master’s Level Committees throughout the College of Education.

SERVICE TO THE COMMUNITY
(1998-2003) Workshop Presenter: Carroll County Court Appointed Special Advocates, Carroll County, GA.

(1997-present) Guest Speaker: Carroll County and Carrollton City Schools.

COURSES TAUGHT
Developmental Psychology: A survey of human development as explored through various psychological perspectives to facilitate an awareness of childhood and adolescence. This survey includes the exploration of children, families, peer relationships, and schools of today.

Childhood Development: An in-depth study of the theories and processes of human development from conception to pre-adolescence. Specific emphasis is placed on developmental readiness as it applies to the teaching and learning process.

Educational Psychology for Early Childhood, Middle Grades, Secondary, and P-12: These courses of the teaching and learning experience include aspects of instructional design, learning, motivation, classroom management, and grading issues as they apply to the specific grade levels.

Graduate Lifespan Human Development: A study of human growth and development from birth through aging and death. This course focuses on areas of physical, cognitive, and social development as a series of progressive changes as the biological being interacts within the environment.
B. M. Snow

Fall 2007

VITA

BRENT M. SNOW

Business Address:                      Home Address:

Department of Counseling             85 Mountain Brook Drive
and Educational Psychology           Carrollton, GA 30116
University of West Georgia            770.834.9853
Carrollton, GA 30118
678.839.6554                          FAX: 678.839.6099
bsnow@westga.edu                      bsnow@westga.edu
http://coe.westga.edu/cep/             http://coe.westga.edu/cep/

Education:

Doctor of Philosophy (Ph.D.). University of Idaho. 1978
   Major emphasis: Guidance and Counseling
   Minor emphasis: Psychology

Master of Science (M.S.). Oklahoma State University. 1974
   Major: Psychology
   Emphasis: Rehabilitation Counseling

Bachelor of Science (B.S.). Brigham Young University. 1970
   Major: Psychology
   Minor: Physical Education

Associate of Science (A.S.). Boise College (now B.S.U.) 1967

One (1) year of undergraduate work. Utah State University. 1965
   Logan.

University Experience:

Professor (tenured) and Chair, Department of Counseling and Educational Psychology.  
University of West Georgia, Carrollton. 1992 to present. The department has 12 full time
faculty and several part time and adjunct faculty and over 400 graduate students. Two
graduate degrees are offered in professional counseling (M.Ed. and Ed.S.) with school
counseling and community counseling options. The department also provides the
supporting coursework in Educational Psychology and Developmental Psychology for
undergraduates and graduate students. The Department was honored by the Education Trust
as a “pioneer and innovator” in 2002 and programs are accredited by CACREP, NCATE, and the Georgia Professional Standards Commission.

Associate Professor (tenured) of Applied Behavioral Studies and Coordinator, Counseling Area Faculty. Department of Applied Behavioral Studies. Oklahoma State University, Stillwater. 1983 to 1992.

Assistant/Associate Professor (tenured) of Psychology. Department of Psychology. Oklahoma State University, Stillwater. 1979 to 1983.


Administrative and Leadership Experiences:

Chair, Department of Counseling and Educational Psychology. University of West Georgia. 1992-Present.

Interim Chair, Department of Physical Education and Recreation. University of West Georgia 2005-2006.

Interim Chair, Department of Curriculum and Instruction. University of West Georgia. Summer 2006


Coordinator, Counseling Area Faculty. Oklahoma State University, Stillwater. 1987 to 1992.

Director, Rehabilitation Counselor Education Program. Oklahoma State University, Stillwater. 1984 to 1986.

Assistant Coordinator, Rehabilitation Counselor Education. Oklahoma State University, Stillwater. 1979 to 1984.


Clinical Experiences:


The Clayton Clinic, Oklahoma City. Psychotherapist and Counselor. 1987 to 1990.

Supervising Counselor and Rehabilitation Specialist, State Department of Education, Idaho Division of Vocational Rehabilitation. State Hospital South, Blackfoot. 1973 to 1974. Psychiatric rehabilitation counseling at a large, residential psychiatric hospital; supervision of other rehabilitation counseling and secretarial staff; approval of client rehabilitation plans; administration of total rehabilitation programming at the center.

School Counselor (junior/senior high school) and Rehabilitation Specialist, State Department of Education. State Youth Training and Rehabilitation Center, St. Anthony. 1971 to 1973. Counseling with children and youth with behavioral/personality disorders and associated anti-social behavior at a residential treatment center and junior/senior high school; supervision of support staff; administration of guidance, counseling, and rehabilitation programming at the school. Combined duties as a school counselor and rehabilitation counselor.

Rehabilitation Counselor, State Department of Education, Idaho Division of Vocational Rehabilitation. Idaho Falls District office. 1971. General rehabilitation counseling with youth and adults with disabilities. Included serving and intervening at area high schools and coordinating transition from school to work with students, special education teachers, school counselors, and principals.

Counselor, Ricks College, Rexburg, Idaho. 1972. Pilot program with Dean of Students to utilize and incorporate counseling services to off-campus college students. Functioned as counselor to several large, private residential complexes during evenings.


Consulting Experiences:

Georgia Supplemental Educational Services Grants 2007
Georgia Comprehensive School Reform Grants 2005/2006
Public Schools (Oklahoma, Idaho, Georgia) Continual
Universities in Alabama, Arkansas, Texas, Oklahoma, North Carolina, and Georgia Continual
CACREP On-Site Team Member Present
CACREP On-Site Team Leader Present
Professional Rehabilitation Consultants, Inc. 1987-1992
Weight Management for Teens 1985-1986
Oklahoma Board of Regents for Higher Education 1983
Technical Advisory Services for Attorneys Present
New Jersey Division of Vocational Rehabilitation 1975-1976
Washington Division of Vocational Rehabilitation 1975-1976
Washington Services for the Blind 1975-1976
Oregon Division of Vocational Rehabilitation 1975-1976
Oregon Commission for the Blind 1975-1976
Alaska Division of Vocational Rehabilitation 1975
Idaho Commission for the Blind 1975
Idaho Division of Vocational Rehabilitation 1974-1979
Ricks College, Dean’s Office 1972
Idaho Personnel Commission 1972

Professional Organizations:

American Counseling Association
Association for Counselor Education and Supervision
Licensed Professional Counselors Association of Georgia
Georgia School Counselors Association
Georgia Association for Counselor Education and Supervision
American Association of Colleges for Teacher Education
Georgia Educational Research Association

Major Offices/Committees (representative sample):

CACREP Board of Directors (national) 2007 to present
UWG Administrators Promotion & Tenure Subcommittee 2007
UWG VPAA Evaluation Committee 2006
Advisory Council, Boise State University COE 2005 to present
UWG VPAA Five Year Evaluation Committee 2005
UWG Grievance Committee 2003
Georgia Professional Standards Commission Content Panel Review Team
Georgia Professional Standards Commission Content Panel Review Team
UWG Post-Tenure Appeals Committee 2002
Member, Georgia Regents’ Advisory Committee for the Preparation of School Counselors 2002-2003
Advisory Board Member, Graduate Counselor Training Program, East Central University 2002-present
Member, Regional Community Services Board of Directors 2002 to 2006
Chair, SACS Criteria Committee (Graduate Education) 2000-2002
Chair, UWG Ed.D. Proposal Committee 1996-1998
Ethics Committee, Licensed Professional Counselors Association of Georgia 1996-1998
Advisory Board, Advanced Academy of Georgia 1995-1998
Distinguished Faculty Selection Committee 1996
Chair, Graduate Program Semester Conversion 1996
President’s Advisory Committee on Retention 1993-1996
Student Services Strategic Planning 1994-1995
Alternative High School Collaborative 1993-1996
Graduate Studies Committee 1992-present
Presidential Search and Screen Committee 1994
GMHCA, Continuing Education Committee 1993-1996
American Counseling Association, National 1993-1994
Professionalization Committee
American Counseling Association, Chair, Registration 1993
at the National Convention
Child Abuse Advisory Board, Carroll County Council on 1993-1997
Child Abuse
LDSSA Student Association Faculty Advisor (UWG) 1992 to 2006
Council on Graduate Studies (UWG) 1992 to present
Steering Committee, Technology Center for Persons with Disabilities at Oklahoma State University 1991-1992
Committee for Removal of Architectural Barriers, Oklahoma State University 1986-1992
Board of Directors, Oklahoma Rehabilitation Association 1985-1987
Member, OSU Disabled Student Services Advisory Committee 1984-1987
Member, Midwestern Oklahoma Rehabilitation Center Advisory Committee 1984-1987
Member, Oklahoma Rehabilitative and Visual Services Consumer Advisory Board 1984-1988
Chair, Evaluation Committee, RVS Advisory Board 1984-1988
Board of Directors, Sheltered Workshop for Payne County 1983-1985
Advisory Board, Job Placement/Development, Oklahoma Rehabilitative and Visual Services 1984
Professional Standards Committee, National Council on Rehabilitation Education 1982-1984
Project Playmate, OSU Advisory Board (Health and Fitness Center) 1982-1984
Faculty Advisor, L.D.S.S.A. (Oklahoma State University) 1981-1992
Advisory Committee, Human Resources, Department East Central Oklahoma State University 1980-1987
Psychology Department Research Affairs Committee, Oklahoma State University 1981-1982
Chair, National Rehabilitation Counselor Certification Maintenance Committee (American Rehabilitation Counseling Association) 1980-1982
Diversified Students Committee (Oklahoma State University) 1980
National Council on Rehabilitation Education Goals Committee 1980
Admissions Chair, Department of Guidance and Counseling, University of Idaho 1977-1979
Presidential Representative (Idaho), Association of Counselor Education and Supervision (ACES) 1979
Counselor Licensure Committee (State of Idaho) 1976-1979
Competency and Tenure Review Committee, University of Idaho 1977-1979
Organizational Director, Idaho Rehabilitation Counseling Association 1977
Vice-President, Idaho Rehabilitation Association (State Delegate several times, National Rehabilitation Association) 1977

Professional Presentations:

Presentation: Leadership in Counselor Education. ACES national Conference, Columbus, OH. 2007

Presentation: The Production of School Counseling Graduates in the U.S. Georgia Educational Research Association, Savannah, GA 2007

Presentation: Building a School Leadership Team. Leadership Institute, University of Central Arkansas. 2007


Presentation: The Pharisee and the Sinner: Identifying and Treating the Relational Dynamic of Marriage. AMCAP National Conference, Salt Lake City (accepted but could not attend) 2006

Presentation: The Production of School Counselors: An Analysis of University Graduate Programs in Georgia. Georgia Educational Research Association, Savannah, GA 2006

Workshop: The Impact of the Seed Grant Program on a Department. College of Education, UWG 2006

Presentation: Top 20 Universities in the United States: The Production of School Counselors. Rocky Mountain Association for Counselor Education and Supervision, Jackson Hole, Wyoming 2006

Presentation: Leadership in Counselor Education: Chairing the Academic Department. Rocky Mountain Association for Counselor Education and Supervision, Jackson Hole, Wyoming 2006
Presentation: CACREP Team Chair Training. Association for Counselor Education and Supervision, Pittsburgh. 2005


Presentation: 21 Key Indicators of Leaders. Transforming School Counseling Summer Institute, Houston 2005

Presentation: The Counselor as Leader. Connecticut Counseling Association, Rocky Hill, CT 2005

Presentation: CACREP on-site team chair training. American Counseling Association, Atlanta 2005

Presentation: Enriching Language Acquisition with Problem Based Learning, Hawaii TESOL Conference (accepted but could not attend) 2005

Presentation: Improving Linguistic Development through Administrators, Counselors, Teachers, & Family Collaboration, Hawaii TESOL Conference (accepted but could not attend) 2005

Presentation: Collaborative Efforts in Seeking, Writing, Funding, and Delivering Grants. UWG College of Education Faculty Development meeting 2005

Presentation: Counseling Gifted Students and their Families. National Association for Gifted Children, Salt Lake City 2004

Presentation: The Counselor as Leader. Rocky Mountain Association for Counselor Education and Supervision, Breckenridge, CO 2004

Presentation: Productivity of School Counseling Programs. Rocky Mountain Association for Counselor Education and Supervision, Breckenridge, CO 2004

Presentation: CACREP Standards. Georgia Board of Regents Counselor Educators Conference. Atlanta. 2004

Facilitator: Core Curriculum. Georgia Board of Regents Counselor Educators Conference. Atlanta. 2004

Presentation: Counselor as Leader. Connecticut Counseling 2004
B. M. Snow

Association Conference. Cromwell, Connecticut

Presentation: CACREP site team chair training. American Counseling Association Conference, Kansas City 2004

Facilitator: "Raising the Curtain"—Georgia Board of Regents Principles and Actions for the Preparation of School Counselors. University System of Georgia Counselor Educators Conference, Atlanta 2004

Presentation: Regents Principles and Actions for the Preparation of School Counselors. Georgia School Counselors Association, Atlanta 2003

Presentation: Regents Principles and Actions for the Preparation of School Counselors. Georgia Association of Counselor Educators and Supervisors, Atlanta 2003


Presentation: Leadership Development. Transforming School Counseling Summer Institute, Las Vegas 2003

Presentation: Leadership Development. Idaho Professional-Technical Educators, Boise 2002

Presentation: Transforming School Counseling. ACES National Conference, Park City, Utah 2002

Presentation: The Counselor as Leader. Idaho Counselor’s Association Conference, Boise. 2002


Presentation: Counseling as it relates to ESL students in higher education. TESOL International Conference. Salt Lake City. 2002

Presentation: Transforming school counseling. GACES Conference, Atlanta. 2001

Presentation: Counselor as Leader. Clayton County Schools, Jonesboro, GA. 2001

TV Program: Resolutions and Goals. What’s Up West Georgia. UWG television production. 2001
Presentation: Leadership. Clayton County Schools, Jonesboro.  
2000

Presentation: Leadership Development Profile. Education Trust National Conference, Washington, D.C.  
2000

Presentation: The counselor as leader. GSCA conference, Columbus, GA  
2000

Presentation: Developing a mission driven faculty to improve A school counseling program. Rocky Mountain ACES, Jackson Hole, WY  
2000

Presentation: Lowering the Affective Filters. 7th BRAZ TESOL National Convention. Sao Paulo, Brazil (accepted but unable to present)  
2000

TV Program: Qualities of effective relationships. What’s Up. West Georgia. State University of West Georgia Television Production.  
2000

Presentation: The national initiative for transforming school counseling. Summer Academy for Counselor Educators, Fort Worth, Texas.  
2000

2000

1999

Presentation: Team Chair expectations of site team members. CACREP Site Team Member Orientation. San Diego.  
1999

1999

1999
Presentation: Developing a Mission-Driven Program to Improve a School Counseling Program. ACES National Conference. New Orleans. 1999


Presentation: Transforming School Counseling. Georgia Association of Counselor Educators and Supervisors, Columbus. 1998


Presentation: Depression. Women’s Conference, Carrollton. 1998

Presentation (Roundtable): Parenting, Carrollton TV. 1997

Presentation: Finding a job in Counselor Education. ACA International Conference, Orlando. 1997

Presentation: Ethical Approaches to Common Dilemmas. LPCA of Georgia Conference, Peachtree City. 1997

Presentation: A Qualitative Study of the Experiencing of the CACREP Process from the Perspective of Faculty. ACES National Conference, Portland. 1996

Presentation: Goals. Central High School, Carrollton. 1996

Presentation: Ethical and Legal Issues in Counseling. Southeast Spring Clinical Institute (Johnson Institute), Clayton State University. 1995

Presentation: Stress Management. Newnan, GA. 1995


Facilitator. Carroll County Mental Health Center Focus Group. Carrollton, GA 1993

Presentation: Counselor Education Panel. Georgia Association of Counselor Educators and Supervisors, Macon. 1993

Presentation: Issues in Graduate Education. District School Counseling Association, Carrollton, GA. 1993

Presentation: Mentoring in School Counseling, Carroll County School Counselors, Carrollton, GA. 1993

Presentation: Commitment to the Profession: Credentialing and Student Affairs. NASPA Convention. 1992

Presentation: Involuntary Termination: Extent and Response. NASPA Convention. 1992


Presentation: The Importance of Perspective. Stillwater Public Schools 1992

Presentation: Expressing Compassion. Stillwater Domestic Violence Center 1991

Presentation: Priorities in Adolescence. Stillwater Public Schools 1991

Presentation: Are you hearing what I'm not saying? Family Resources Center, Oklahoma State University 1991

Reno, NV


Presentation: Attitudes Toward Disability. University of Texas–Pan American, Edinburg, TX 1991

Presentation: Are you hearing what I think I’m saying? Classified Staff Development Program, Oklahoma State University 1990

Presentation: Communication Skills. Oklahoma State University Student Services, Stillwater 1990


Presentation: Attitudes and Disability. Oklahoma State University Family Relations and Child Development Department, Stillwater 1990

Presentation: Improving Self-Esteem. Stillwater Public Schools 1990

Presentation: Incorporation Cultural Sensitivity Into the Classroom. AACP National Convention, Cincinnati 1990

Presentation: Rehabilitation of Persons with Psychiatric Disabilities. 5Th Pan American Conference on Rehabilitation and Special Education. South Padre Island, TX 1990


Presentation: Self-Concept. Stillwater Public Schools 1989

Presentation: Communication Skills to Strengthen Relationships. Young Homemakers of Oklahoma, Stillwater 1989

Presentation: Licensure, Certification, and Work Issues. AACP Annual Convention, Boston 1989

Presentation: Making Critical Professional Decisions. AACP Annual Convention, Boston 1989

Presentation: Building Self-Esteem. Stillwater Public Schools 1989

Presentation: Ecological Supervision, ACES National Convention, St. Louis, MO 1988


Keynote Speaker: Positive Self Concept, Oklahoma Vocational Association Annual Convention, Stillwater, Oklahoma 1987

Presentation: Handling Depression. Womens Conference, Stillwater, Oklahoma 1987

Presentation: Planning: Is a Doctorate in My Future? National ACPA/NASPA Convention, Chicago 1987

Presentation: Teaching and Communicating with Adolescents. Parenting Conference, Stillwater, Oklahoma 1987

Presentation: The Art of Listening. Tecumseh Public Schools, Staff Development 1987


Workshop: Listening and Communication. Elk City, Oklahoma School District 1986

Workshop: Doctoral Studies. National Convention, American Association for Counseling and Development. New York City 1984

Presentation: Annual Conference of Association for Education and Rehabilitation of the Blind and Visually Impaired. Muskogee, Oklahoma 1985

Presentation: Doctoral Studies? Oklahoma State University Graduate Student Association 1984
Workshop: Doctoral Studies. National Convention, American Association for Counseling and Development. Houston 1984

Presentation: Doctoral Training Program. Oklahoma Personnel and Guidance Association, Fountain Head Lodge 1984

Facilitator/Consultant: Seminar on Doctoral Studies for Recipients of Minority Student Doctoral Study Grants. Kerr Center, Poteau, Oklahoma 1983

Presentation/Program Co-director: Should I Go On For A Doctorate? National Convention, APGA, Washington, D.C. 1983

Presentation: Doctoral Studies--For Real people Like Me? OPGA, Oklahoma City 1983

Presentation: Coping with Loneliness. Single Adult Conference, Stillwater, Oklahoma 1982

Workshop: Professional Development for Rehabilitation Practices. Oklahoma Special Education Workstudy Conference. Fountainhead Lodge, Oklahoma 1982


Presentation: A Stare is Born (Self Concept). Especially for Youth Conference, Brigham Young University, Provo, Utah 1981

Presentation: Ten-Four, Good Buddy (Communication). Especially for Youth Conference, Brigham Young University, Provo, Utah 1981

Presentation: Survival Kit (Dealing with problems). Especially for Youth Conference, Brigham Young University, Provo, Utah 1981

Presentation: Selling yourself (Accomplishment and Self-Concept). Especially for Youth Conference, Brigham Young University, Provo, Utah 1981

Presentation: Don’t Look Back (Decision-Making). Especially for Youth Conference, Brigham Young University, Provo, Utah 1981
Presentation: Job Hunting for Counselor Educators. National Convention, American Personnel and Guidance Association, St. Louis, MO 1981


Workshop: Counseling Techniques. Minister and Pastoral Counseling Conference, Stillwater, Oklahoma 1980


Presentation: Medical Consultation. Emporia State University, Emporia, Kansas 1980


Keynote Speaker: Management of Time and Goals. Division of Vocational Rehabilitation - Visual Services (Annual Convention). Oklahoma City, Ok 1979


Presentation: Psychological Assessment. Department of Special Education. University of Idaho 1978


Workshop: Characteristics that Attract People. Youth group. Moscow, Idaho 1976


Presentation: Certification in Rehabilitation Counseling. Idaho 1976

Presentation: Job Hunting for Counselor Educators. National Convention, American Personnel and Guidance Association, St. Louis, MO 1981

Rehabilitation Association. Coeur D’Alene, Idaho


Workshop: A Basic Look at Vocational Rehabilitation. Idaho Division of Vocational Rehabilitation (In-Service). Boise, Idaho 1975

Presentation: Nursing and Rehabilitation. State Hospital South, Blackfoot, Idaho 1974

Presentation: Counseling as a Profession. Ricks College, Rexburg, Idaho 1974

Presentation: The Vocational Rehabilitation Process. State Youth Training Center, St. Anthony, Idaho 1972

Presentation: A Glimpse of Rehabilitation. Ricks College, Rexburg, Idaho 1972

Certifications/Awards:


Research/Publication/Writing:

Snow, B.M. & Jackson, C.M. Certification, licensure, and accreditation in school counseling. (accepted for publication)


Grants, Contracts, and Proposals:

Ventures in Leadership. Wallace-Reader's Digest Fund. $48,300. (not funded)

Summit on the Preparation of Tomorrow's School Counselors Board of Regents of the University System of Georgia. $10,000. 1999. Participant Involvement: Collaboration with faculty from University of Georgia.


CACREP Program Development. Regional Education Center. $3800. 1996. Project Director


Rehabilitation Training (long-term). Department of Education, 1981-82, $91,067. Involvement: Budget director; assistant director relative to development of program and narrative.


Rehabilitation Training (long-term): Rehabilitation Counselor Education at Oklahoma State University. Department of Education, 1980-81, $69,705. Involvement: Budget director; assistant director relative to development of program and narrative.

Counselor Education: Film as an Instructional Model. University Faculty Small Grant, Oklahoma State University, 1980, $450. Involvement: Director.


Rehabilitation Training (long-term): Rehabilitation Counselor Education at the University of Idaho and Washington State University. DHEW, Office of Human Development, Rehabilitation Services Administration, 1979-80, $136,971. Involvement: Associate project director.

Rehabilitation Training (long-term): Rehabilitation Counselor Education at the University of Idaho. DHEW, Rehabilitation Services Administration, 1978-1979, $128,555. Involvement: Associate project director.


Rehabilitation Training (short-term: Secretarial/Support Staff Training in Rehabilitation. DHEW, Office of Human Development, Rehabilitation Service Administration, 1975-76, $17, 652. Involvement: Director.

Research and Graduate Student Supervision:
Ph.D. (or Ed.D.) committee member on over 60 doctoral committees at Oklahoma State University.

Chair of many M.S., M.Ed., and Ed.S. committees at Oklahoma State University, the University of Idaho, and the University of West Georgia.

**Doctoral Dissertations (Chair/Advisor) at Oklahoma State University**


REBECCA POWELL STANARD, Ph.D. LPC

7358 South Mitchell Court
Villa Rica, Georgia
(Home) 770-830-9893
(Work) 678-839-6119
Email: rstanard@westga.edu

Academic Achievement

**Ph.D.** Counselor Education & Supervision
Ohio University
Degree conferred: June, 1994
CACREP accredited program
Athens, Ohio

**M.Ed.** Rehabilitation Counseling
Ohio University
Degree conferred: December 1987
CORE accredited program
Athens, Ohio

**B.S.** Medical Technology
West Virginia University
Degree Conferred: May 1971
NAACLS accredited program
Morgantown, WV

Teaching Experience

**Professor**
University of West Georgia
Counseling and Educational Psychology Department
Carrollton, Georgia
Fall 2007-present

**Associate Professor**
University of West Georgia
Counseling and Educational Psychology Department
Carrollton, Georgia
Fall 2001-Fall 2007

**Assistant Professor**
State University of West Georgia
Counseling and Educational Psychology Department
Carrollton, Georgia
Fall 1996-Fall 2001

**Assistant Professor (Adjunct)**
Ohio University
School of Applied Behavioral Sciences and Educational Leadership
1995-1996
Professional Licensure

Licensed Professional Counselor (LPC)
Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists
February 1997 to present
License number: LPC 02470

Professional Counseling Experience

Outpatient Counselor
Hope Center for Behavioral Medicine
Carrollton, Georgia

Outpatient Counselor
9/2001 to 1/2003
Highland River’s Behavioral Health Care
Cedartown and Rome, Georgia

Program Director
9/1995 to 8/1996
Health Recovery Services, Mental Health and Substance Abuse Treatment Division
Marietta, Ohio

Coordinator of Clinical Services
6/1993 to 9/1995
Health Recovery Services
Marietta, Ohio

Associate Director
Horizons, the Counseling Center
Marietta, Ohio.

Counselor Education Doctoral Intern
Horizons, the Counseling Center
Marietta, Ohio

Counselor trainee
Gail J. Rymer and Associates/Horizons
Belpre, Ohio/Marietta, Ohio

Rehabilitation Counseling Intern
6/1987 to 11/1987
Western District Guidance Center
Parkersburg, West Virginia

Service

Service to Institution

Director
(2002-2005)
University of West Georgia Center for Human Development and Research

Faculty Advisor
(1998)
HOPE mentors
Safe Space  Faculty Member participant

Service to Community

**Workshop Organizer**  Methamphetamine: Will you survive this Ice Age?
March 31, 2007 UWG.  Sgt. Jesse Hambrick

**Workshop Organizer**  Essential Techniques for Successful Intervention and Prevention of Bullying
March 18, 2006 UWG  Richard Hazler.

**Listserv Owner**  Family and Youth Connection of Carroll County
(2000-present)

**Workshop Organizer**  Alternative Treatments for Children Diagnosed with ADHD
March 28, 2000  Dr. Alan Brue  Tanner Hospital

**Steering Committee**  National Mental Health Association of Carroll County
Acting President  (1999-2001)

**Carroll County Family Connection Authority Advisory Board member**
(1998-present)

**Consultation services provided to Fayette Senior Services with Linda Painter**
(1997)

Committee Service

*University Committees:*
Faculty and Staff Personnel (2006-present)
Program Review Committee (2004-2007)
Responsible Sexuality Committee (2001-2004)
Institute for the Healing of Racism steering committee and facilitator (1999)
Selection committee for Individual Teaching Award (1998)

*College of Education Committees:*
Post-Tenure Review committee (2002)
Alumni Celebration Committee (chair) (2000)
Alternate to Faculty Council (1998)
Professional Development Committee (1997)
Evaluation of Teaching Committee (1996)

*Counseling and Educational Psychology Department Committees:*
Post-tenure Review Committee Chair (2002, 2006)
Pre-tenure Review Committee Chair (2001)
Assessment Committee (1996-1998)
Community Counseling Committee (1996-present) chair (1999-2000)
Transforming School Counseling Curriculum committee (1998-1999)
Merit Pay Committee (1998)
Search Committee (chair) (Spring and Summer 1998) (Spring 2006)
CACREP Committee (1999 & 2006-present)
Student Review Committee (1997-present)
Awards Committee (2000-2001) chair

**Editorial Positions**

**Editorial Associate**  
(2005-2008)  
*Counselor Education and Supervision*

**Program proposal reviewer**  
(2005)  
American Counseling Association

**Associate Editor**  
(2001-2002)  
*Georgia Journal of Professional Counseling*

**Editorial associate**  
*Journal of Counseling and Development*

**Program proposal reviewer**  
(1999)  
Licensed Professional Counseling Association

**Editorial associate**  
(1998 to 2001)  
*Georgia Journal of Professional Counseling*

**Editorial associate**  
(1997 to 2003)  
*Counseling and Values*

**Assistant to the Editor**  
(1992)  
*Journal of Humanistic Education and Development*
Membership and Offices in Professional Societies and Scholastic Honoraries

Chi Sigma Iota  
Gamma Zeta Chapter  
International Counseling Honorary
Lifetime Member

Chi Sigma Iota, International  
Lifetime Member

Omicron Delta Kappa  
(2000-present)

CACREP Board of Directors  
(2001-2007)

CACREP International  
(2006-present)

American Counseling Association  
Member  
(1987-present)

American Association of University Professors  
Member  
(1994-present)

Association of Counselor Education and Supervision  
Member  
(1994-present)

Honors

College of Education Centennial Professorship 2007-2008 (September 2007)

CACREP Service Award (January 2007) for distinguished service to the CACREP Board of Directors

Faculty Marshal College of Education (2006-present)

*Who's Who among America's Teachers (2000)*

Professional Development

Internal (UWG) Grants Awarded

Student Technology Fees  
Counselor Education Lab Upgrades  
$9618.15
(2007)

**VPAA Faculty Research Grant**

Dell Laptop Computer

(2007)

**Faculty Research Grant**

Third Party Reimbursement Experience of Licensed Professional Counselors in Georgia. (1999)

$500.00

**Faculty Research Grant**


$525.00

**Faculty Research Grant**

Assessing Counselor Education Students Attitudes toward Spirituality, co-authored with Linda Painter (1997)

$352.00

**Faculty Research Grant**

A Qualitative and Quantitative Study of the Experiencing of the CACREP process from the Perspective of Counselor Education Faculty, co-authored with Susan Boes (1997)

$650.00

**CEPD Resource Grant**

$1189

(1997)

**External Grants Awarded**

**Division 6 of American College Personnel Association**

A study of the difference in career aspirations of students diagnosed with ADHD early in life as opposed to those diagnosed later in life, coauthored with Dawn DeSantis (1998)

$180.00

**Southern Association for Counselor Education and Supervision**

Peer supervision pyramid for counselor trainees, co-authored with Jeff Hughes (1998)

$500.00

**Publications**

*Book Chapters*


**Refereed Articles**

behaviors. Accepted with revisions by *Journal of Humanistic Counseling, Education, and Development*.


*Invited article in Refereed Journal*


*Non referred Articles*

**Stanard, R. P. (2006, Fall).** CACREP “Down Under”, *The CACREP Connection* newsletter. CACREP: Alexandria, VA.

**Stanard, R. P. (2001) A baby boomer and generation X come together for advocacy, Counseling Today, 45*(6).*


**Manuscripts in process**


**Presentations**


Stanard, R. P. et al. (2006, April). Chi Sigma Iota, who is doing what in professional advocacy: A panel discussion among ACA division and affiliated organizations. Representing the CACREP board at a panel discussion at the American Association World Conference, Montreal, Canada.


Stanard, R. P. (2005, July). Where we've been, where we are, and where we're going: Report to the CACREP Board of Directors. Presented at the July meeting of the Board, Alexandria: VA.


Stanard, R. P. (2001, October). Teaching advocacy from a grass-roots social advocacy perspective. Presented at the annual meeting of the Southern Association for Counselor Education and Supervision, Athens, Georgia.


Stanard, R. P. (2000, February). *The discrimination model of counselor supervision: An overview*. Presented as part of a workshop for site supervisors with Dr. George Rolle at UWG, Carrollton, GA.


Appendix F

Library holdings
APPENDIX F
Ingram Library
Counseling and Psychology Journal Holdings
April 20, 2007

ACM transactions on applied perception (Available electronically from Ebsco v.2:no.2-2005:Apr.-)

Adolescence. v.1-1966-

American Educational Research Journal. Available 1964-2003 from Jstor, which has a "moving wall." For this title, the last four years are not available.

American journal of clinical hypnosis. v.1-1958-

The American journal of psychology. v.115-2002- (Also available electronically on jstor from 1887; jstor has a "moving wall," which means, for this title, the last three years are not available online)

The American psychologist v.1-1946-

Analyses of social issues and public policy : ASAP. v.2-2002- (Current year only is available electronically on Ebsco)

Behavior today. v.5-v.23:no.1 1974-1992:Jan. 6

Behavioural disorders. Available in Wilson Education/ProQuest 1997-

The British journal of educational psychology v.35:no.2-1965:Jun.-; v.35, 36 and 40 Incomplete (Also available electronically from Ebsco v.69-1999-)

Bulletin of rehabilitation counseling. v.1-v.3:no.2 1958-1960:Jun

Child development. v.70-1999-; (Also available electronically from Ebsco v.76-2005- and jstor v.1-1930-[jstor has a "moving wall," which for this title means the last five years are not available.])

Cognition. v.16-v.46:no.1 1984-1993:Jan

Cognition and instruction. Available electronically on jstor v.1-1984-. Jstor has a "moving wall," which for this title means the last five years are not available.

Cognitive science. V.8:no.1-1984;Jan/Mar-

Contemporary psychology. v.1-1956-
Counseling and values v.36-39, 42:no.2- 1991-1995, 1998:Jan.- (Also available electronically from Wilson Education/ProQuest 1998-; delayed 1 year and 6 months.)

The Counseling psychologist. v.1- 1969- (Also available electronically from Sage Publications and Ebsco 1999-)

Counselor education and supervision v.1- 1961- (Also available electronically from Wilson Education/ProQuest 1997-; delayed 1 year and 6 months.)

Counselor: the magazine for addiction professionals. v.3- 2002-

Criminal Behaviour and Mental Health: CBMA; London Available electronically through ProQuest 1998-2002


Critical psychology (issue 7)- 2002-


Developmental psychology. v.1- 1969-

Drugs and Alcohol Today. Available electronically from ProQuest 2003-

Education & treatment of children. v.1- 1977- (Also available electronically from Wilson Education/ProQuest 1996-)


Exceptional children. Available electronically from Wilson Education/ProQuest 1991-)

The family journal: counseling and therapy for couples and families. v.7:no.2- 1999:April- (Also available electronically from Sage Publications and Ebsco 1999)

Feminism & psychology. v.4:no.1- 1994:February- (Also available electronically from Sage Publications v.9- 1999-)

The Future of children. Available electronically from Project Muse 2005-

Georgia journal of mental health counseling. v.1:no.1-v.3:no.1 1993:May-1995:May

Georgia journal of professional counseling v.4:no.1-v.10:no.1 1996:May-2002:Summer

Humanitas. v.9- v.13 1973-1977
Individual psychology. v.38-53:no.4 1982-1997

The International journal for the psychology of religion. v.1- 1991-

Journal of abnormal and social psychology. v.20-69 1925-1964

Journal of Addictions & Offender Counseling. Available from Proquest 1998-, delayed 1 year(s) 6 months


Journal of College Counseling. Available electronically from ProQuest 2003-, delayed 1 year and 6 months.

Journal of Counseling and Development. Available electronically from ProQuest 1988-. Delayed 1 year and 6 months.

Journal of Educational and Behavioral Statistics. Available electronically from Jstor 1994-2003. Jstor has a “moving wall,” which means the most current 4 years of this title are not available. Also available electronically from ProQuest 2001-

Journal of Family Violence. Available electronically from ProQuest 2005-, delayed 1 year

The Journal for specialists in group work. v.21- 1996:Mar.-

Journal of abnormal child psychology. v.10:no.1- 1982- (Also available electronically from Ebsco v.34- 2006-)

The journal of abnormal psychology. v.1-v.15 1906-1921

Journal of abnormal psychology. [American Psychological Association] v.70- 1965-

The Journal of abnormal psychology and social psychology v.16-v.19 1921-1925

Journal of addictions & offender counseling. v.18:no.2- 1998:Apr.-

Journal of analytical psychology. v.1- 1955- (Also available electronically from Ebsco v.50- 2005-)

The journal of black psychology. v.25- 1999-

Journal of child psychology and psychiatry and allied disciplines v.1- 1960- (Also available electronically from Ebsco v.46- 2005-)
Journal of clinical psychology. v.1- 1945- (Also available electronically from Ebsco v.58- 2002-)


Journal of consulting and clinical psychology. v.32- 1968-

Journal of consulting psychology. v.3-v.31 1939-1967

Journal of counseling and development : JCD. v.63- 1984-

Journal of counseling psychology. v.1- 1954/1955-


Journal of educational psychology v.1- 1910-


Journal of experimental psychology: general. v.104- 1975-


Journal of health & social behavior v.8:no.1- 1967:Mar.- (Also available electronically from Jstor. Jstor has a “moving wall,” which for this title means the most current two years are not available.)

The Journal of humanistic counseling, education and development v.37:no.4- 1999:Jun.- (Also available electronically from ProQuest 1998- ; delayed 1 year.)


The journal of individual psychology. v.54- 1998-

Journal of infant, child, and adolescent psychotherapy. Available electronically from ProQuest 2004-. Delayed 6 months.)


Journal of multicultural counseling and development. v.21- 1993- (Also available electronically from ProQuest 1997-; delayed 1 year and 6 months.)

Journal of personality. v.53:no.1- 1985:Mar.- (Also available electronically on Ebsco v.73- 2005-)

Journal of Personality Disorders. Available electronically from ProQuest 1998-.

Journal of personality and social psychology. v.1- 1965-

The Journal of psychology. v.46- 1958-

Journal of school psychology. v.7- 1968-

Journal of Positive Behavior Interventions. Available electronically from ProQuest 1999-.

Journal of professional counseling, practice, theory & research. Available electronically from ProQuest 1998-.

Journal of psychology. Available electronically from ProQuest 1994-.

Journal of rational-emotive & cognitive-behavior therapy. Available electronically from ProQuest 1999-. Delayed 1 year.

Journal of social and clinical psychology. Available electronically from ProQuest 1998-.

Journal of social and personal relationships. v.13:no.1- 1996:Feb.- (Also available electronically from Sage Publications v.16- 1999-)

Journal of social work education. Available electronically from ProQuest 1997-.

Journal of the history of sexuality. Available electronically from Project Muse 2001-. (Also available electronically from ProQuest 2001-. Delayed 1 year.)
The Journal of transpersonal psychology. v.1-1969. (Also available electronically from ProQuest 2004-.)

Journal of women's history. Available electronically from Project Must 1999-


Law and Human Behavior. Full Text: 1999-, delayed 1 year

Measurement and evaluation in counseling and development. v.17:no.2-1984:July-

Mind [computer file]. Available electronically on JSTOR. JSTOR has a "moving wall," which for this title means the most current seven years are not available.

Measurement and evaluation in guidance. v.1-v.17:no.1 1968-1984:Apr


The Personnel and guidance journal. v.31-v.62:no.10 1952-1984:June


Professional school counseling. v.1-1997-

Psychological assessment v.15:no.1-2003:Mar-

Psychological bulletin. v.1-1904-

Psychological science: a journal of the American Psychological Society. v.2:no.1-1991:Jan-

Psychology of women quarterly. v.9-1985- (Also available electronically from Ebsco v.29-2005-)

Psychotherapy research. Available electronically from ProQuest 1998-. Delayed 6 months.

Qualitative Research in Psychology. Available electronically from ProQuest 2004-.

Rehabilitation Counseling Bulletin. Available electronically from ProQuest 2000-.
The School counselor. v.1-v.44 1953-1997

Studies in Gender and Sexuality. Available electronically from ProQuest 2004-. Delayed 6 months.

Book Title, including the Circulating Books, Reference Books (by title), Reference Index Titles and Storage Books:

BF1-BF990 (Psychology) 6275

HF5381-5383 (Vocational Guidance. Career Development) 476

LB1027.5 (Educational Counseling) 109

LB1050-1091 (Educational Psychology) 1397

LB1731 (Student Counselors, Training of) 144

LB3050-2060.87 (Educational Tests, Measurements, Evaluations & Examinations) 235

RC554-571 (Personality Disorders. Mental Retardation. Developmental Disabilities) 467

**Periodical Holdings:**
Counseling 30 titles
Psychology 138 titles

Online Databases (some full text): 22

**To Be Acquired:**
Adultspan Journal

The Career Development Quarterly

ASCA School Counselor Magazine
Appendix G
Comparison of the
University of West Georgia’s
library holdings with:
University of New Orleans
University of Central Florida
University of North Texas
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<tr>
<th>Details</th>
<th>LB1027.5 . N48 NO. 117</th>
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<tr>
<td>Student affairs staff as teachers / Emily L. Moore, editor.</td>
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<td>Moore, Emily L.</td>
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<td>The Poland Spring story, by Charles W. Ryan.</td>
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<td>Ryan, Charles W. (Charles William), 1932-</td>
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<tr>
<th>Details</th>
<th>LB1027.5 . A53 1982</th>
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<td>Psychological consultation in educational settings / Judith L. Alpert and associates.</td>
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<td>Alpert, Judith L.</td>
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<td>The teacher as counselor, by Donald J. Shank, chairman [and others]</td>
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<td>American Council on Education. Committee on Student Personnel Work.</td>
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<td>Guidance and counseling in the classroom.</td>
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<td>Arbuckle, Dugald S. (Dugald Sinclair), 1912-</td>
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<td>Baker, Stanley B., 1935-</td>
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<td>Coactive guidance : a blueprint for the future / by Daniel L. Ballast, Ronald L. Shoemaker.</td>
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<td>Ballast, Daniel L.</td>
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<tr>
<td>The elementary teacher and guidance.</td>
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<td>Barr, John A.</td>
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<td>Guidance in elementary education; a case book [by] Ruth Barry (and others)</td>
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<td>Barry, Ruth, 1919-</td>
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<td>Barry, Ruth, 1919-</td>
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<td>Practical counseling in the schools / Gary S. Belkin.</td>
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<td>Belkin, Gary S.</td>
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<td>Practical counseling in the schools / Gary S. Belkin.</td>
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<td>The counselor's role, commentary and readings. Edited by Joseph C. Bentley.</td>
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<td>The counselor's role; commentary and readings. Edited by Joseph C. Bentley.</td>
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<td>Guidance services in elementary schools by Harold Wright Bernard, C. Evan James [and] Franklin R. Zeran.</td>
<td>Bernard, Harold W. (Harold Wright), 1908-</td>
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<td>Principles of guidance / Harold W. Bernard, Daniel W. Fullmer.</td>
<td>Bernard, Harold W. (Harold Wright), 1908-</td>
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<th>LB1027.5 .B4644 2002</th>
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<td>Counseling youth : Foucault, power, and the ethics of subjectivity / Tina Besley ; foreword by James Marshall.</td>
<td>Besley, Tina, 1950-</td>
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<th>LB1027.5 .B76 2004</th>
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<td>Designing and leading comprehensive school counseling programs : promoting student competence and meeting student needs / Duane Brown, Jerry Trusty.</td>
<td>Brown, Duane.</td>
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<th>Details</th>
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<td>Group counseling for elementary and middle school children / Nina W. Brown.</td>
<td>Brown, Nina W.</td>
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<th>Details</th>
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<td>The counseling relationship, a casebook, by Arnold Buchheimer and Sara Carter Balogh.</td>
<td>Buchheimer, Arnold.</td>
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<td>Career education and the elementary school teacher [by] Kenneth B. Hoyt [and others]</td>
<td>Hoyt, Kenneth B.</td>
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- **BOOKS/JOURNALS:** Indicates whether the item is a book or a journal.
- **CALL NUMBER:** The cataloging number for the item.
- **AUTHOR/EDITOR:** The name(s) of the author(s) or editor(s).
- **LIBRARY LOCATION:** The physical location of the item within the library.
- **YEAR:** The publication year of the item.
Appendix H

Descriptive literature of outstanding programs
Counselor Education (Advanced)

The Counselor Education Program offers both master's and doctoral degrees in counseling. Both programs are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs) and graduates meet the academic qualifications for becoming a National Board Certified Counselor (NCC) and a Licensed Professional Counselor (LPC) in Louisiana.

The program leading to the M.Ed. degree consists of a minimum of 60 semester hours. Programs of study include core courses essential to all counselors; students also select an emphasis area in school, community, or college counseling. Field experiences include a 100-clock-hour practicum and a 600-clock-hour internship. Students may complete the degree program on a part-time basis. Courses are offered in the late afternoons and evenings. Graduates of the program usually are employed as professional counselors in diverse settings such as community mental health agencies, schools, substance abuse treatment programs, residential treatment programs, colleges, social services agencies, and pastoral settings.

The program leading to the Ph.D. degree consists of a minimum of 114 semester hours, which includes all coursework completed as a part of a master's degree program. The core curriculum in the Ph.D. program includes 48 hours of required master's-level counseling courses, 39 hours of doctoral-level courses, 15 hours of research tools, and 12 hours in the emphasis area. All students write either a qualitative or quantitative research dissertation. Graduates of the program usually are employed in careers that require a doctoral degree, such as careers as university professors of counseling, administrators, or researchers.
Counselor Education

College of Education

OVERVIEW

Program Description

This is a state-approved teacher education program that is currently undergoing revision in response to a change in Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

Counselor Education offers two degree programs: Mental Health Counseling and School Counseling. Please note that Marriage and Family Therapy is a separate degree but still part of the Counselor Education Program.

The Mental Health Counseling program prepares students for licensure in mental health counseling and leads to a Master of Arts (M.A.) degree.

The School Counseling program features two tracks that lead either to a Master of Education (M.Ed.) or a Master of Arts (M.A.) degree. The M.Ed. was created for students who have a bachelor's degree in education and have completed course work for teaching certification and plan to seek certification in school counseling. The M.A. is designed for the student who has a bachelor's degree in a discipline other than education who plans to seek certification as a school counselor.

As part of the program's real-world approach to counselor education (in addition to classroom studies) all students complete clinical experiences in the UCF Community Counseling Clinic and on-site in the community.
Program Objectives

The Mental Health Counseling track prepares students to obtain licensure as a mental health counselor and practice in community agencies, hospitals, colleges, universities, and private practice. The School Counseling track prepares students to work as professional counselors in pre-K through postsecondary school settings.

Degrees Offered

Master of Arts in Counselor Education
  Mental Health Counseling Track
  School Counseling Track
Master of Education in Counselor Education
  School Counseling Track
Graduate faculty and areas of research

**Vicki Campbell**, Associate Professor and Program Co-Director; Ph.D., Missouri, 1984. Family influences on career and psychosocial development of adolescents and young adults; cultural differences in family influence; psychological and career assessment.

**Bert Hayslip**, Regents Professor; Ph.D., Akron, 1975. Aging-cognition and personality; death and dying; hospice care; gerontological counseling; life span development.

**Patricia Kaminski**, Assistant Professor; Ph.D., Colorado State, 1995. Parent-child relationships; child abuse prevention; ADHD; eating disorders and body image; contemporary dynamic psychotherapy; posttraumatic stress disorder.

**Trent Petrie**, Professor and Director of the Center for Sport Psychology and Performance Excellence; Ph.D., Ohio State, 1991. Sport psychology; eating disorders; antecedents and consequences of athletic injury; academic adjustment and performance; multicultural counseling.

**Shelley Riggs**, Assistant Professor; Ph.D., Texas at Austin, 2000. Marriage and family; attachment and separation issues; supervision; trauma and loss.

**Lawrence J. Schneider**, Professor and Program Co-Director; Ph.D., Southern Illinois, 1972. Interpersonal influences in counseling; professional-ethical issues; sexual aggression.

**C. Edward Watkins**, Professor; Ph.D., Tennessee, 1984. Psychotherapy and psychotherapy supervision; assessment; professional issues; Adlerian psychology.
Faculty jointly appointed in UNT Counseling and Testing Services and areas of interest
Faculty in counseling and testing services do not routinely serve as primary research supervisors because of their joint appointments.

Karen D. Cogan, Assistant Professor; Ph.D., Ohio State, 1991. Sport psychology-performance enhancement; team dynamics; anxiety control; women's/gender issues; adults molested as children; sexual assault; eating disorders.

Pam Flint, Assistant Professor; Ph.D., North Texas, 1998. Couples and family conflict; substance abuse; animal-assisted therapy; psychopharmacology.

Tim Lane, Assistant Professor and Assistant Director of Counseling and Testing Services; Ph.D., Oklahoma State, 1989. Supervision dynamics process; eating disorders; chemical dependency.

Judy McConnell, Assistant Professor and Director of Counseling and Testing Services; Ph.D., Texas A&M, 1978. Eating disorders; women's issues.

For More Information

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Toulouse School of Graduate Studies

940-565-2383 or
toll free (888) UNT-GRAD
Counseling Psychology

Doctoral Program

Opportunities for doctoral studies

A Ph.D. with a major in counseling psychology prepares you for work as an independent professional in research, academic or applied settings. The University of North Texas' counseling psychology doctoral program is fully accredited by the American Psychological Association's Committee on Accreditation [750 First Street NE, Washington, D.C. 20002-4242, telephone (202) 336-5979]. The co-directors of counseling training at UNT are Lawrence J. Schneider and Vicki L. Campbell.

Philosophy and objectives

Counseling psychology is concerned with the normal adaptation of individuals to their environment and with helping others cope with crises, problems of daily living and mental challenges. The counseling psychology program is committed to the idea that human problems are the result of complex interaction of environmental factors and developmental changes in the person.

The Ph.D. counseling psychology program trains professional psychologists within the broad context of the scientist-practitioner model. This is accomplished through prescribed course work and practicum experience. The model focuses on application of the basic principles of psychology and psychotherapy to:

- provide instruction in the range of scientific and practice activities within counseling psychology;
- aid in the resolution and understanding of psychological and social problems of essentially normal individuals;
- serve as psychotherapeutic agents for individuals with severe problems in personal adjustment; and
- train counseling psychologists in basic research skills.

The doctoral program in counseling psychology focuses on preventative aspects of mental health. Training emphasizes acquisition of counseling skills through exposure to specific educational experiences according to the developmental perspective held by the faculty. The program's approach is based on a scientific framework that stresses commitment to empirical and objective evaluation of theory and technique.
Admission requirements

To be admitted to the counseling psychology doctoral program, you must:

- meet the admission requirements of the Toulouse School of Graduate Studies
- have a bachelor's or master's degree in psychology or a related field
- have completed a minimum of 24 hours in psychology. At least 12 of those hours must be advanced, including a statistics course and three of the following psychology courses: experimental psychology (or research methods); cognition; learning perception (sensory processes); motivation; physiological psychology (biological psychology); psychological measurement; or research thesis.

You can earn a master's degree en route to the Ph.D. if you have a bachelor's degree. If you have a master's degree, you may receive transfer credit subject to approval by the counseling program. The maximum amount of transfer credit for appropriate master's work is 30 hours. You may transfer a maximum of 12 hours of post-master's degree work, subject to approval by the counseling program.

In addition to required course work, you must submit your GRE verbal and quantitative scores, and one of the following criteria must also be met:

- 3.0 overall on the B.A.
- 3.5 on the last 60 hours of the B.A.
- 3.5 in undergraduate Psychology course work
- 3.5 on a completed master's degree (exclusive of practicum and thesis)
- completed doctoral degree in another field
- first or second author on an article in a peer-reviewed scientific or professional journal

Admission to the counseling psychology program is not determined by one criterion or quantitative measure of achievement. Motivation, aptitude, self-awareness and interpersonal poise are highly valued, as are skills in communication, research methods and professional/scientific writing.

You must submit a resume and a statement of goals. The goals statement is an essay in which you describe your interest in seeking a doctoral degree in counseling psychology. The statement should convey a fuller picture beyond the scope of a review of past academic records, test scores and reference letters. It can include descriptions of the ways you can enrich diversity of the program, including language fluency, life experiences, and commitment to working with diverse populations; reasons for applying to the program and to UNT; academic goals; research interests; applied practice goals; etc.

The doctoral program regards admission as a serious commitment on the part of you and the faculty. The counseling admission committee's goal is to make an optimal match
between your qualifications and goals and the training program's resources and objectives. Detailed departmental admission requirements and an application may be obtained from the graduate coordinator or online at www.psyc.unt.edu.

Degree requirements

The Ph.D. degree in counseling psychology requires a minimum of 111 semester hours beyond the bachelor's degree, including a one year supervised internship. If you are a full-time student, you could complete the program in five years. Most students take about six years.

General core studies

You are required to demonstrate competency (grade of B or better) in 20 hours of core psychology course work:

- PSYC 5030 Advanced Research Design
- PSYC 5060 Advanced History and Systems of Psychology
- PSYC 5090 Advanced Social Psychology
- PSYC 5640 Theories of Learning and Cognition
- PSYC 5700 Advanced Quantitative Methods in Psychology
- PSYC 5790 Advanced Physiological Psychology

Counseling concentration

The counseling concentration core consists of 45 semester hours of course work in assessment, ethics, group work, human development, multicultural issues, personality, psychopathology, psychotherapy, and vocational and career counseling. The goal is to train psychologists in traditional hallmarks of counseling psychology. An emphasis is placed on developmental and intervention issues as they relate to normal and deviant behavior.

Counseling practicum

The applied training experience in counseling psychology begins in the first semester and may continue throughout your on-campus work. The bulk of applied training occurs at
the Psychology Clinic and UNT Counseling and Testing Services. The Psychology Clinic practicum team is composed of first-, second- and third-year students and the supervising psychologist. In the second and third year of the required practicum sequence, students divide their training between the Psychology Clinic and Counseling and Testing Services.

Elective cluster

You can select an elective cluster of 12 to 15 hours in marriage and family, aging, or sport psychology. You may design other elective clusters with approval of the counseling committee.

Research

During your first year, you will formulate a thesis-related research project to complete during your second year. You are also encouraged to get involved in faculty members' research. Second- and third-year counseling students take on increasing responsibility in research projects that will culminate in the student's completion of a dissertation. The dissertation is a rigorous demonstration of the Ph.D. student's understanding of the scientific base of psychological work and the student's ability to integrate concepts into a system from which assumptions and hypotheses can be tested and interpreted.

Internship

A full-time, calendar year internship is required. Internships are independent of academic training programs. You are responsible for applying for and gaining acceptance to internships.

Foreign language

Beyond the 111 hours required for the degree, you must satisfy the graduate school requirement of a reading knowledge of a foreign language or have demonstrated competence in a research tool subject that has been approved by the psychology department and the Graduate Council.
Evaluation of knowledge and skills

Throughout training, the counseling program faculty members will assess your progress. Evaluation focuses on development of general knowledge in psychology and the specialty area of counseling psychology, competence in the delivery of applied services, skill in scientific investigation, and appropriate interpersonal and ethical functioning. If you do not demonstrate satisfactory and continuous progress in these areas, you may be terminated from the counseling psychology program.

Student body

The rate of attrition from the Ph.D. program in counseling psychology is very small. At this time, the program has a larger percentage of women than men. Its students are diverse in age, backgrounds and interests. Most facilities on campus, including the Department of Psychology, are accessible to students with disabilities. The Ph.D. program has about 50 students and admits approximately eight students annually. The internship placement rate in the counseling psychology program has been more than 90 percent for the past five years.

Financial assistance

You may apply for departmentally funded teaching assistantships and fellowships. The department strives to support all doctoral students for at least two years (generally the second and third year). Additionally, competitive scholarships are available from the graduate school and other sources. International students and non-resident students who receive competitive graduate school scholarships are entitled to pay Texas resident tuition for the term of their scholarship.

Facilities

The recently renovated Psychology Clinic is used for practicum training. The clinic includes psychotherapy and assessment rooms and rooms with one-way mirrors for live observation of individual and group sessions. Extensive videotaping capabilities are available for supervision in training. The counseling psychology program also uses training resources at UNT Counseling and Testing Services.