

# Memorandum

**To:** General Faculty

**Date:** October 7, 2015

**Regarding:** Agenda, Faculty Senate Meeting, October 9 at 3:00 p.m., TLC 1-203

The agenda for the October 9, 2015 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for September 11 (see [Addendum I](#))
4. Committee reports

**Committee I: Undergraduate Programs Committee (Cale Self, Chair)**

**Action Items** (see [Addendum II](#)):

A) College of Arts and Humanities

1) Art Department

- a) [ART 3400 Graphic Design Survey for Non-Majors](#)  
Request: Add

2) Foreign Languages Department

- a) [Bachelor of Arts with a Major in Foreign Languages and Literatures](#)  
Request: Modify

B) College of Social Sciences

1) Anthropology Department

- a) [ANTH 2003 Introduction to Physical Anthropology](#)  
Request: Modify

**Committee II: Graduate Programs Committee (Dawn McCord, Chair)**

**Action Items** (see [Addendum III](#)):

A) College of Education

1) Clinical and Professional Studies

- a) [CEPD 8138 Advanced Multicultural Counseling](#)  
Request: Add

- b) [CEPD 8152 Consultation, Collaboration and Program Developments in Counseling](#)  
Request: Add
- c) [CEPD 8156 Designing Effective Programs](#)  
Request: Add
- d) [CEPD 8185 Professional Research Writing](#)  
Request: Add

**Information Items:**

A) College of Education

- 1) [Master of Education with a Major in Art Teacher Education \(MED\)](#) is being terminated.
- 2) [Master of Education with a Major in Secondary Education \(MED\)](#) is being deactivated.
- 3) [Specialist in Education with a Major in Professional Counseling](#) will be delivered 100% online.

B) Challenges and Opportunities in UWG Graduate Studies

- 1) Preamble: In light of the current growth in graduate programs at UWG and across the state of Georgia, the GPC is proposing that the university look at graduate needs and best practices in graduate studies.

The Graduate Programs Committee recommends that the institution develop an organizational structure to support and promote graduate education. We affirm the quality of work in graduate studies across campus but believe that a more central structure such as a College/School of Graduate Studies would strengthen graduate programs in the current culture of scholarship, growth, and innovation. This structure should collaborate with colleges and programs to market programs, recruit potential students and support those who enroll, and advocate for the development and support of graduate programs in alignment with the UWG Strategic Plan.

**Committee VIII: Technology Committee (Craig Schroer, Chair)**

**Information Item:**

- A) Discussion of Plante Moran ITS Assessment Report and campus responses (Committee member)

<https://docs.google.com/a/westga.edu/spreadsheets/d/1Gx-OiUWv-jbKt2jIh92-95ptjwTYsaBIuQj6XrxhfVs/edit?usp=sharing>

- 19 comments received from UWG faculty and staff in response to the Plante Moran report
  - 5 were supportive of the report and new VP position
  - 5 were negative.
  - Remaining comments couldn't be tallied as strictly positive or negative.

- The Tech Committee favors the creation of a new VP position in conjunction with Kathy as CTO
  - VP could direct strategic approach to IT on campus
  - VP would have "place at the table" with top university admin and planning
  - VP would need to understand, represent, and communicate faculty, staff, and student IT concerns
  - **VP will improve our situation only if top admin listen to them when making decisions**
- The Tech Committee would like to have a voice in the drafting of the VP for IT job position
- Tech Comm discussed prevalence of having both a CTO and VP among our peer institutions (several have both positions)
- Discussion of whether to go outside UWG for VP search (it was roundly agreed that someone from outside of UWG would be best)
- There are still concerns about the level of funding for ITS at UWG, an example being the limited funding available for training of ITS staff (although Kathy shared that funding has been supplemented in the past couple of years).

**Committee XII: Budget Committee (Andrea Stanfield, Chair)**

**Information Items:**

- A) Budget update (Kyle Marrero)

**Committee XIII: Rules Committee (Sue Welch, Chair)**

**Information Item:**

- A) Update on the Policy Task Force (<http://www.westga.edu/policy>): drafting, revising, and maintaining institutional policies (Jane Simpson)

5. Old business

6. New business

- A) Update on Move On When Ready (MOWR) and changes to the Advanced Academy (Kyle Marrero, Micheal Crafton, Michael Hester)
- B) Update on the LEAP Initiative and the USG New Models of Learning Initiative (Micheal Crafton)

7. Announcements

8. Adjournment

# Addendum I

**University of West Georgia  
Faculty Senate Meeting  
Draft Minutes**

**September 11, 2015**

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:03 p.m. Dr. Kramer welcomed everyone and provided some introductions and brief explanations of common meeting procedures.

2. Roll Call

*Present*

Nancy Penco (substituting for Banford), Blair, Boldt, J. Butler, Connell, L. Crafton (substituting for L. Miller), DeFoor, Elman, Farran, Fujita, Chris Berg (substituting for H. Gerhardt), Insenga, C. Johnson, Mike Johnson (substituting for G. Lee), Lopez, McCord, McCullers, McKendry-Smith, Mindrila, D. Neely, Ogletree, Li Yang (substituting for Remshagen), J. Roberts, L. Robinson, C. Samples, Schoon, C. Schroer, Seay, Self, M. Snipes, Stanfield, Sterling, Tefend, Trotman Scott, Varga, Velez-Castrillon, S. Webb, S. Welch, D. Williams, Willox, Xu, Yates

*Absent*

Faucette, Griffith, Mbaye, McGuire, D. Stuart

3. [Minutes of April 24 were approved electronically on May 20, 2015]

4. Committee reports

**Committee I: Undergraduate Programs Committee (Cale Self, Chair)**

**Action Items:**

A) College of Arts and Humanities

1) Department of Art

a) Bachelor of Fine Arts with a Major in Art  
Request: Modify

*Item approved unanimously by voice vote.*

B) Richards College of Business

1) Marketing and Real Estate

a) Certificate of Sustainability in Business

Request: Add

*Item approved unanimously by voice vote.*

C) College of Science and Mathematics

1) Physics Department

a) PHYS 3503 Modern Physics  
Request: Add

*Item approved unanimously by voice vote.*

D) College of Social Sciences

1) Department of Criminology

a) Certificate in Juvenile Justice and Rehabilitation  
Request: Add

*Item approved unanimously by voice vote.*

b) CRIM 4004 Managing Data  
Request: Add

*Item approved unanimously by voice vote.*

**Information Item:**

A) Interdisciplinary Studies

1) XIDS 2001 Italian Life and Culture  
Approved

**Committee II: Graduate Programs Committee (Dawn McCord, Chair)**

**Action Items:**

A) College of Social Sciences

1) Department of Criminology

a) CRIM 5004 Managing Data  
Request: Add

*Item approved unanimously by voice vote.*

B) School of Nursing

- 1) NURS 9012 Nursing Education Synthesis  
Request: Modify

*Item approved unanimously by voice vote.*

**Committee V: Faculty Development Committee (David Boldt, Chair)**  
**Information Item:**

- A) Presentation about Human Resources Department changes (Rodney Byrd)

With the aid of PowerPoint slides, Mr. Boyd discussed various initiatives and changes in Human Resources. He began with the organizational structure, mentioning the names of new people in HR and where vacancies currently exist. There are 16 employees.

The Benefits Fair will be Oct. 21 in the lower level of Z-6 from 9:00 a.m.-2:00 p.m.

Open enrollment will be Nov. 2-13. This will be a passive enrollment; choices from last year will automatically roll over unless one self-selects different options (except for the Flexible Spending Account, in which one must re-enroll each year). Health premiums will be going up 6.7%; dental up 12%; no change in vision premiums; long term disability up 15%; short term disability, no change in premiums. For retirees, Medicare will be the primary payer and USG secondary, and supplemental coverage will be on the Aon Retiree Health Exchange. The Domestic Partners & Domestic Children coverage will be discontinued effective Jan. 1, 2016 and will be offered via COBRA. Look for communications from HR to come out about Oct. 1. Mr. Byrd stated that HR appointments will be available.

Regarding current projects: PeopleSoft will be implemented as the single USG payroll system, with ADP being discontinued. This will be rolled out at UWG about mid-year of 2016. Also in progress are a PeopleAdmin upgrade; a Title IX training and compliance program; development of a comprehensive performance management tool; a diversity and inclusion plan; a salary and compensation study; a Wolf Wellness Program expansion; and development of training for departments and units.

**Committee VIII: Technology Committee (Craig Schroer, Chair)**  
**Information Item:**

- A) Information Technology Services Assessment Report for UWG by Plante Moran, dated Aug. 15, 2015 (Kyle Marrero and Micheal Crafton)

Kathy Kral (Chief Information Officer of ITS) provided background information about 8 key points in the Executive Summary of a report issued by the consultancy Plante Moran:

- 1. Establish a new V.P. of ITS position;**
2. Restructure ITS and create a comprehensive staff development plan;
- 3. Establish a new governance framework, including cross-functional working committees;**

4. Complete a comprehensive IT Strategic Plan aligned with the UWG Strategic Plan;
5. Address funding model to adequately support IT;
6. Create a means to communicate ITS' vision, strategy, performance and successes;
- 7. Increase focus on security including security roles, action plans and DRP;**
- 8. Complete major outstanding infrastructure and technology initiatives, including reliable accessible Wi-Fi, VoIP telephony and the new web site.**

President Marrero spoke next. He mentioned that last year's budget gave ITS a small additional amount of recurring funding that was matched via the Tech Fee. He briefly discussed the turnover in ITS over the last few years. (Is low pay the issue?) He stated that "Kathy and her team have done an incredible job." It's not that the ITS department is doing a poor job; it's that we have 21<sup>st</sup> century needs that must be addressed strategically. Dr. Marrero explained how UWG initiatives are all ITS-based. He noted the huge potential impact on the budget that the recent Banner system downtime might have had; millions of dollars of revenue would have been lost if students couldn't register. He commented that ITS has a budget of approximately \$5M and 66 FTEs with continued demands as eCore and eMajor growth occur system-wide. Where do we need to invest our dollars? We need a plan and governance modeling.

Dr. Marrero explained that the complete Plante Moran report of 91 pages provides a recommended organizational structure and an assessment of skill levels in every unit of ITS. He is not releasing the complete report at this time out of consideration for ITS employees; however, the 11-page Executive Summary has been distributed to faculty and staff for review. Dr. Marrero stated that what we really want to do now are #1, 3, 7, and 8 (above in bold).

He said that UWG's size, needs, and direction point to the need for a Vice President of ITS. It will be a national search conducted by a diverse committee of UWG people. He said that we will hire the best person but will be looking at the opportunity to diversify our senior leadership. He hopes to have a candidate in place in late Jan./Feb. This will be a staff position, not faculty. The VP position will not require additional funding this academic year; it will be funded through the current ITS budget.

Craig Schroer will be opening a Google form for faculty to comment. [Mr. Schroer sent the e-mail to all faculty immediately after the meeting's adjournment.] The Technology Committee of Faculty Senate will be meeting on Sept. 23, so Mr. Schroer would appreciate comments before that date.

**Committee XII: Budget Committee (Andrea Stanfield, Chair)**  
**Information Items:**

- A) New CUPA salary study (Andrea Stanfield)

Ms. Stanfield stated that it has been two years since the previous study, so it is time to refresh the data. Faculty will be hearing from the Budget Committee soon.

- B) Budget update (Kyle Marrero)

Dr. Marrero stated that the deans have prioritized their budget requests. We do not have to do the 3% budget reduction model this year due to our enrollment growth. The president commented that in the budget request template it says that we will likely receive additional funding in 2017; how will we use it? The USG will be lobbying for as much as a 3% increase in state employee salaries. Remember, we have invested over \$3.65M in the last two years in merit and equity salary increases. The UWG vice presidents will be discussing their budget request lists until Oct. 1 and the budget template is due Oct. 21. The president said that we might have \$4.5-5M total needs—funding sources will need to be identified. We have been asked to keep an undergraduate tuition increase to no more than 2.5% and a graduate tuition increase to 9%. (Other graduate tuition rates in the state are much higher.) Last year's enrollment of 12,206 was repeated this year (current enrollment: 12,806). The resulting growth money is to go toward equity raises with a goal of 87-90% of the CUPA median; however, we have to see where the market has gone and recalculate. The new staff study will be conducted by Sipsen (last time was Mercer for staff). Dr. Marrero will go through the budget template with us again this year—a completely transparent process.

5. Old business: none.

6. New business

- A) Presentation by the President's Committee on Campus Inclusion about the results of the survey conducted this past spring (Lara Willox, Co-Chair)

Dr. Willox delivered a PowerPoint presentation. The slides are transcribed below, courtesy of Dr. Willox.

### **Presidential Committee on Campus Inclusion**

- The committee is comprised of representatives from across campus; faculty, staff, and students. The complete committee list is available, <http://www.westga.edu/engagewest/1826.php>
- We were charged by the President to engage in “thoughtful, deliberate, and inclusive assessment of current efforts and resources, dialogue, and research, provide the President, recommendations to improve diversity and inclusiveness on the campus of UWG. These recommendations should to be in the form of a Diversity and Inclusiveness Plan that encompasses the institutional strategic plan timeframe, 2014-2020, and includes specific goals, objectives, data indicators, and if needed organizational recommendations to implement the plan.”

### **Actions Implemented**

- Benchmark study of peer and aspirant institutions
- Identification of current resources and services
- Engaged consultancy
- Campus Climate Survey

**Consultant (Dr. CJ Woods, Associate Vice President for Student Affairs, Texas A&M University)**

- Engaged in committee work prior to visit
- Visited campus April 1-3 met with many campus constituents from students to upper administration
- Provided a report detailing recommendations



**Consultant Findings**

- Diversity of Faculty and Staff
  - The racial, ethnic, and gender diversity of the faculty and staff is disproportionate to the diversity of the student body. Furthermore, the number of women in leadership roles is also inconsistent with the demographics of UWG.
- Re-establish Institutional Trust
  - Interviews suggested that over time, discussions and decisions regarding diversity and inclusion were not genuine. Due to inaction or lack of commitment by top administrators, a sense of distrust or business as usual regarding diversity became the norm.

**More Findings**

- Diversity & Inclusion Capacity Building
  - There are a host of individuals, departments, and offices involved in different aspects of diversity and inclusion at UWG. The challenge is to collectively focus the efforts on institutional culture change by making diversity and inclusion a priority for administration, all colleges, and units.
- Community Building
  - UWG's student community openly self-segregate. Observations and conversations with interviewees reinforced that the campus culture is welcoming once students are affiliated or connected with a social, cultural, ethnic, or religious group. Although not intentional, this culture does not optimize opportunities for students to develop an understanding or appreciation of groups that may have different values, world views, or beliefs.

**Continued findings**

- Define Diversity
  - Interviews and observations revealed that there is not a clear understanding of the value of diversity at the University of West Georgia. The overwhelming sentiment is that ethnic and racial diversity is all that matters. The PCCI is in the process of developing a definition for diversity for UWG. This definition should recognize diversity broadly and inclusively while differentiating the uniqueness of all groups.
- Creation of a Senior Diversity Officer Position
  - The need for a diversity and inclusion officer was consistent across all groups. Currently, UWG does not have an individual or office charged with marshalling diversity resources and strategically advancing diversity and inclusion efforts.
- Accountability and Reporting

- Aside from the PCCI and those departments and units with diversity in their mission, there does not appear to be a sense of universal ownership for diversity at UWG. Making the campus welcoming and inclusive should be everyone's responsibility.

### **Campus Climate Survey information**

- Sent via email to 1507 staff and faculty on March 2015
- Survey closed on April 6, 2015
- 595 employees started the survey and 511 finished the survey
- Every question was voluntary
- Question response rates varied between 525 and 366

### **Broad survey findings**

- Respondents represented diversity across many categories (age, race, ethnicity, gender, disability, veteran, sexuality, & religion)
- There is an appreciation for the efforts being made in the area of diversity and inclusion
- 62.8% of respondents had an overall sense of satisfaction of overall campus community

### **More findings**

- People feel isolated
- Perception is that the make up of leadership is not representative of the campus community
- The variety of responses did not reveal a single area of concern

### **Next Steps**

- Use results to create actionable items
- Host a campus wide Town Hall meeting
- Recommend the hiring of a Senior Diversity Officer

### **You are invited to the PCCI Town Hall event**

Thursday, Sept. 17<sup>th</sup> at 3:30 pm – 4:30 pm, Campus Center Ballroom 108.3

B) University System of Georgia Faculty Council (USGFC) vote (Elizabeth Kramer)

Dr. Kramer provided background about the USGFC resolution (below). The majority of the Council members voted yes, and Dr. Kramer voted no. A nay vote was in accordance with the will of the Faculty Senate Executive Committee, which discussed an earlier draft this summer, and also reflected the majority of faculty responses received by Dr. Kramer after the final resolution was circulated via email to UWG faculty. The resolution was forwarded to the Chancellor; the USG has acknowledged it and thanked the Council. An article appeared in the *Atlanta Journal-Constitution*. The Council meets on Oct. 31 [subsequently rescheduled to Oct. 24], and it is speculated that they may have a response from the Chancellor to discuss. President Marrero provided some further background on the issue. Faculty should feel free to e-mail Dr. Kramer with comments or questions.

**UNIVERSITY SYSTEM OF GEORGIA  
FACULTY COUNCIL RESOLUTION**

**WHEREAS** the Board of Regents (BOR) of the University System of Georgia (USG) has approved substantial raises to the Chancellor and System Presidents; and

**WHEREAS** the Chancellor has indicated that the raises are necessary to maintain competitiveness of Presidents' and Chief Operating Officers' salary levels at the regional and national levels; and

**WHEREAS** the Chancellor and BOR, citing reduced state revenues and higher education budget cuts as reasons, have taken actions resulting in significant budget reductions at several system institutions, thereby causing faculty workloads to increase significantly and;

**WHEREAS** faculty salaries have not remained competitive with national and regional levels at most system institutions, nor have they maintained pace with cost of living and health care costs;

**THEREFORE, BE IT RESOLVED THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC) CALLS FOR THE BOARD OF REGENTS AND THE CHANCELLOR** to:

**REMEDY** the salary inequities of the faculty, rendering them competitive with national and regional levels; and

**HOLD IN ABEYANCE** any further system-wide increases in student tuition and fees pending the necessary financial reviews to place the above remedy in effect; and

**APPROVE IN CONCEPT** the inclusion of elected faculty representatives in all future system-wide financial and salary discussions.

**TO THIS END, THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC) CALLS FOR THE BOARD OF REGENTS AND THE CHANCELLOR** to take the following additional action, designed to preclude future misunderstandings between the Chancellor and BOR on the one hand and the Faculty on the other:

**OFFICIALLY ENDORSE** the respective roles of Board, Administration, and Faculty in system-wide governance of the USG as laid out in the Statement on Government of Colleges and Universities jointly formulated in 1966 by the American Association of University Professors (AAUP), the American Council of Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB).

**THE UNIVERSITY SYSTEM OF GEORGIA FACULTY COUNCIL (USGFC)** will prepare documentation for Board of Regents approval to place the above into effect.

7. Announcements: none.

## 8. Adjournment

The meeting adjourned at 4:33 p.m.

Respectfully submitted,  
Shelley Rogers,  
Executive Secretary of the Faculty Senate and General Faculty

# **Addendum II**

Course View (Read Only)

Attachments

Current File: ART3400\_GDnonmajors.pdf

Originator

Art Department: College of Arts and Humanities  
 Department: College  
 Hannaford, Joey  
 Originator

What would you like to do?  
 Add New Course  
 Modify Existing Course  
 Delete Existing Course

Modifications  
 Prerequisites  
 Corequisites  
 Description  
 Title  
 Credit  
 See Comments  
 Senate Action Item  (See Procedure)

Course Details

ART 3400 Graphic Design Survey for Non-Majors  
 Prefix Number Course Title

Graphic Design Survey for Non-Majors is a studio class teaching the basic principles and terminology of graphic design and typography, with an emphasis on the design process. Students will be able to apply these concepts and creative processes to visually communicate their ideas in a more effective way. Open to ALL UWG students. Art majors: course can count as Departmental Elective. ART 3400 will not count as a Graphic Design Concentration elective or substitute for any other concentration requirements.

Course Catalog Description

0	6	3	Fall - 2015	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Art Majors: ART1006, ART1007, ART1008, ART 1009  
 All other UWG students: no prerequisite

Corequisites

None.

Rationale

Graphic Design skills are communication skills that can be useful to majors from almost any major at the University. Every semester, the Department of Art is regularly asked by students in other majors if they can take the first graphic design course. As the Department of Art degree structure begins with 4 Foundations courses as Pre-Requisites to taking Graphic Design I, a need was identified for a course specifically directed towards non-Majors. The course is intended to be a generalized overview of the field, featuring basic typography, software skills along and knowledge of the creative process. The goal is for students from all areas at the University to be better able to craft effective communications.

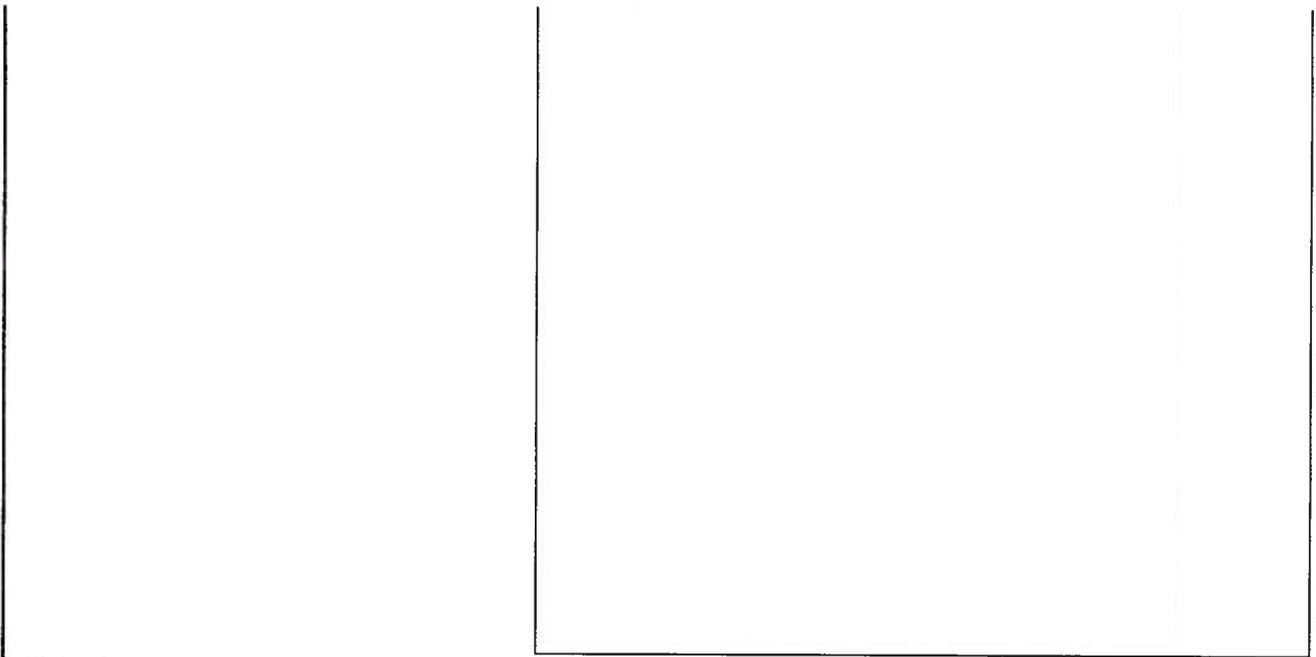
Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Is this a SACS substantive change? NO  (See Policy)

Present or Projected Annual Enrollment: 40

Comments



Attachments  
Current File: ART3400\_GDonations.pdf

College Approvals

**Kevin Shunn** [APPROVED 2015-04-24]

Chair, Course Department

**Randy J. Hendricks** [APPROVED 2015-09-11]

Dean, College of Arts and Humanities

Other Approvals

**Cale Seif**  
[APPROVED 2015-09-30]

Chair,  
Undergraduate  
Programs  
Committee

Final Approval

**Myrna Gantner** [REQUIRED]

Final Approver

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

#### MEETING TIMES

monday & wednesday

2:00–4:45 pm

Room 318 & 207

Humanities Building

#### INSTRUCTOR

myda iamiceli

#### OFFICE HOURS

TBD

By appointment.

myda@westga.edu

## ART 3400: GRAPHIC DESIGN SURVEY FOR NON-MAJORS

IAMICELI / MYDA@WESTGA.EDU

### COURSE DESCRIPTION

Graphic Design Survey for Non-Majors is a studio class teaching the basic principles and terminology of graphic design and typography, with an emphasis on the design process. Students will be able to apply these concepts and creative process to visually communicate their ideas in a more effective way.

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### LEARNING OUTCOMES

At the conclusion of this course students will have a basic understanding of:

- the basic elements and principles of graphic design
- the basic concepts and terminology of typography
- the design process
- how to develop ideas
- image file formats
- basic image making techniques

Students should be able to:

- define commonly-used graphic design and typographic terms.
  - work through the design process to develop innovative visual communications.
  - use type experimentally—work outside the formal conventions of typography.
  - use a variety of tools and methods to produce work.
  - apply concepts and principles to real-world projects.
- 

### REQUIRED TEXTBOOKS

**Graphic Design: The New Basics** by Ellen Lupton and Jennifer Cole Phillips

\_\_\_\_\_ Order your required textbook NOW with expedited delivery. You are required to have your course textbooks with you in class at all times, beginning August \_\_\_\_.

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### REQUIRED SUPPLIES \_\_\_\_\_

- Sketchbook (Strathmore or Canson **Drawing pad** (NOT Sketch pad), 9x12 inches)
- 18 inch metal ruler (or longer)
- X-Acto knife and #11 blades
- Scissors
- Black ink pens (*Micron and Sharpie*)
- Kneaded eraser
- Glue stick
- Access to digital camera
- Photocopies and scans (*as needed*)

## OPTIONAL SUPPLIES

- Triangle
- Self-healing cutting mat
- Tracing paper pad (*small 8.5 x 11"*)
- Pencils (*2B & 4B*)
- Blender marker (*Chartpak*)

*Note: Additional supplies may be needed as the semester progresses.*

\_\_\_\_\_ You are required to have your supplies with you in class at all times. Failure to have required supplies or textbooks in class will reflect negatively in your Daily grade.

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## ADDITIONAL RESOURCES

Below are some great resources to get started with. More will be discussed in class.

### BOOKS

- **Design Language** by Tim McCreight
- **Launching the Imagination: A Comprehensive Guide to Basic Design** by Mary Stewart
- **Thinking with Type** by Ellen Lupton
- **Glimmer: How design can transform your life, and maybe even the world** by Warren Berger
- **Information Design Workbook: Graphic Approaches, Solutions, and Inspiration** by Kim Baer
- **Graphic Design: A New History** by Stephen Eskilson

### ONLINE

- **gimp.org** (*open source image manipulation program, similar to Adobe PhotoShop*)
  - **inkscape.org** (*open source vector graphics editor, similar to Adobe Illustrator*)
  - **aiga.org** (*American Institute of Graphic Artists*)
  - **designobserver.com** (*blog, critical writing on design*)
  - **fastcodesign.com** (*Co.Design=business + innovation + design*)
  - **designtaxi.com** (*Design inspiration*)
  - **tdc.org** (*Type Director's Club*)
  - **identifont.com** (*helps you identify typefaces and type designers*)
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## COURSE PROCEDURES

\_\_\_\_\_ Class will be held each day beginning at 2:00–4:45 pm, Mondays and Wednesdays. Class will begin promptly at 2:00 pm. Lateness beyond 15 minutes will be counted as an absence. **If I am delayed taking care of administrative duties, it is the students responsibility to begin work until I arrive.**

\_\_\_\_\_ The class will include a combination of textbook readings, lectures, research from additional sources, in-class assignments, creative project assignments, and both group and individual critiques. In-class assignments and projects will involve hand work and digital design on the computer. No drawing skills needed. Open source software and free trials will be discussed and used for projects, if necessary.

\_\_\_\_\_ Extensive reading in the textbook, handouts, online assignments and online viewing will be assigned most class days. In some instances, some of this work will take place in class. In other instances, it will be the student's responsibility to do the assignments on their own time. Students must expect outside of class time to be twice the amount of time spend in class (this is a University policy for awarding credit hours.) Since we are in class 5.5

hours per week, this means you need to plan **a minimum of 10-12 hours a week for work outside of class to insure success. Plan your schedules accordingly.**

\_\_\_\_\_No food or drink of any kind is allowed in the computer lab. Leave drinks outside the lab door. Failure to observe this policy can result in the revoking of lab privileges.

\_\_\_\_\_Students are expected to behave in a professional manner at all times. This includes respectfully addressing the instructor and classmates, respecting the equipment and facilities, respecting other's time and efforts and respecting class time.

\_\_\_\_\_Craft Guidelines: To insure professionalism, you should be able to answer *yes* to the following:

- Are all corners cut square and sides cut straight?
- Are the measurements correct? (Measure twice!)
- Are the edges clean, no nicks cuts or dings? (Use new x-acto blade to get clean cuts.)
- Have pencil marks been erased? (Make sure to use kneaded eraser for this.)
- Is the border width correct all around?

\_\_\_\_\_Process is critical for success in this course. Commitment to your projects and willingness to push your ideas, create multiple iterations and refine your executions will create better results. Your process must be documented in the sketchbook and turned in, when asked, or with each project.

\_\_\_\_\_Deadlines are critical in the graphic design industry. Clients do not accept late work and neither will the this instructor. All deadlines will be announced in class and are provided in your project sheets. All projects and exercises are due on the day and time given and will be considered late when critique has begun or after work has been called for. **Late projects are not accepted** unless there are documented, extenuating circumstances, and it will still be at the discretion of the instructor. If you are absent or tardy it is your responsibility to obtain missed information from another student in the class.

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## COMMUNICATION

\_\_\_\_\_It is your responsibility to communicate with the instructor if you are having issues that can impact your success in this class. I am always available to meet by appointment. Email me and we will set up a mutually agreed upon time.

\_\_\_\_\_Please do not attempt to speak to me before or after class. I teach three classes with 15 minutes in between. This is time that I must use to eat lunch, take care of administrative duties, and get ready for the next class. Addressing any questions you have during class is essential. Otherwise, please email me and make an appointment so I can give you my full attention.

\_\_\_\_\_It is your responsibility to check the blog at least once every day for any updates or new information. Not checking the blog is NOT an excuse for not knowing what is going on in the class. As a matter of course, I will post information you will need for the next class immediately following each class.

\_\_\_\_\_If at any time you have questions email me at [myda@westga.edu](mailto:myda@westga.edu). I will make every effort to respond in a timely manner, but do not expect me to respond immediately.

\_\_\_\_\_I recommended that you make at least two appointments to see me outside of class during the semester to discuss any issues or problems you may be encountering during the course. Send me an email to make this appointment, providing at least 3 days/times that work for you. It must be noted, however, that making an appointment and missing it leaves a very bad impression.

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**GRADING SCALE:**

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

**EVALUATION/GRADING** \_\_\_\_\_

The Final Grade for the course will be determined by:

- Participation & Process (20%)  
*(In-class assignments, discussions, reading responses, sketchbook, experimentation, critiques and commitment to class and projects.)*
- Project #1 (15%)
- Project #2 (15%)
- Project #3 (15%)
- Project #4 (15%)
- Quizzes & Final Exam (20%)

Each project will be graded as follows:

100 possible points. 25 possible points for each area below:

- Concept: Resolution to the assigned problem
- Process: Development of conceptual ideas and technical skills
- Craftsmanship: Attention to detail
- Risk Taking: Inventiveness and experimentation

\_\_\_\_\_ In this class, we get students from different areas of study and with different levels of knowledge in art making and computer software. **Do not compare your grade with another**, because I take into account the skill level of each student.

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**ATTENDANCE**\_\_\_\_\_

**Attendance is mandatory and essential.** Attendance and active participation is necessary for the successful completion of the projects and course. Active engagement in the small group feedback sessions is also expected. This means listening to the suggestions of other students and offering constructive comments of your own.

\_\_\_\_\_ **Attendance for critiques is mandatory.** Missing a critique, being late and/or not having work ready will result in not receiving full credit on that project (30% less).

\_\_\_\_\_ Students attending class unprepared for a discussion, critique or exercise will be considered absent.

\_\_\_\_\_ Coming to class late is unacceptable. You are late if you arrive to class after your name has been called when role is taken. **Three tardies will equal an absence.**

\_\_\_\_\_ Each student will be allowed three (3) unexcused absences. After the third absence, the final course grade will be lowered **one full letter grade. Six or more absences equals a failing course grade.**

\_\_\_\_\_ It is your responsibility to catch if you miss a class. **Do not ask me to send you the lecture slides.** I suggest you get several phone numbers and email addresses of classmates so you can communicate outside of class if necessary.

\_\_\_\_\_ Excused absences follow University guidelines and may include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays and participation in official university activities or court-imposed legal obligations.

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## CLASS PERFORMANCE/PARTICIPATION/QUIZZES

\_\_\_\_\_ **Discussions:** There will be regular class discussions on reading material, online reading/viewing and student observations related to the material. Each student is responsible for contributing to the topics. Grades will be based on observances of what each student brings to the table: thoughtfulness to the subject, relevance, depth of research, clarity of presentation and degree of engagement.

\_\_\_\_\_ **Daily Notekeeping:** It is each student's responsibility to take notes during class discussions and lectures at all times. **Lecture slides will NOT BE AVAILABLE.** All classroom discussions and information can potentially be on Quizzes or the Final Exam. Consistent practice in this is essential for success in this class.

\_\_\_\_\_ **Participation/Engagement:** Class time will frequently be spent on discussions and working on projects. It is critical to always arrive to class with materials and supplies to work in class. Points will be assigned based on student's level of enthusiastic trial and error, engagement in research and productive progress. **Resolved designs must be presented in a professional manner for scheduled critiques and discussion.**

\_\_\_\_\_ **Phone Use:** Students must refrain from phone use, texting, chat, email and any non-course related web surfing during class time. Doing any of these will negatively effect your overall grade.

\_\_\_\_\_ **Quizzes:** Each class day there is potential for a graded quiz on all information; all readings, online assignments, and class discussions. There could be a quiz at any time, announced or unannounced.

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## ACADEMIC HONESTY \_\_\_\_\_

(see <http://www.westga.edu/~handbook/index.php?page=honorcode> and appendix A of the student handbook)

The University has adopted a policy for promoting high ideals and the greatest possible learning for each individual. Improper academic conduct on the part of the student shall be interpreted to mean obtaining and use of information by means other than those permitted by instructor, including supplying such to other students. Also improper is plagiarism, i.e., purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and data obtained from another person without credit to the person from whom such information was obtained. Further, inclusion of published or unpublished writings of another person without noting sources according to scholarly procedures acceptable shall be considered plagiarism. The definition of academic misconduct applies equally to improper use of electronic sources of information and opinion.

At West Georgia, the student is urged to seek truth and beauty in and for themselves, as well as skills needed for a productive life. Academic honesty is essential in preserving one's own integrity, that of the institution, and in gaining a true education. The West Georgia student pledges not to lie, cheat, or steal in the pursuit of his or her studies and is encouraged to report those who do.

## PLAGIARISM \_\_\_\_\_

This course requires that you adhere to high principles of intellectual honesty and personal integrity and that you demonstrate individual achievement in scholarship. Accordingly, any hint of transgression in this area will be dealt with harshly. Plagiarism in any of your writing assignments or other work will result in failure of the course. Thus, you are responsible for knowing what constitutes plagiarism and you may not plead ignorance. If you have any doubts, ask me or a librarian.

To review the principles, take the time to visit these sites: <http://libguides.westga.edu/content.php?pid=10699&sid=71588>  
<http://library.acadiau.ca/tutorials/plagiarism/>

You are responsible for understanding and heeding what is presented in these websites. In the philosophical and practical realms, lack of such intellectual honesty is foolhardy. You are denying yourself the opportunities for accruing valuable personal knowledge that can serve your creative and intellectual life. At the same time, you endanger your own reputation and career here at UWG and possibly beyond (if you are expelled).

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**UWG Common Language for Course Syllabi**

*Updated June 21, 2013*

*Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.*

**Americans with Disabilities Act**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

**UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

**Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**University of West Georgia Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

YOUR INITIALS NEXT TO EACH STATEMENT ON BOTH COPIES OF THIS DOCUMENT INDICATE THAT YOU HAVE READ AND UNDERSTAND THE COURSE TERMS AND CONDITIONS AND AGREE TO ABIDE BY THEM FOR SUCCESSFUL COMPLETION OF THE COURSE. YOU WILL KEEP A SIGNED COPY OF THIS DOCUMENT AND ANOTHER COPY WILL BE KEPT ON RECORD.

SIGN AND DATE:

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_



College Approvals	Other Approvals	Final Approval
<b>Robert Kilpatrick</b> [APPROVED 2015-09-07] Chair, Course Department	<b>Cale Self</b> [APPROVED 2015-09-30] Chair, Undergraduate Programs Committee	<b>Myrna Gantner</b> [REQUIRED] Final Approver
<b>Randy J. Hendricks</b> [APPROVED 2015-09-11] Dean, College of Arts and Humanities		

**Proposals for revised core area F**

**Bachelor of Arts with a Concentration in Foreign Languages and Literatures**

**\*core area F requirements for students enrolled in French/Spanish teacher certification programs will not change.**

**Current Area F for FLL**

1002-2002 in primary foreign language (9 hrs)

AND 1001-1002 in secondary foreign language (6 hrs)

AND HIST 1111/1112 (3 hrs)

\*2001 in secondary language is currently a “major requirement” (counts towards GPA in major)

**Proposal**

1002-2001 in primary foreign language (6 hrs)

**AND choose one of the following options (12 hrs):**

**Option A**

1001-2001 in secondary foreign language

AND HIST 1111/1112

\*2002 in primary language would be a “major requirement” (counts towards GPA in major) instead of counting in core area F

**Option B (only available if second major or second degree completed)**

1002-2001 in primary foreign language

AND 12 hours from additional core area F approved for second major or second degree

\*2002 in primary language would be a “major requirement” (counts towards GPA in major) instead of counting in core area F

Course View (Read Only)						
<b>Attachments</b>						
Current File: IPHYSANTH1105.docx						
<b>Originator</b>						
Anthropology Department <small>Department</small>	College of Social Sciences <small>College</small>	Snipes, Marjorie <small>Originator</small>				
<b>What would you like to do?</b>		<b>Modifications</b>				
<input type="radio"/> Add New Course <input checked="" type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course		<input type="checkbox"/> Prerequisites <small>(See Procedure)</small> <input type="checkbox"/> Corequisites <input checked="" type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item				
<b>Course Details</b>						
ANTH	2003	Introduction to Physical Anthropology				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
An examination of humans from biological and evolutionary perspectives. Topics of survey and analysis include systems of human and non-human inheritance and evolution, primatology, origins, variation and adaptation, forensic anthropology, and interactions between biology and culture.						
<small>Course Catalog Description</small>						
3.00		3.00	Fall - 2016	Every Term	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
<b>Prerequisites</b>				<b>Corequisites</b>		
<b>Rationale</b>						
Anth 1105, Introduction to Physical Anthropology, is being proposed as a slight modification of our previously existing Anth 2003 course (of the same title) for inclusion in Core Area D. We request consideration for Anth 1105 as a non-lab, three credit, Area D course providing a strong scientific background in biological data, method, and theory. This course will be especially useful for Non-Science students seeking biological knowledge to better understand human and non-human biocultural adaptation. As a strict natural science, mathematics and technology course, there is strong precedent for Introduction to Physical Anthropology (or its equivalent) to satisfy "Core" or "General Education" science requirements at an increasing number of excellent universities (e.g., Emory University, Ohio State University, Texas State University, University of California Berkeley, University of California San Diego, University of Central Florida, University of Colorado at Boulder, University of Illinois at Urbana-Champaign, University of Tennessee, University of Texas, University of Wisconsin Madison, William and Mary, etc.) A survey of the top 10 public universities reporting CORE/GE Requirements shows a majority adopting this structure to offer a point of entrance for both science and humanities students needing to apply the sciences to a better understanding of people, their nearest ancestors and relatives, and the effects of environmental change from a holistic perspective.						

<p><b>Planning Info</b></p> <p><input checked="" type="checkbox"/> Library Resources are Adequate  <input type="checkbox"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 225</p>	<p><b>Comments</b></p> <p>CURRENT COURSE MODIFICATION; REQUEST INCLUSION IN CORE AREA D  This slight modification of Anth 2003 to Anth 1105 is a course in human and non-human biology, evolution, and biocultural adaptation and is being submitted to facilitate a point-of-access for entry-level students to Physical Anthropology and also as a means to satisfy Core Area D I-#1.</p> <p>*SYLLABUS IS INCLUDED ON THE BOR ATTACHMENT.</p>	
<p><b>Attachments</b></p> <p>Current File: IPHYSANTH1105.docx</p>		
<p><b>College Approvals</b></p> <p><a href="#">Lisa Gezon</a> [APPROVED 2015-09-10]  Chair, Course Department</p> <p><a href="#">Amber Smallwood</a> [APPROVED 2015-09-25]  Coordinator, COSS Executive Committee</p>	<p><b>Other Approvals</b></p> <p><a href="#">Cale Self</a>  [APPROVED 2015-09-30]  Chair,  Undergraduate Programs  Committee</p>	<p><b>Final Approval</b></p> <p><a href="#">Myrna Gantner</a> [REQUIRED]  Final Approver</p>

# Core Curriculum Course Proposal Form – Areas A - E

**Proposing institutions and reviewing bodies should review the following before completing their sections of this form.**

Requests for courses to be added to Areas A-E or Overlays.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . )?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.10\\_common\\_course\\_prefixes\\_numbers\\_and\\_descriptions](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions))

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.4\\_details\\_regarding\\_areas\\_af](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af))
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.5\\_rules\\_regarding\\_inclusion\\_in\\_areas\\_af](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af))
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.7\\_prerequisites\\_and\\_exceptions](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions))

Requests for courses to meet overlay requirements in US Perspectives, Global Perspectives, or Critical Thinking:

- See Academic and Student Affairs Handbook, Section 2.4.3 US, GL, and CT Learning Goals ([http://www.usg.edu/academic\\_affairs\\_handbook/section2/handbook/C738/#p2.4.3\\_us\\_gl\\_and\\_ct\\_learning\\_goals](http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.3_us_gl_and_ct_learning_goals))

There are 4 parts to this form:

- [Part 1 is to be filled out by the institution proposing the course.](#)
- [Part 2 is to be filled out by the Academic Advisory Committee.](#)
- [Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs \(if needed\).](#)
- [Part 4 is to be filled out by the Council on General Education.](#)

## Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: [http://core.usg.edu/core\\_forms/course\\_proposal\\_form](http://core.usg.edu/core_forms/course_proposal_form)

**Please do not delete any pages of this document.**

1. **Institution:** University of West Georgia

2. **This is a proposal for** (mark one box below):

<input type="checkbox"/>	<b>Change in an already-approved course only, no change in Area or Overlay.</b> A change in a course that is already approved for Areas A-E and/or an Overlay at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)
<b>Course change information:</b>	
From:	
To:	
<input checked="" type="checkbox"/>	Placement of a course into the <b>Areas A – E</b> or an <b>Overlay</b> of the Core Curriculum

3. **Course Subject** (e.g., philosophy): Anthropology
4. **Course Prefix and Number** (e.g., PSYC 1101): ANTH 1105
5. **Course Title** as it appears (or will appear) in catalog: Introduction to Physical Anthropology
6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): 3-0-3
7. **Provide a catalog description of the course** in the box below.

<p>ANTH 1105 Introduction to Physical Anthropology 3-0-3</p> <p>An examination of humans from biological and evolutionary perspectives. Topics of survey and analysis include systems of inheritance and evolution, primatology, human origins, modern human variation and adaptation, forensic anthropology, and interactions between human biology and culture.</p>
---

### Common Course Prefixes, Numbers, and Descriptions

<p><b>Does this course use a common course prefix and number as listed in the Academic and Student Affairs Handbook Section 2.4.10? (Please review the list of common course prefixes, numbers and descriptions at <a href="#">Academic and Student Affairs Handbook, section 2.4.10</a> )</b></p>	
<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no," is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no" that you are **not using a common course prefix and number**, and "yes" that a **common course prefix and number is available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

### CORE AREAS (A-E)

Mark all CORE AREAS (A-E) that this course is requested to satisfy. For Core Areas that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	<b>Area A (English, Mathematics)</b>
	State your institution's approved learning outcome(s) for Area A:
	Explain how the proposed course satisfies the Area A learning outcome(s) listed above:
<input type="checkbox"/>	<b>Area B (Institutional Options)</b>
	State your institution's approved learning outcome(s) for Area B:
	Explain how the proposed course satisfies the Area B learning outcome(s) listed above:
<input type="checkbox"/>	<b>Area C (Humanities, Fine Arts, Ethics)</b>
	State your institution's approved learning outcome(s) for Area C:
	Explain how the proposed course satisfies the Area C learning outcome(s) listed above:
<input checked="" type="checkbox"/>	<b>Area D (Natural Sciences, Mathematics, Technology)</b>
	State your institution's approved learning outcome(s) for Area D:
	<ol style="list-style-type: none"> <li>1. Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.</li> <li>2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.</li> </ol>
	Explain how the proposed course satisfies the Area D learning outcome(s) listed above:
	<ol style="list-style-type: none"> <li>1. For LO 1, Anth 1105 satisfies the Area D Learning Outcomes through lecture, discussion, and application of the scientific method, basic genetics and inheritance, population biology, behavioral biology, comparative morphology, ecology, and dating and chemical analysis investigating the molecular revolution, biological variation and adaptation, cultural constructs of race, environmental sustainability and conservation, primate exceptionalism and evolution, and responsibility and ethics in science.</li> <li>2. For LO 2, Anth 1105 satisfies the Area D Learning Outcomes through group work and research on primate and the hominin diversity and cooperative class presentations of their findings from an evolutionary perspective.</li> </ol>

<b>If Area D, select appropriate major(s):</b>	
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input checked="" type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	<b>Area E (Social Sciences)</b>
State your institution's approved learning outcome(s) for Area E:	
Explain how the proposed course satisfies the Area E learning outcome(s) listed above:	

## OVERLAY REQUIREMENTS

Mark all **OVERLAY REQUIREMENTS** that this course is requested to satisfy. For Overlay requirements that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that Overlay, and explain how this course will satisfy your institution's approved learning outcomes.

<input type="checkbox"/>	<b>Learning Goal I - US Perspectives</b>
State your institution's approved learning outcome(s) for US Perspectives:	
Explain how the proposed course satisfies the US Perspectives learning outcome(s) listed above:	
<input type="checkbox"/>	<b>Learning Goal II - Global Perspectives</b>
State your institution's approved learning outcome(s) for Global Perspectives:	
Explain how the proposed course satisfies the Global Perspectives learning outcome(s) listed above:	
<input type="checkbox"/>	<b>Learning Goal III - Critical Thinking</b>
State your institution's approved learning outcome(s) for Critical Thinking:	
Explain how the proposed course satisfies the Critical Thinking learning outcome(s) listed above:	

Courses proposed to satisfy **overlay** requirements (*if you checked a box immediately above*) must also be part of a core Area (Areas A-E). Indicate which core area(s) this course is already approved for or is proposed to be approved for.

<b>Area A (English, Mathematics)</b>	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
<b>Area B (Institutional Options)</b>	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
<b>Area C (Humanities, Fine Arts, Ethics)</b>	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal

<b>Area D (Natural Sciences, Mathematics, Technology)</b>	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
<b>Area E (Social Sciences)</b>	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal

8. ~~In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.~~

~~If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.~~

No response required. Will be replaced with a better question in the future.

**Course Prerequisites:**

**Learning Support Prerequisites or Corequisites** (enter "none" if not applicable): NONE

**Other Prerequisites** (enter "none" if not applicable): NONE

**Course Co-requisites** (enter "none" if not applicable): NONE

**Requests for Exceptions to the Prerequisite Rules**

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

**Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (Courses that are required of all students at your institution do not count here.)**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

Please review section [2.4.7](#) of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

--

**9. Course approval by institution**

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution.**

Date	Level or approving body

**10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?**

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

--

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

--

How have you changed this proposal since the last time you submitted a proposal for this course?

--

**Appropriate Academic Advisory Committee to Review This Proposal**

Please indicate the most appropriate Academic Advisory Committee to review this proposal. You can find a list of Academic Advisory Committees at [http://www.usg.edu/academic\\_planning/committees/](http://www.usg.edu/academic_planning/committees/)

Sociology, Anthropology, and Social Work
--

Please provide the following contact information:

<b>VPAA Name:</b>	Dr. Michael Crafton
<b>VPAA Email Address:</b>	mcrafton@westga.edu
<b>VPAA Phone Number:</b>	678-839-6445
<b>VPAA Mailing Address:</b>	1601 Maple Street Carrollton, GA 30118

Please paste a **syllabus** (generic, rather than one from a specific instructor) or a Common Course Outline with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment in Word format in the space below.

Paste syllabus here.....

## Introduction to Physical Anthropology

**Course:** Anth 1105  
**Introduction to Physical Anthropology**  
**Time:** M/W: 3:30-4:50 PM  
**Place:** Anthropology Building, Rm 2

**Instructor:** Dr. Corey Maggiano, Ph.D.  
**Email:** cmaggian@westga.edu  
**Office:** (678) 839-6456  
**Lab:** (678) 839-6148  
**Office Hours:**  
Mon/Wed: 12:30-3:30 PM  
Tues/Thurs: 12:00-2:00 PM

### Course Description

An examination of humans from biological and evolutionary perspectives. Topics of survey and analysis include systems of inheritance and evolution, primatology, human origins, modern human variation and adaptation, forensic anthropology, and interactions between human biology and culture.

### Required Book:

Jurmain et al. "Introduction to Physical Anthropology" (14<sup>th</sup> ed.) Wadsworth (Cengage Publishers).  
ISBN: 9781285062037

### Course Structure

Lecture, in-class and/or online discussions, readings/films, in-class activities/quizzes, exams

### Curriculum Fulfillment:

This course partially satisfies the requirements for Core Area D: Natural Sciences, Mathematics, and Technology as a non-lab science course.

### Learning Outcomes (also refer to the Undergraduate Catalog):

By the completion of this course, each student should be able to:

- **Core Area D:** Apply scientific reasoning and methods or mathematical principles to explain natural phenomena or situations that arise in the real world.
- **Core Area D:** Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.
- Describe fundamental observations, theories, and methods central to modern physical anthropology.
- Identify critical events within physical anthropology, such as the modern synthesis in biology, the molecular revolution, and major milestones non-human and human evolution.
- Investigate social, philosophical, or ethical implications of research in physical anthropology, such as human variation and cultural construction of "race", gene therapy, primate habitat conservation, and human origins.

### Course Requirements and Grade Distribution:

	<b>Total:</b>	<b>400 pts</b>	
Class participation and attendance	10%,	40 pts	(e.g., Lab activity, Group Presentations)
Unannounced Quizzes	15%,	60 pts	
Exams (3 total)	75%,	3 @ 100 pts each = 300	

A total of three exams will account for 75% of your final grade. The remainder is determined by three quizzes (60%) and in class participation and attendance (40%), including group work (e.g., project at the Lab) and presentation (e.g., group presentation on chosen primate). Exams will be multiple choice but may contain short

answer and/or essay responses. The final is the same format as midterms but is scheduled during final exam week. *If you are having difficulty or need advice on note-taking, studying, or writing please contact the instructor!*

#### **Grading Scale:**

You can check your general progress by comparing your score against the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F <59

#### **Attendance and Participation:**

Attendance and participation are an important element of this class as well as an important part of your learning experience. If you miss class, you must check with other students to obtain notes and other pertinent information. No notes or power-points will be provided for the course. You are permitted one unexcused absence for the course. Please note that attendance and participation comprise a significant portion of the total grade distribution (below). In order to receive full points each day, you must be in attendance for the entirety of the class period AND participate in class activities and discussions. *If life events prevent you from attending class periods on a regular basis, please consult with the instructor!* All assignments are due on time unless you can present your instructor with documentation verifying an excuse (medical, automobile, etc.). Late work will not be accepted without documentation from an official source (doctor, police, school representative, etc.). Be on time for exams as you may not be permitted entrance otherwise. Make-up exams are at the instructor's discretion with official documentation. You have 24hrs to contact the instructor or department regarding any make-up exam, which must then be taken within one week to receive credit. For a general guide to how you are doing in the class refer to grades returned in class or see the instructor during office hours. Do not request grades via email or phone. Your performance will only be addressed with you. Any questions about grades must be in writing and given to the instructor within the first week following the exam.

#### **Classroom Behavior:**

You are expected to act as an adult and to be orderly and respectful in the classroom. Being respectful includes the following: remaining quiet when your professor is speaking, supporting classmates through constructive and positive interactions, and avoiding distracting your fellow students. Laptop use is discouraged due to well-known benefits of hard-copy note taking, but is allowable if strictly used for notes. Cell phones must be turned off and may not be used during class without prior consent. Anyone not following these guidelines or exhibiting other disruptive behavior will be warned in class and ultimately asked to leave the classroom if the behavior continues. If that occurs, he or she will also be unable to collect points from assignments or participation for the day. Repeated disruptive behavior may result in expulsion from the class.

#### **Academic Misconduct:**

As a student of the University of West Georgia, you should be familiar with the Academic Integrity and Honor Code Pledge (<http://www.westga.edu/handbook/59.php>). Please work independently on all assignments unless they are clearly identified as cooperative assignments. Be sure all work is in your own words and from the scope of the course (you may not turn in other papers or assignments done for other courses). If you borrow ideas or words from others, you must cite them appropriately. Please also cite all information used in assignments that is not considered "common knowledge". Failure to do so is a form of plagiarism and a form of student misconduct.

Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc. will be considered plagiarism unless sources are properly cited. Some excellent examples of how you can avoid plagiarism are located here, along with a tutorial:

<http://libguides.westga.edu/content.php?pid=16314&sid=109878>

#### **Additional University Policies:**

Please review the information on the following link:

[http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf)

Here you will find important information regarding your responsibilities for this course as well as your rights at a student. These statements are updated on a regular basis as federal, state, university and accreditation standards change, thus, you should review the information posted each semester.

**Web Course Tools and Student Support:**

Open your web browser and go to <https://westga.view.usg.edu/> use your username and password to login. Select on this course to access class materials, news and other relevant information. Always discuss concerns with your instructor as soon as they arise in order to seek the quickest assistance. For additional support see [Student Services](#), the Center for Academic Success (located in UCC 200, 678-839-6280, [cas@westga.edu](mailto:cas@westga.edu)). For other aid or student advocacy: UWG Cares <http://www.westga.edu/UWGCares/>.

**Students in Need of Accommodation**

It is federal and university policy to provide reasonable accommodations to students with documented disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the Accessibilities Services Office in Room 272 of the Student Development Center in Parker Hall (phone: 678.839.6428/ fax: 678.839.6429).

**Course Schedule (Subject to Change)**

**Week 1 (Aug 24, 26) – Course Introduction and Anthropology Subfields**

Reading(s): What is Anthropology as a science? Historical context of Evolutionary Theory & The Modern Synthesis, Ch. 1 and 2

Ethical Implications for Research in Physical Anthropology

**Week 2 (Aug 31, Sept 2) – Cellular Biology**

Reading(s): Cells, DNA, and Proteins: The Biological Basis of Life, Ch. 3

**Week 3 NO CLASS: Sept 7, Labor Day – (Sept 9) Genetics**

Reading(s): Heredity and Evolution: History of modern genetics and relation to evolutionary process, Ch. 4

**Week 4 (Sept 14, 16) – Human Variation and Adaptation**

Reading(s): Human Variation: Historic context and introduction to modern population biology, Ch. 15

**Week 5 (Sept 21, 23) – Human Variation and Adaptation Continued**

Reading(s): Patterns of Adaptation: Adaptive significance of human variation, Ch. 16

**Week 6 (Sept 28, 30) – Evolutionary Theory**

**Exam:** Monday the 28th

Reading(s): Introduction to Macroevolution: Vertebrate Evolution, Ch. 5

**Week 7 (Sept 28, 30) – Evolutionary Theory and Primates**

Reading(s): Macroevolution continued, Ch. 5

Meet the Non-Human Primates: What is a primate? Ch. 6

**Week 8 (Oct 5, 7) – Primates**

Reading(s): Meet the Non-Human Primates: Environments and Ecology, Ch. 6

**Week 9 (Oct 12, 14) – Primates Continued**

Reading(s): Primate Behavior and Social Structure, Ch. 7

**Week 10 (Oct 19, 21) – Behavioral Evolution**

Reading(s): Primates as Models for Human Behavioral Evolution, Ch. 8

**Exam:** Wednesday the 21<sup>st</sup>

**Week 10 (Oct 26, 28) – Techniques in Paleoanthropology**

**Reading(s):** Reconstructing Hominin Behavior and Ecology, Ch. 10

**Week 11 (Nov 2, 4) – Paleoanthropology**

**Reading(s):** Hominid Traits, Ch. 11

**Week 12 (Nov 9-11) – Paleoanthropology continued**

**Reading(s):** First Hominins in Africa, Ch. 11

**Week 13 (Nov 16, 18) - Pliestocene Hominins**

**Reading(s):** Erectus and Contemporaries, Ch. 12

**Week 14 NO CLASS: Nov 23 or 25 – Thanksgiving Holiday**

**Week 15 (Nov 30, Dec 2) – Human Origins**

**Reading(s):** Origin and Dispersal of Modern Humans, Ch. 13 and 14

**Week 16**

**Final Exam:** Wed, Dec 9 – 2:00 PM

**\*\*\*Schedule and Readings Subject to Change\*\***

## Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: [Barbara.Brown@usq.edu](mailto:Barbara.Brown@usq.edu)

**Please do not delete any pages of this document.**

**Course Title:**

**Institution:**

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
<input type="checkbox"/>	Learning Goal I - US Perspectives
<input type="checkbox"/>	Learning Goal II - Global Perspectives
<input type="checkbox"/>	Learning Goal III - Critical Thinking

## Exceptions to the Prerequisite Rules?

### Academic and Student Affairs Handbook section [2.4.7](#) Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

<b>Academic Committee:</b>	
<b>Chair name:</b>	
<b>Chair institution:</b>	
<b>Chair daytime phone number:</b>	
<b>Chair email address:</b>	

**Reminder: After completing this part of the form, please save and send to**

**Barbara.Brown@usg.edu as an email attachment.**

### Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).

Course Title:

Institution:

#### Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.

5. Please provide contact information for the **RACAA Chair**.

**Chair name:**

**Chair institution:**

**Chair daytime phone number:**

Chair email address:

**Reminder: After completing this part of the form, please save and send to [Barbara.Brown@usg.edu](mailto:Barbara.Brown@usg.edu) as an email attachment.**

## Part 4: To be filled out by the System Liaison for the Council on General Education.

Course Title:

Institution:

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#) of this form for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
<input type="checkbox"/>	Learning Goal I - US Perspectives
<input type="checkbox"/>	Learning Goal II - Global Perspectives
<input type="checkbox"/>	Learning Goal III - Critical Thinking

5. Please provide contact information for the System Liaison to the Council on General Education.

Liaison name: Barbara L. Brown

Liaison daytime phone number: 404-962-3107

**Liaison email address:**

Barbara.Brown@usg.edu

Form last updated 8/5/15

# **Addendum III**

Course View (Read Only)

Attachments

Current File: CEPD.8138\_Advanced Multi Culti Syllabus\_CSS.pdf

Originator

Clinical and Professional Studies  
Department

College of Education  
College

Parrish, Mark  
Originator

What would you like to do?

Add New Course  
 Modify Existing Course  
 Delete Existing Course

Modifications

Prerequisites  
 Corequisites  
 Description  
 Title  
 Credit  
 See Comments  
 Senate Action Item  
*(See Procedure)*

Course Details

CEPD 8138 Advanced Multicultural Counseling  
Prefix Number Course Title

This course is designed for students in the Ed.S. program to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority, non-dominant, and oppressed populations. Students will examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to counseling and/or administration.

Course Catalog Description

3	0	3	Fall - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Ed.S. Admission Required

Corequisites

Rationale

Our Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of diversity and multicultural sensitivity as professional counseling practitioners.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? YES (See Policy) Present or Projected Annual Enrollment: 30		<b>Comments</b>
<b>Attachments</b> Current File: CEPD 8138_Advanced Mult.Cult. Syllabus_CSS.pdf		
<b>College Approvals</b> <hr/> <b>Mark Parrish</b> [APPROVED 2015-06-16] Chair, Course Department <hr/> <b>Rebecca Stanard</b> [APPROVED 2015-07-07] Associate Dean, College of Education	<b>Other Approvals</b> <hr/> <b>Dawn McCord</b> [APPROVED 2015-09-30] Chair, Graduate Programs Committee	<b>Final Approval</b> <hr/> <b>Myrna Gantner</b> [REQUIRED] Final Approver

## **Rationale for CEPD Ed.S. Course Addition**

**COURSE: CEPD 8138... Advanced Multicultural Counseling,**

**PROGRAM: Education Specialist (Ed.S.) in Professional Counseling**

**COURSE DESCRIPTION:** This course is designed for students in the Ed.S. program to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority, non-dominant, and oppressed populations. Students will examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to counseling and/or administration.

**RATIONALE:** Our Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of diversity and multicultural sensitivity as professional counseling practitioners.

**CEPD 8138 Advanced Multicultural Counseling**

<b>Semester Hours</b>	3
<b>Semester/Year</b>	Fall/
<b>Time/Location</b>	Online Asynchronous
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Online Hours Telephone</b>	Direct Line: Department Line:
<b>Email</b>	
<b>Online Support</b>	<p>D2L Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a></p> <p>D2L UWG Online help <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a></p> <p>D2L 24 hour Help <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a></p> <p>UWG Distance Learning <a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a></p> <p>Distance Learning Library Services <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a></p> <p>Resources for Distance &amp; Off-Campus Students <a href="http://libguides.westga.edu/content.php?pid=194459">http://libguides.westga.edu/content.php?pid=194459</a></p> <p>Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a></p> <p>University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a></p>

**COURSE DESCRIPTION**

This course is designed for students in the EdS program to develop advanced competencies for counseling intervention with diverse populations. Students will learn specific theories and techniques for counseling multicultural populations. Special attention will be given to working with minority, non-dominant, and oppressed populations. Students will examine their own attitudes, behaviors, perceptions, and biases to developing culturally aware approaches to counseling and/or administration.

**COE VISION**

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE MISSION**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards including the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Georgia Professional Standards Commission (PSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

**APPROACHES TO INSTRUCTION**

CEPD 8138 is an asynchronous, online course delivered via the Desire2Learn (D2L) platform, also referred to as CourseDen/D2L. Using interactive technologies, students are expected to regularly and systematically engage in instructional activities such as discussion boards, group work, project development, presentations, exams (called quizzes on D2L), assigned readings, and more.

For purposes of syllabus items, schedules, assignments, etc., each week begins on Sunday at 8:00 am and ends on Saturday at 11:59 pm.

To be successful in the online environment, students must read, plan, and organize their time to meet the requirements outlined in the syllabus. Some strategies used by successful students in online courses include establishing weekly study times, scheduling a minimum of 3-4 times each week to log into the course, asking questions (there is a discussion board specially for course questions), making connections with peers in the class, and making the most of your learning opportunities.

This course will be delivered 100% online. This requires the online equivalent of 2250 of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts, responses with hyperlinks of supporting data	900 minutes
Audio/video instruction	500 minutes
Group work online	600 minutes
Exams	250 minutes

**\*\* Please note from the above discussion:** It is anticipated that students will need to work independently for twice the number of minutes (4500 minutes) listed above to complete the online activities/course assignments (this will include research for the assignments/discussions/case studies/instructional questions) and other activities. Please remember all discussion boards of course content must have supporting documentation to include at least 1-2 hyperlinks.

**Course Objectives:****Students will:**

1. Articulate their own cultural values and demonstrate an awareness of how cultural/ethnic biases may impact culturally diverse groups (*Betterment of Society*).
2. Explore the impact of socio-cultural factors on the cognitive, affective, and behavioral development of culturally diverse groups (*Betterment of Society*).
3. Demonstrate knowledge related to specific ethnic and non-ethnic minority populations (*Professional Excellence; Betterment of Society*).
4. Demonstrate the connection between counseling theory, intervention strategies and ethical issues as they relate to the cultural dynamics of various groups, and identify how these skills may be effectively utilized in clinical, school, and/or college counseling settings (*Professional Excellence; Betterment of Society*).

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES****Required Text(s)**

Robinson, T.L. (2005). *The convergence of race, ethnicity, and gender*. (4th edition). Upper Saddle River, NJ: Merrill Prentice Hall.

**Required Articles:**

Arredondo, P. and Arciniega, G. M. (2001). Strategies and techniques for counselor training based on the Multicultural Counseling Competencies. *Journal of Multicultural Counseling & Development* Oct 2001, 29(4), 263-273.

Arredondo, P. (1999). Multicultural counseling competencies as tools to address oppression and racism. *Journal of Counseling & Development*, 77(1), 102-109.

Cass, V. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality*, 4(3), 219-235.

Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41(4), 405-414.

Kiselica, M. S., & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling and Development*, 79(4), 387-398.

Lewis, J., Arnold, M. S., House, R., & Toporek, R. (2003). Advocacy competencies [Electronic Version], pp. 1-2. Retrieved from <http://www.counseling.org/Publications/>.

Pederson, P. B. (1991). Multiculturalism as a generic approach to counseling. *Journal of Counseling and Development*, 70(1), 6-12.

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70, 477-486.

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist*, 31(3), 253-272.

**References:**

Atkinson, D. R., Morten, G., & Sue, D. W. (1998). *Counseling American minorities* (5<sup>th</sup> ed.). Boston: McGraw Hill.

Atkinson, D. R., & Hackett, G. (1998). *Counseling diverse population* (2<sup>nd</sup> ed.). Boston: McGraw Hill.

Axelson, J. A. (1985). *Counseling and development in a multicultural society*. Monterey, CA: Brooks/Cole.

Ivey, A. E., Ivey, M. B., & Morgan-Simek, L. (1993). *Counseling and psychotherapy: A multicultural perspective* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Pedersen, P. & Carey, J.C. (1994). *Multicultural counseling in schools: A practical handbook*. Boston: Allyn & Bacon.

Wehrly, B. (1995). *Pathways to multicultural counseling competence: A developmental journey*. Pacific Grove, CA: Brooks/Cole.

Sue, D. W. & Sue, D. (1990). *Counseling the culturally different*. (2<sup>nd</sup> ed). New York: John Wiley and Sons.

Vontress, C. E., Johnson, J. A., & Epp, L. R. (1999). *Cross-cultural counseling. A casebook*. Alexandria, VA: American Counseling Association.

**Required Instructional Resource: Tk20 Subscription**

These are available at the University Bookstore or at  
<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

**Assignments**

**1. Initial Self-Assessment (10 points)**

Students will utilize results of CACREP 2009 standards related to diversity, and the ACA Code of Ethics to conduct a comprehensive evaluation of areas of strength and areas for growth relevant to multicultural competencies. The assessment will culminate in a specific plan for growth related to multicultural awareness, knowledge, and skills.

**2. The Multicultural Skilled Counselor (5 reviews @ 4 pts each)**

You will submit five journal article reviews written using APA style (no need for abstract or reference list) that are two pages in length each (pick five out of the available articles). The first page of the review will be a summary of the major points addressed by the article and the second page will be a personal reaction to the article. The journal articles to review are listed under required journal articles.

**3. Self-Exploration Project (20 points)**

Write a 10-12 page, *APA format* paper exploring the following:

1. Your ethnic and cultural background.
  - a. Draw your ethnic/cultural genogram (example is attached; additional guidelines are provided on D2L)
    1. Create an ethical / cultural genogram chart of your family's origins. The goal is to include 4 criterion of information on all known generations with 4 generations being the required minimum.
  - b. Discuss what aspects/qualities of your ethnic/cultural background are prominent in your life (e.g., language, religion, character traits) and the childhood experiences that reinforced them
  - c. Describe the childhood and adolescent experiences or relationships that shaped your view of people who are culturally different than you. What is your current view of people who are culturally different than you?
2. The cultural values you currently hold.
  - a. What cultural values do you currently hold (address time, activity, relational, basic human nature, religion)?
  - b. Which of these values will be different from common values of African Americans, Asian Americans, Hispanic Americans, or Native Americans?
  - c. How do you plan to manage values conflicts with your clients?
3. Describe your process in racial identity development.
  - a. What stage are you currently experiencing? Give examples.
  - b. What factors/experiences influenced your progression?
  - c. How do you plan to further facilitate your racial identity development?

**4. Cultural Research Presentation (25 points):**

**Cultural Diversity Activity Plan Format**

**For Clinical Mental Health (Community) Clinicians**

- I. Name and description Cultural Diversity Project.
- II. Overall Goals for your Cultural Diversity project (what you hope your clients will learn as a result of your plan).

- III. Identify the type of Counseling Activities and topics for each activity *Choose either small group counselling or professional workshop as the type of activity.* (e.g. small group counseling: appreciating cultural differences and similarities).
- IV. Provide a description of the instructions for lesson facilitator, teacher or counselor.
- V. Provide a description of the activity's format and time frame. Your cultural diversity plan **MUST** include a minimum of three (3) one hour long sessions for small group or an 8 – 5pm workshop session.
- VI. Provide an evaluation method you will use to evaluate each activity's outcome. Remember the evaluation must be related to the goals of the activity. (i.e., survey, questionnaire, essay, artwork, etc.).
- VII. References used. In addition to the reference page, indicate the reference use for each activity.
- VIII. Appendix

### Cultural Diversity Activity Plan Format

#### For School Counselling

- I. Name for Cultural Diversity Project
- II. Overall Goals for your Cultural Diversity plan (ASCA's standards) E.g., Personal/Social Development, Standard 2 (see ASCA's National Model).
- III. Identify the type of Counseling Activities and topics for each activity (e.g. classroom guidance: appreciating cultural differences and similarities).
- IV. Provide a description of the instructions for lesson facilitator, teacher or counselor.
- V. Provide a description of the activity's format and time frame. Your cultural diversity plan **MUST** include a minimum of four (4) weeks or a month long classroom guidance or school-wide activities.
- VI. Provide an evaluation method you will use to evaluate each activity's outcome. Remember the evaluation must be related to the goals of the activity. (i.e., survey, questionnaire, essay, artwork, etc.).
- VII. References used. In addition to the reference page, indicate the reference use for each activity.
- VIII. Appendix

**Note: All course assignments must be:**

- consistent with the format outlined in the Publication Manual of the American Psychological Association (6th Ed.) including title page, running head, double-spaced, citations, reference page, etc.;
- submitted in CourseDen as a MS Word (.doc or .docx...not a .pdf) attachment **NO LATER THAN THE BEGINNING OF CLASS ON THE DUE DATE. NO EXCEPTIONS!**

**Evaluation Procedures**

Assignment	Points	Assessment Tools	Submit via:	Due Date All due dates end at midnight
Discussion Board	15 @ 1 pts.	Rubric	D2L Discussion Board	Weekly
Cultural Research Presentation	25	Rubric	D2L Dropbox	TBA
The Multicultural Skilled Counselor Reviews (5 reviews @ 4 pts each)	20	Rubric	D2L Dropbox	TBA
Self Exploration Project	20	Rubric	D2L Dropbox	TBA
Initial self-assessment	10		D2L Dropbox	TBA
Final	10		D2L Dropbox	TBA

**Grading**

*Grading scale is on 100 points*

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Diversity:** The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

**Professional Conduct:** Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Disability:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Attendance:** Attendance is required and missing participation in the Discussion Board or assigned activities via CourseDen/D2L will be noted as an absence. Each absence will drop the student's grade by 5%. There are no excused absences. Please make adjustments to your schedule at this time.

In case of an absence on the day of an exam, the student has 48 hours to contact the instructor and arrange for a make-up exam. NO make-ups will be given for those who fail to make contact within 48 hours. Make-up tests are highly discouraged and will only be granted for approved college business and/or essential medical/dental care. Make-up tests, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members. An "Incomplete" can be given in cases of illness or death of family.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Late Work:** Late papers will be penalized 5 points per day. Late online discussion posts will be penalized by 1 point per day. Please remember to review the participation grading for online classes with discussion boards. No assignment will be accepted after 1 week.

**Professional Conduct:** Cell phones are not to be used in class. Please turn these off or to vibrate for the duration of class.

Complete reading assignments, attend class, and participate in class activities and discussion. Students are expected to be well prepared for each module, to have completed assigned readings, and to ask questions on the material they do not understand. Since graduate students are respected as independent learners, the course material will expand on topics presented in the textbook and for providing other relevant information. *All papers will be evaluated on appropriate grammar and spelling.* Use a spell check before turning in your papers and proof read each paper carefully.

Because this is a comprehensive course working to achieve all aspects of assessment, it may be difficult to cover all of the material in the book. Students are responsible for assigned material not covered in class.

All course notes will be posted on CourseDen/Brightspace/D2L. Students are expected to make their own copies for following along or use with studying for exams.

The professor reserves the right to alter or amend this syllabus and/or its policies/procedures at any time. Do not refer to this syllabus exclusively for APA format. Organization and other correct formatting are to be found in the 6th edition of the APA manual.

**Student Email Policy:** The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. Since this course is online and asynchronous please email me via D2L in regards to this course. While the MyUWG account is the official communication as stated above, for this course I will answer email more rapidly as I check course emails more frequently. I will generally answer email within 48 hours; please do not resend messages until after a 48 hour period. I reserve the right to not answer email on weekends.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

### CLASS OUTLINE

Modules	To Prepare for Class	Class Activities/Topics	Assignments Due
Module 1	Introductions	Introductions ; Initial self assessment  Complete postings for discussion boards	1. DB 1 & 2 2. The Multicultural Skilled Counselor Reviews 3. Initial self-assessment
Module 2	Read chapters 1 and 2	Complete postings for discussion boards	DB 3 & 4
Module 3	Read Chapters 3 and 4	Complete postings for discussion boards	1. DB 5 & 6 2. The Multicultural Skilled Counselor Reviews
Module 4	Read Chapters 5 and 6	Complete postings for discussion boards	DB 7 & 8
Module 5	Read Chapters 7 and 8	Complete postings for discussion boards	1. DB 9 & 10 2. The Multicultural Skilled Counselor Reviews
Module 6	Read Chapters 9 and 10	Complete postings for discussion boards	1. DB 11 & 12 2. The Multicultural Skilled Counselor Reviews 3. Cultural Research Presentation
Module 7	Read Chapters 11 and 12	Complete postings for discussion boards	1. DB 13, 14, 15 2. The Multicultural Skilled Counselor Reviews 3. Self Exploration Project 4. Final Exam

Course View (Read Only)						
<b>Attachments</b>						
Current File: CEPD.8152.Consultation.and.Collaboration.Syllabus.CSS.pdf						
<b>Originator</b>						
Clinical and Professional Studies <small>Department</small>		College of Education <small>College</small>		Parrish, Mark <small>Originator</small>		
What would you like to do? <input type="radio"/> Add New Course <input type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course			<b>Modifications</b> <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item ( <a href="#">See Procedure</a> )			
<b>Course Details</b>						
CEPD	8152	Consultation, Collaboration and Program Development				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
COURSE DESCRIPTION: This course prepares students for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant. Consultation theory and process will be discussed. Examples of consultation with families, schools, colleges and community agencies will be provided, as well as models for facilitating change in human systems.						
<small>Course Catalog Description</small>						
3	0	3	Fall - 2015	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
<b>Prerequisites</b>			<b>Corequisites</b>			
Ed.S. Admission Required						
<b>Rationale</b>						
RATIONALE: Our Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of consultation, collaboration and program development as professional counseling practitioners.						

<b>Planning Info</b> <input type="checkbox"/> Library Resources are Adequate <input type="checkbox"/> Library Resources Need Enhancement Is this a SACS substantive change? YES (See Policy) Present or Projected Annual Enrollment: 30	<b>Comments</b>	
<b>Attachments</b> Current File: CEPD.0152_Consultation and Collaboration_Syllabus_CSS.pdf		
<b>College Approvals</b> <hr/> <b>Rebecca Stanard [APPROVED 2015-07-07]</b> Associate Dean, College of Education <hr/> <b>Mark Parrish [APPROVED 2015-06-16]</b> Chair, Course Department	<b>Other Approvals</b> <b>Dawn McCord [APPROVED 2015-09-30]</b> Chair, Graduate Programs Committee	<b>Final Approval</b> <b>Myrna Gantner [REQUIRED]</b> Final Approver

**Rationale for CEPD Ed.S. Course Addition**

**COURSE: CEPD 8152... Consultation, Collaboration and  
Program development in Counseling**

**PROGRAM:** Education Specialist (Ed.S.) in Professional Counseling

**COURSE DESCRIPTION:** This course prepares students for competent professional practice as clinical mental health counselors and school counselors functioning in the role of consultant. Consultation theory and process will be discussed. Examples of consultation with families, schools, colleges and community agencies will be provided, as well as models for facilitating change in human systems.

**RATIONALE:** Our Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of consultation, collaboration and program development as professional counseling practitioners.

**Prerequisites:** Admission into the Ed.S. in Professional Counseling Program

**CEPD 8152 Consultation, Collaboration and Program Development in Counseling**

<b>Semester Hours</b>	3
<b>Semester/Year</b>	Spring/
<b>Time/Location</b>	
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Online Hours</b>	
<b>Telephone</b>	Direct Line: Department Line:
<b>Email</b>	
<b>Online Support</b>	D2L Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  D2L UWG Online help <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a>  D2L 24 hour Help <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>  UWG Distance Learning <a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a>  Distance Learning Library Services <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>  Resources for Distance & Off-Campus Students <a href="http://libguides.westga.edu/content.php?pid=194459">http://libguides.westga.edu/content.php?pid=194459</a>  Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

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**COE Vision**

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards Council for Accreditation of Counseling and Related Educational Programs (CACREP) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

**APPROACHES TO INSTRUCTION**

CEPD 8152 is an asynchronous, online course delivered via the Desire2Learn (D2L) platform, also referred to as CourseDen/Brightspace/D2L. Using interactive technologies, students are expected to regularly and systematically engage in instructional activities such as discussion boards, group work, project development, presentations, exams (called quizzes on D2L), assigned readings, and more.

For purposes of syllabus item, schedules, assignments, etc., each week begins on Sunday at 8:00 am and ends on Saturday at 11:59 pm.

To be successful in the online environment, students must read, plan, and organize their time to meet the requirements outlined in the syllabus. Some strategies used by successful students in online courses include establishing weekly study times, scheduling a minimum of 3-4 times each week to log into the course, asking questions (there is a discussion board specially for course questions), making connections with peers in the class, and making the most of your learning opportunities.

This course will be delivered 100% online. This requires the online equivalent of 2250 of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts, responses with hyperlinks of supporting data	900 minutes
Audio/video instruction	500 minutes
Group work online	600 minutes
Exams	250 minutes

**\*\* Please note from the above discussion:** It is anticipated that students will need to work independently for twice the number of minutes (4500 minutes) listed above to complete the online activities/course assignments (this will include research for the assignments/discussions/case studies/instructional questions) and other activities. Please remember all discussion boards of course content must have supporting documentation to include at least 1-2 hyperlinks.

**COURSE OBJECTIVES**

Students will:

1. Demonstrate knowledge concerning the various roles of the consultant and models of consultation (*Professional Excellence; Betterment of Society*).
2. Demonstrate an understanding of the dynamics, processes, and stages of collaborative consultation with schools and clinical mental health agencies (*Professional Excellence; Betterment of Society*).
3. Explain multiple developmental, cultural, and contextual factors influencing behaviors related to consultation, including effects of crisis, disasters, or other trauma related events (*Professional Excellence*).
4. Identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for consultees (*Professional Excellence; Betterment of Society*).

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

**Required Text(s):** Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2011). *Psychological consultation and collaboration: Introduction to theory and practice* (7th ed.). Upper Saddle River, NJ: Pearson

**Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coc/index\\_550.php](http://www.westga.edu/coc/index_550.php).

For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

**Course References:**

- Amatea, E.S., & Brown, B. E. (2000). The counselor and the family: An ecosystemic approach. In J. Wittner (Ed.), *Managing your school counseling program: K-12 developmental strategies* (2<sup>nd</sup> ed., pp. 192-203). Minneapolis, MN: Educational Media.
- Bemak, F. (2000). Transforming the role of the counselor to provide leadership in educational reform through collaboration. *Professional School Counseling, 3*, 323-33.
- Caffery, T., Erdman, P., Cook, D. (2000). Two systems/one client: Bringing families and schools together. *The Family Journal, 8*, 154-160.
- Davis, K. M. (2001). Structural-strategic family counseling: A case study in elementary school counseling. *Professional School Counseling, 4*, 180-186.
- Dougherty, A. M. (2009). *Psychological Consultation and Collaboration in School and Community Settings*. (5th ed.). Belmont, CA: Cengage Brooks/Cole.
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- Erchul, W. P. & Martens, B. K. (2010). *School Consultation: Conceptual and Empirical Bases of Practice* (3rd ed.). New York: Springer.
- Green, A., & Keys, S. G. (2001). Expanding the developmental school counseling paradigm: Meeting the needs of the 21<sup>st</sup> century student. *Professional School Counseling, 5*, 84-95.
- Jordan, K. (2002, April). Providing crisis counseling to New Yorkers after the terrorist attack on the World Trade Center. *The Family Journal, 10*(2), 139-145.
- Keys, S., Bemak, F., Carpenter, S., & King-Sears, M. (1998). Collaborative consultant: A new role for counselors serving at-risk youths. *Journal of Counseling and Development, 76*, 123-133.
- Lee, C. C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling, 4*, 257-261.
- Meyers, J., Meyers, A.B., Proctor, S.L., & Graybill, E.C. (2009). Organizational consultation and systems intervention. In T.B. Gutkin & C.R. Reynolds (Eds.) *The handbook of school psychology* (4th Ed.) (pp. 921-940). Hoboken, NJ: Wiley.
- MohdZain, A. Z. (1999). Grief counseling for students. *The Counselor Interviewer, 31*(3), 12-14
- Nicoll, W. G. (1992). A family counseling and consultation model for school counselors. *School Counselor, 39*, 351-361.
- Rowley, W. J., Sink, C. A., & MacDonald, G. (June, 2002). An experiential and systemic approach to encourage collaboration and community building. *Professional School Counseling, 5*, 360-366
- Rowley, W. J. (2000). Expanding collaborative partnerships among school counselors and school psychologists. *Professional School Counseling, 3*, 224-228.
- Taylor, L., & Adleman, H.S. (2000). Connecting schools, families, and communities. *Professional School Counseling, 3*, 299-30.

**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING****Assignments****Assignment 1: Consultation Case Study**

This 4-part assignment is designed to meet CACREP (2016 standards) knowledge and skill outcomes (II.F.1.b,c,e,i; II.F.2.c,e; II.F.3.f,g,h; II.F.4.d,g; II.F.5.b,c,h,i; II.F.6.b,d; II.F.b). Students are encouraged to customize their project appropriate to their

mental health or school counseling specialty. The following 4-part Consultation Case Study requires that you choose a consultation model and apply it to a hypothetical scenario. You are encouraged to select one of the major consultation models that are covered in our textbook: Mental Health Consultation, Cognitive Behavioral Consultation, and Solution-Focused Consultation. You also may choose from any of the other significant consultation models found in our textbook or in other professional resources. The primary rationale of this assignment is that you have an opportunity to practically apply a consultation model to a consultation-related scenario that you may encounter in your future as a professional counselor. The 4 parts of the assignment include creating a hypothetical scenario, conducting a literature review, applying a consultation model and creating an intervention plan, and describing the rationale of your model application and intervention plan.

#### **Assignment 1a: Scenario (10%)**

**Instructions:** Create a hypothetical consultation-related scenario that you anticipate experiencing in your future as a professional counselor. First, consider which consultation model you will apply to your problem scenario. Then, review table 6.1 on page 118 of our textbook and answer the questions that apply to the consultation model you selected. Elaborate upon your answers to create a 1- to 3 page scenario. This paper should be double-spaced, with 12 point Times New Roman or Arial font and 1-inch margins.

Grading rubric: Written Assignment

#### **Assignment 1b: Literature Review (25%)**

**Instructions:** Using the scenario that you created in Assignment 1a, conduct a mini literature review to advance your understanding of the scenario (e.g., the setting, the consultee, the client, cultural issues, social justice issues). Select 3 peer-reviewed articles. Examples of article topics may include consulting with parent or teacher groups for the purpose of advocating for children with Autism; consulting with primary care physicians for the purpose of advocating for clients with mental health needs; or consulting with leaders at the National Board of Certified Counselors on their international efforts to train mental health facilitators. This is only a short list of examples. You are encouraged to choose articles that connect with your personal and professional interests around the subject of consultation. If you are uncertain about the applicability or the appropriateness of your articles, please ask me. After reading your articles, summarize the findings and implications for counselors as consultants. Include in your summary of each article the following subheadings: 1) General summary 2) Synthesis of how the article connects with our readings on consultation theories 3) Limitations of the article 4) Implications for counselors 5) Implications for clients Each article summary should be written in 1 to 2 pages, double-spaced, with 12 point Times New Roman or Arial font and with 1-inch margins. Your article reviews will be submitted as one file; however, remember to clearly label each article.

Grading rubric: Written assignment

#### **Assignment 1c: Model application and intervention plan (35%)**

**Instructions:** Building upon Assignments 1a and 1b, you will now apply your chosen consultation model to your hypothetical scenario by creating a model-based intervention plan. The content of this paper will depend on your scenario and consultation model but should include a thorough and professional model-based response to your scenario. Cite within your paper a minimum of 5 sources used to inform your model application and intervention. Your sources may include our textbook and the 3 articles you selected for your literature review, as well as an additional source providing information about your consultation model. All your sources should be scholarly works, such as peer-reviewed journals, textbooks, and other professional documents pertaining to your consultation model. This 4-6 page paper should be double-spaced, with 12 point Times New Roman or Arial font and APA format.

Grading rubric: Written assignment

#### **Assignment 1d: Rationale paper (30%)**

**Instructions:** Building on Assignment 1c, discuss your rationale for applying your selected consultation model and creating your intervention plan. That is, discuss why you chose the consultation model you chose and why certain interventions might be important to successful resolution of your hypothetical scenario. Include in your discussion any relevant interpersonal, cultural, organizational, ethical, and legal considerations. This is a 4-6 page paper and should be double-spaced, with 12 point Times

New Roman or Arial font and 1-inch margins. Cite your sources as Using APA format. You may use the same sources as you used in Assignment 1c or additional sources as appropriate.

Grading Rubric: Written Assignment

**Evaluation Procedures**

Assignment	Points	Assessment Tools	Submit via:	Due Date
Assignment 1a: Scenario	10	Rubric	Course Den Dropbox	
Assignment 1b: Literature Review	25	Rubric	Course Den Dropbox	
Assignment 1c: Model application and intervention plan	35	Rubric	Course Den Dropbox	
Assignment 1d: Rationale paper	30	Rubric	Course Den Dropbox	

**Grading**

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

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**Professional Conduct:** Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Disability:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Attendance:** Attendance is required and missing participation in the Discussion Board or assigned activities via CourseDen/D2L will be noted as an absence. Each absence will drop the student's grade by 5%. There are no excused absences. Please make adjustments to your schedule at this time.

In case of an absence on the day of an exam, the student has 48 hours to contact the instructor and arrange for a make-up exam. NO make-ups will be given for those who fail to make contact within 48 hours. Make-up tests are highly discouraged and will only be granted for approved college business and/or essential medical/dental care. Make-up tests, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members. An "Incomplete" can be given in cases of illness or death of family.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

**Late Work:** Late papers will be penalized 5 points per day. Late online discussion posts will be penalized by 1 point per day. Please remember to review the participation grading for online classes with discussion boards. No assignment will be accepted after 1 week.

**Professional Conduct:** Cell phones are not to be used in class. Please turn these off or to vibrate for the duration of class.

Complete reading assignments, attend class, and participate in class activities and discussion. Students are expected to be well prepared for each module, to have completed assigned readings, and to ask questions on the material they do not understand. Since graduate students are respected as independent learners, the course material will expand on topics presented in the textbook and for providing other relevant information. *All papers will be evaluated on appropriate grammar and spelling.* Use a spell check before turning in your papers and proof read each paper carefully.

Because this is a comprehensive course working to achieve all aspects of assessment, it may be difficult to cover all of the material in the book. Students are responsible for assigned material not covered in class.

All course notes will be posted on CourseDen/Brightspace/D2L. Students are expected to make their own copies for following along or use with studying for exams.

The professor reserves the right to alter or amend this syllabus and/or its policies/procedures at any time. Do not refer to this syllabus exclusively for APA format. Organization and other correct formatting are to be found in the 6th edition of the APA manual.

**Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. Since this course is online and asynchronous please email me via D2L in regards to this course. While the MyUWG account is the official communication as stated above, for this course I will answer email more rapidly as I check course emails more frequently. I will generally answer email within 48 hours; please do not resend messages until after a 48 hour period. I reserve the right to not answer email on weekends.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**CLASS OUTLINE**

<b>Class Session</b>	<b>To Prepare For Class</b>	<b>Class Activities/Topics</b>	<b>Assignments Due</b>
Week 1	Introduction	Read chapters 1 and 2	
Week 2		Read Chapters 3 and 4	
Week 3		Read Chapters 5 and 6	Assignment 1a Scenario
Week 4		Read Chapters 7 and 8	Assignment 1b Lit review
Week 5		Read Chapters 9 and 10	Assignment 1c Model Application
Week 6		Read Chapters 11 and 12	
Week 7		Read Chapter 13	Assignment 1d Rationale

Course View (Read Only)

Attachments

Current File: CEPD\_8156\_Designing Effective Programs\_Syllabus\_CSS.pdf

Originator

Clinical and Professional Studies

College of Education

Parrish, Mark

Department

College

Originator

What would you like to do?

Add New Course  Modify Existing Course  Delete Existing Course

Modifications

Prerequisites  Corequisites  Description  Title  Credit  See Comments  Senate Action Item  
(See Procedure)

Course Details

CEPD 8156 Designing Effective Programs  
Prefix Number Course Title

COURSE DESCRIPTION: This course is designed for graduate students who have been admitted into the education specialist program in professional counseling. The course addresses steps involved in effectiveness-based program planning, including elements of a program that are critical for measuring effectiveness.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Letter Grade Grading
3	0	3	Fall - 2015	Yearly	Letter Grade

Prerequisites

Ed.S. Admission Required

Corequisites

Rationale

Our Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course has been taught for several semesters as a "special topics course" (CEPD 7185 Special Topics in Counseling) and has received positive student feedback and evidence of effective learning outcomes. It will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of consultation, collaboration and program development as professional counseling practitioners.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? YES (See Policy) Present or Projected Annual Enrollment: 30	<b>Comments</b>	
<b>Attachments</b> Current File: CEPD #150_Designing Effective Programs_Syllabus_CSS.pdf		
<b>College Approvals</b> <hr/> <b>Mark Parrish</b> [APPROVED 2015-06-16] <hr/> Chair, Course Department  <b>Rebecca Stanard</b> [APPROVED 2015-07-07] <hr/> Associate Dean, College of Education	<b>Other Approvals</b> <b>Dawn McCord</b> [APPROVED 2015-09-30] <hr/> Chair, Graduate Programs Committee	<b>Final Approval</b> <hr/> <b>Myrna Gantner</b> [REQUIRED] <hr/> Final Approver

## **Rationale for CEPD Ed.S. Course Addition**

### **COURSE: CEPD 8156 Designing Effective Programs**

**PROGRAM:** Education Specialist (Ed.S.) in Professional Counseling

**COURSE DESCRIPTION:** This course is designed for graduate students who have been admitted into the education specialist program in professional counseling. The course addresses steps involved in effectiveness-based program planning, including elements of a program that are critical for measuring effectiveness.

**RATIONALE:** Our Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling and to prepare them for the admission into the Doctor of Education (Ed.D) in the CEPD Professional Counseling and Supervision program. This course has been taught for several semesters as a "special topics course" (CEPD 7185 Special Topics in Counseling) and has received positive student feedback and evidence of effective learning outcomes. It will enhance the students' effectiveness and employability through the acquisition of advanced knowledge, skills and awareness related to contemporary perspectives of consultation, collaboration and program development as professional counseling practitioners.

**CEPD 8156 Designing Effective Programs**

<b>Semester Hours</b>	3
<b>Semester/Year</b>	Spring/
<b>Time/Location</b>	
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Online Hours</b>	
<b>Telephone</b>	Direct Line: Department Line:
<b>Email</b>	
<b>Online Support</b>	D2L Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  D2L UWG Online help <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a>  D2L 24 hour Help <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>  UWG Distance Learning <a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a>  Online Student Guide <a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a>  Distance Learning Library Services <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>  Resources for Distance & Off-Campus Students <a href="http://libguides.westga.edu/content.php?pid=194459">http://libguides.westga.edu/content.php?pid=194459</a>  Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

**COURSE DESCRIPTION**

This course is designed for graduate students who have been admitted into the education specialist program in professional counseling. The course addresses steps involved in effectiveness-based program planning, including elements of a program that are critical to measuring effectiveness.

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards Council for Accreditation of Counseling and Related Educational Programs (CACREP) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

### APPROACHES TO INSTRUCTION

CEPD 8156 (temporary # at this time) is an asynchronous, online course delivered via the Desire2Learn (D2L) platform, also referred to as CourseDen/Brightspace/D2L. Using interactive technologies, students are expected to regularly and systematically engage in instructional activities such as discussion boards, group work, project development, presentations, exams (called quizzes on D2L), assigned readings, and more.

Each week begins on Sunday at 8:00 am and ends on Saturday at 11:59 pm.

To be successful in the online environment, students must read, plan, and organize their time to meet the requirements outlined in the syllabus. Some strategies used by successful students in online courses include establishing weekly study times, scheduling a minimum of 3-4 times each week to log into the course, asking questions (there is a discussion board specially for course questions), making connections with peers in the class, and making the most of your learning opportunities.

This course will be delivered 100% online. This requires the online equivalent of 2250 of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts, responses with hyperlinks of supporting data	900 minutes
Audio/video instruction	500 minutes
Group work online	600 minutes
Exams	250 minutes

**\*\* Please note from the above discussion:** It is anticipated that students will need to work independently for twice the number of minutes (4500 minutes) listed above to complete the online activities/course assignments (this will include research for the assignments/discussions/case studies/instructional questions) and other activities. Please remember all discussion boards of course content must have supporting documentation to include at least 1-2 hyperlinks.

### COURSE OBJECTIVES

Students will:

1. Demonstrate the use of effectiveness-based principles (e.g., achievement of outcomes) to understand the process for designing effective educational and clinical programs (Kettner, Moroney, & Martin, 2008). (CF: *Betterment of Society, Professional Excellence*)
2. Demonstrate the use of Logic Models as a framework for program design (Kettner, Moroney, & Martin, 2008). (CF: *Professional Excellence*)

3. Articulate the role of program theory and theories of change in program design (Funnell & Rogers, 2011) (CF: *Professional Excellence, Betterment of Society*)
4. Design an effectiveness-based program based on an identified need (Kettner, Moroney, & Martin, 2008; Browning, n.d.) (CF: *Professional Excellence*)
5. Demonstrate knowledge of ethical, and legal considerations (Brown, 2006; Gibson & Mitchell, 2006; American Educational Research Association, American Psychological Association, National Council for Measurement in Education, 1985) in program design and implementation. (*Professional Excellence; Betterment of Society*).

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text(s)

Kettner, P. M., Moroney, R. M., & Martin, L. L. (2008). *Designing and managing programs: An effectiveness-based approach*. Los Angeles, CA: Sage.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

\*Additional readings may be assigned at the discretion of the instructor.

### Suggested Text(s)

Browning, B. A. (2011). *Grant writing for dummies* (4<sup>th</sup> ed.). San Francisco, CA: Wiley and Sons.

Funnell, S. C., & Rogers, P. J. (2011). *Purposeful program theory: Effective use of theories of change and logic models*. San Francisco, CA: Wiley and Sons.

Galvan, J. L. (2006). *Writing literature reviews. A guide for students of the social and behavioral sciences* (3<sup>rd</sup> ed.) Glendale, CA: Pyrczak.

Loesch, L. C., & Ritchie, M. H. (2005). *The accountable school counselor*. Austin, TX: CAPS Press, PRO-ED.

O'Neill, G. P., & Norris, R. P. (2006). *Scholarly writing worthy of print*. London, Ontario, Canada: The Althouse Press.

### Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.  
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).  
For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

**Failure to Post Key Assessments to Tk20:** Failure to submit assignments designated as key assessments through TK20 within the time frame designate on the syllabus will result in a grade of 0 for the assignment. [This is the decision of the CEP faculty].

Tk20 is an assessment tool used by the College of Education and is separate from CourseDen/D2L/Brightspace. CourseDen is the online learning platform used by the University System of Georgia. All students have access to CourseDen without a subscription. Please note the difference between Tk20 and CourseDen/D2L.

### Course References

Browning, B. A. (n.d.). Grant writing tips. Retrieved from <http://www.dummies.com/how-to/content/grant-writing-for-dummies-cheat-sheet.html>.

Funnell, S. C., & Rogers, P. J. (2011). *Purposeful program theory: Effective use of theories of change and logic models*. San Francisco, CA: Wiley and Sons.

Galvan, J. L. (2006). *Writing literature reviews. A guide for students of the social and behavioral sciences* (3<sup>rd</sup> ed.) Glendale, CA: Pyrczak.

*Grant writing tips*. (n.d.). Retrieved from [http://grants.nih.gov/grants/grant\\_tips.htm](http://grants.nih.gov/grants/grant_tips.htm).

Kettner, P. M., Moroucy, R.M., & Martin, I. L. (2008). *Designing and managing programs: An effectiveness-based approach*. Los Angeles, CA: Sage.

O'Neill, G. P., & Norris, R. P. (2006). *Scholarly writing worthy of print*. London, Ontario, Canada: The Athlhouse Press.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### ASSIGNMENTS

- ✓ All due dates are presented on the Table of Assignments provided later in the syllabus. This table may readily help you organize your semester for the course. This table is also displayed in a course resource file in CourseDen. Please remember that for this asynchronous course each week begins on Sunday at 8:00 am and ends on Saturday at 11:59 pm.
- ✓ Papers that do not conform to APA format 6<sup>th</sup> edition will be returned unread. If papers are returned there will be points deducted for lateness.
- ✓ Note: When attaching "written assignment" documents in the CourseDen/Brightspace/D2L Dropbox Assignments Section, they must be Microsoft files (i.e., .doc, .docx, .ppt, .pptx, etc.). When attaching scanned documents in the CourseDen/Brightspace/D2L Assignments Section they must be saved and attached as .pdf files.

### Assignment 1 – Individual Introductions & Not My Photo (Individual Assignment)

- Logon to CourseDen/Brightspace/D2L, find the Individual Introduction discussion board and share with us items about instructed (see more below).
- **Discussion Board Profile**  
This discussion is to be individualized to the course and your interest in the EdS program. Please tell us about yourself and the reason you chose the CEPD educational specialist program. Then after reading the preface of your text and the Afterword on pages 301-309 discuss your specific desire to learn more about program design. Please respond as requested in the instructions for the discussion board.  
  
Also please note your strengths as you enter the course (writing, research, APA format, etc.) so the instructor has a feel for developing the groups. Additionally, please share what skills you believe the program and course (in particular) will help you refine. Please share other information about where you are presently working as a counselor, when and where you received your master's degree, what similar courses you may have already taken and other pertinent information.
- **Classlist:** Please post/upload a recent photo (this is a separate file tab)

### Assignment 2 – Review of References/Corrections – (Individual Paper)

Review the 6 reference pages for APA format. Using the 6<sup>th</sup> edition APA manual (one of the course texts) make appropriate corrections to the reference list. You are to use the Review tool on your computer which should show the corrections you are making and any comments about the references.

In addition write a 1-page descriptive paper recounting how this assignment helped remind you of the need to report correct references. Within the 1-page descriptive paper cite the APA manual for a minimum of one citation and reference the APA manual correctly on a reference page. Drop this descriptive page into the assignment dropbox in CourseDen with the corrected references.

Practice APA with a title page and abstract for this reflection paper and a separate reference page. The complete paper will contain 1) title page, 2) 1-page descriptive paper, and 3) a reference page (a minimum of 1 reference) (reference the APA manual).

There is a discussion board specific to the reference revisions.

**Assignment 3 – Take part in developing the rubric for the program design project (Group Project)**

Please peruse the text, the content for this course, the syllabus, and the original rubric for this program design project (see CourseDen resource file for rubrics and evaluation forms). With your group members develop ideas for an evaluation rubric that your group believes covers all of the needed items for the program design. This is your opportunity to have your voice heard. There will be a discussion board for this assignment. Everyone will review the information from the other groups and as a class we will determine the major items for the rubric.

**Assignment 4 – Literature Review (Group Project) Tk20 project to be dropped into Tk20**

As a group please decide on a counseling program that your group would like to design. For the literature review each group will identify a need in the work setting or community that may be addressed through a program that is primarily counseling in nature. Students will conduct a review of the literature to analyze the problem and identify the evidence based practices and theories of change most likely to result in problem reduction.

Based on this literature review, develop a 15 page maximum paper, adhering to APA 6<sup>th</sup> edition format and style that includes an introduction to the problem, scope and prevalence of the problem, possible negative outcomes if no intervention occurs to solve the issue, and a summary of the theories and practices that demonstrate the most promise in ameliorating the impact of the problem.

The page content is 10-12 pages as the other 3 pages constitute the 1) title page, 2) abstract, and 3) reference page (if needed the reference list can constitute 2 pages). Please read the APA handout presented in the CourseDen resource file, review the APA tutorial that is available, read and review the evaluation rubric for the assignment. Please use the rubric before writing and while writing the paper. Use appropriate level headings (using a minimum of 2 levels or more as appropriate) for the priority of the content.

(Objective 1)

**Assignment 5 – Program Theory and Logic Model (Group Project) – Tk20 assignment drop into Tk20**

Using the information from the literature review, along with an assessment of need using extant data, students will develop a logic model, or visual representation, of the program design most likely to achieve the desired outcomes (Please see your text and online resources for ideas on this concept).

(Objectives 1, 2, & 3)

**Assignment 6 – Interview a counselor/social worker/other helping professional. (Individual OR group assignment – this is your choice as a group)**

Please find a counselor/social worker/helping professional who has developed a program which takes action to improve one or more counseling type issues whether in the community or schools.

Items for discussion include:

- ✓ Name of the program
- ✓ Role of interviewee in the program
- ✓ Date of program development
- ✓ Scope of the program
- ✓ Program purpose
- ✓ Theoretical perspectives of the program
- ✓ Goals and objectives of the program
- ✓ Challenges with the development
- ✓ Stakeholders in the design, development and implementation of the program
- ✓ Types of evaluation within the program to include formal/informal, performance measurement, monitoring and overall program evaluation (formative and summative)
- ✓ Additional information not asked that the program development may offer.

This assignment will be presented as a group discussion board. If you all chose to singularly interview a person who has completed a program design, you will present your condensed information in one discussion. If you chose to

interview a program designer as a group, the discussion board will be the consensus of the group's assessed information.

#### Assignment 7 – Program Design .....Group Project

As a group, utilizing the previous assignments, build on these assignments to design a program that will identify and help to resolve a needs-based problem or problems. The program will include a description of the needs(s), a program logic model, evidence-based strategies that will lead to specific, measurable outcomes, a data collection plan, and system of evaluation. Each group will submit a narrated PPT presentation addressing the assignment requirements. This narrated PPT (with references) is to conclude with 3 questions for the other students in the course. Each group will post the 3 questions after the PPT is presented. Each group will answer a minimum of one set of 3 questions.

(Objectives 1, 2, 3, & 4)

#### Assignment 8 – Contributions to Class

This will occur through full use of Discussion Boards whether individual or group assigned and other appropriate activities. The PPT Program Design Presentations will be prerecorded and posted to a final discussion board. Your peers will be involved in the evaluation. Each week begins on Sunday at 8:00 am and ends on Saturday at 11:59 pm.

#### EXAMS

Midterm & Final Exams – I anticipate not exams for this course.

Acceptable performance will require a thorough knowledge of your textbook, handouts, additional readings, videos, and class notes. Students will be evaluated on all assigned material, including material not discussed in class.

Exams/tests will be predominantly objective: multiple-choice, true/false, and short answer/essay.

#### EVALUATION PROCEDURES

Evaluation Procedures will be based on the following performance criteria (100 point scale). All assignments are due at 11:59pm/midnight on the date due.

Assignment	Points	Assessment Tools	Submit via:	Due Date
Introductions Class begins each week on Sunday and ends Saturday night at 11:59 pm  <i>Please note there is a rubric for discussion boards and each discussion board will carry specific dates</i>	2	None Answers are individual	CourseDen Discussion Board Photo Posted to CourseDen Classlist	TBA
Reference Corrections	10	Rubric*	D2L Dropbox Also Discussion Board	TBA
Rubric Design Suggestions	3	Discussion Board	D2L Discussion Board Only	See Discussion Board Dates TBA
Interview	15	Discussion Board & Rubric	D2L Discussion Board Only	TBA
Literature Review	25	Rubric*	D2L & Tk20 Paper in Dropbox Also Discussion Board	TBA Dropbox See Discussion board dates
Program Theory & Logic Model: Group Assignment	5	Rubric*	D2L & Tk20	TBA Dropbox

PPT Presentation with voice recordings: Group Project	30	Rubric*	D2L Discussion Boards	TBA With questions posted Discussion Response Due 18th
Contributions to the Class  No points are awarded for participation HOWEVER points are lost for Lack of participation on Discussion Boards & as a result of nonparticipation according to per review.	10	Peer Evaluation of Group Participation  Participation Rubric for Discussion Boards	D2L Discussion Board &/or activity	On-going Please check the Discussion Boards in D2L as these will be posted on a weekly basis with the work expected for that week
Total Points	100			

\*Rubrics are displayed in Course Resources in D2L for student review

### Grading

*Grades are calculated based on the percentages below. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty.*

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

#### General Grading Guidelines:

- A – Extraordinarily high achievement; high degree of synthesis and application.
- B – Very good, solid, above average quality of work; good synthesis and application.
- C – Satisfactory quality of work; average level of synthesis and application.
- D – Minimally acceptable performance (remember there is no “D” grade in graduate school)
- F – Unacceptable work, does not meet objectives of course.

Other assignments carry an S/U for participation/alphanumeric grade. Be sure to check assignments in CourseDen/Brightspace/D2L.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

**Original Work:** Work completed for another class is not acceptable for this class.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of

**Disability Services.** Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Extra Credit:** Opportunities for extra credit are not provided for this class.

**Attendance:** Attendance is required and missing participation in the Discussion Board or assigned activities via CourseDen/Brightspace/D2L will be noted as an absence. Each absence will drop the student's grade by 5%. There are no excused absences. Please make adjustments to your schedule at this time.

In case of an absence on the day of an exam, the student has 48 hours to contact the instructor and arrange for a make-up exam. NO make-ups will be given for those who fail to make contact within 48 hours. Make-up tests are highly discouraged and will only be granted for approved college business and/or essential medical/dental care. Make-up tests, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members. An "Incomplete" can be given in cases of illness or death of family.

**Late Work:** Late papers will be penalized 5 points per day. Late online discussion posts will be penalized by 1 point per day. Please remember to review the participation grading for online classes with discussion boards. No assignment will be accepted after 1 week.

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Complete reading assignments, attend class, and participate in class activities and discussion. Students are expected to be well prepared for each module, to have completed assigned readings, and to ask questions on the material they do not understand. Since graduate students are respected as independent learners, the course material will expand on topics presented in the textbook and for providing other relevant information. *All papers will be evaluated on appropriate grammar and spelling.* Use a spell check before turning in your papers and proof read each paper carefully.

Because this is a comprehensive course working to achieve all aspects of assessment, it may be difficult to cover all of the material in the book. Students are responsible for assigned material not covered in class.

All course notes will be posted on CourseDen/Brightspace/D2L. Students are expected to make their own copies for following along or use with studying for exams.

The professor reserves the right to alter or amend this syllabus and/or its policies/procedures at any time. Do not refer to this syllabus exclusively for APA format. Organization and other correct formatting are to be found in the 6th edition of the APA manual.

**Writing Policy:** It is understood that the policy for research reports or papers for the College of Education is APA format (using the 6<sup>th</sup> edition of the manual). The *Publication Manual of the American Psychological Association* (APA, 2009) is the point of reference for writing style. APA format is as important to the organization of a paper as clear and concise thoughts are to the content of the paper. Both are necessary for a graduate paper. Do not refer to this syllabus exclusively for APA format. Organization and other correct format are to be found in the 6th edition of the APA manual (see my guidelines attached).

All papers are to be submitted using APA format unless *otherwise announced or noted in the syllabus*. This includes margins, title page, page numbering, running head, headers, abstract, appropriate level headings, citations, direct quotations, references, spacing and all other aspects of the paper. Please purchase the *Manual* for use with your papers – this is listed as a required text. The manual can be purchased in the bookstore (or elsewhere) at a minimum cost.

Pay particular attention to the early chapters in the manual for content, organization, and level headings. Do not refer to this syllabus exclusively for APA format. Organization and other correct formatting are to be found in the 6th edition of the APA manual.

It is not an objective of this course to teach APA style. Students are expected to learn this on their own if the style is not already integrated into their writing. Papers that do not adhere to the correct APA format will be returned to the student without being read. Points will be lost for APA errors.

While it is not an objective of this course to teach APA style, I am available during office hours to help with questions (*Because I may be scheduled for individual consultations concerning the action research studies, appointments will be necessary to discuss APA format*).

Students are expected to learn APA on their own as part of the graduate school experience if the style is not already integrated into their writing. However by this time in your EdS program, it is expected that students will be familiar with APA format. Papers that do not utilize APA (6th edition) style will be returned unread. A penalty of up to 1 point per APA error may be assessed when errors remain. Please review the guidelines for common APA errors provided. I hand these out for your use.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. More information can be found at Common Language for Course Syllabi.

Please email me via CourseDen/Brightspace/D2L in regards to this course. While the MyUWG account is the official communication as stated above, for this course I will answer email more rapidly as I check course emails more frequently. I will generally answer email within 48 hours; please do not resend messages until after a 48 hour period. I reserve the right to not answer email on weekends.

**TENTATIVE CLASS OUTLINE**

*For all online classes, students are expected to participate online in discussions. If students do not participate for online classes within the timeframe noted, the student is marked absent.*

Sessions	Module	Materials
Week 1 & 2	Module 1 Introduction to course	See Discussion Board & Syllabus Reading Preface & Afterword Assessing Current Practices
Week 2	Continue with Module 1	
Weeks 3, 4, 5, 6	Module 2	Problem Analysis & Needs Assessment
Weeks 7, 8, 9, 10	Module 3	Planning, Designing, & Intervention
Week 11, 12, 13, 14	Module 4 Also Presentations Online	Calculating Value & Cost of Intervention Narrated by Student Presenters
Week 15	Exam Week	

Course View (Read Only)

Attachments

Current File: CEPD.8185\_Professional\_Research\_Writing\_Syllabus\_CSS.pdf

Originator

Clinical and Professional Studies Department	College of Education College	Parrish, Mark Originator
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What would you like to do?

Add New Course
  Modify Existing Course
  Delete Existing Course

Modifications

Prerequisites (See Procedure)
  Corequisites
  Description
  Title
  Credit
  See Comments
  Senate Action Item

Course Details

CEPD 8185 Professional Research Writing  
 Pref#: Number Course Title

This course is designed for graduate students who have been admitted into the Ed.S. program in Professional Counseling. The purpose of this course is to equip students with knowledge and skills in the area of professional writing. In this course, students will review the basic grammatical principles and conventions necessary to communicate effectively in written form. Moreover, students will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of topics, from short reports to research manuscripts.

Course Catalog Description

3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fall - 2015 Effective Term	Yearly Frequency	Letter Grade Grading
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Prerequisites

Ed.S. Admission Required

Corequisites

Rationale

Our Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling, and preparation for potential admission into the CEPD doctoral program. This course will prepare students for professional research writing which meets the requirements for both the Education Specialist and Doctor of Education programs in counselor education. The course focuses on the development of knowledge and skills in the area of professional writing in which they will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of activities from short reports to research manuscripts.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? YES (See Policy) Present or Projected Annual Enrollment: 30	<b>Comments</b>	
<b>Attachments</b> Current File: CEPD_0185_Professional Research Writing Syllabus_CSS.pdf		
<b>College Approvals</b> <hr/> <b>Rebecca Stanard [APPROVED 2015-07-07]</b> Associate Dean, College of Education <hr/> <b>Mark Parrish [APPROVED 2015-06-15]</b> Chair, Course Department	<b>Other Approvals</b> <b>Dawn McCord [APPROVED 2015-09-30]</b> Chair, Graduate Programs Committee	<b>Final Approval</b> <b>Myrna Gantner [REQUIRED]</b> Final Approver

## **Rationale for CEPD Ed.S. Course Addition**

### **COURSE: CEPD 8185... Professional Research Writing**

**PROGRAM:** Education Specialist (Ed.S.) in Professional Counseling

#### **COURSE DESCRIPTION:**

This course is designed for graduate students who have been admitted into the Ed.S. program in Professional Counseling. The purpose of this course is to equip students with knowledge and skills in the area of professional writing. In this course, students will review the basic grammatical principles and conventions necessary to communicate effectively in written form. Moreover, students will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of topics, from short reports to research manuscripts.

**RATIONALE:** Our Education Specialist Degree is offered as an opportunity to prepare students for advancement in their respective professional careers of school and clinical mental health counseling, and preparation for potential admission into the CEPD doctoral program. This course will prepare students for professional research writing which meets the requirements for both the Education Specialist and **Doctor of Education programs in counselor education**. The course focuses on the development of knowledge and skills in the area of professional writing in which they will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of activities from short reports to research manuscripts.

**Prerequisites:** Admission into the Ed.S. in Professional Counseling Program

**CEPD 8185 Professional Research Writing**

<b>Semester Hours</b>	3
<b>Semester/Year</b>	Fall/
<b>Time/Location</b>	Online Asynchronous
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Online Hours</b>	
<b>Telephone</b>	Direct Line: Department Line:
<b>Email</b>	
<b>Online Support</b>	D2L Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  D2L UWG Online help <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a>  D2L 24 hour Help <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>  UWG Distance Learning <a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a>  Distance Learning Library Services <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>  Resources for Distance & Off-Campus Students <a href="http://libguides.westga.edu/content.php?pid=194459">http://libguides.westga.edu/content.php?pid=194459</a>  Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

**COURSE DESCRIPTION**

This course is designed for graduate students who have been admitted into the Ed.S. program in Professional Counseling. The purpose of this course is to equip students with knowledge and skills in the area of professional writing. In this course, students will review the basic grammatical principles and conventions necessary to communicate effectively in written form. Moreover, students will learn technical writing techniques and the structure of a professional manuscript. Students will apply this knowledge through course-embedded assignments that promote skill development, helping students learn to successfully write across a range of topics from short reports to research manuscripts.

**COE VISION**

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards including the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Georgia Professional Standards Commission (PSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

### APPROACHES TO INSTRUCTION

CEPD 8185 is an asynchronous, online course delivered via the Desire2Learn (D2L) platform, also referred to as CourseDen/Brightspace/D2L. Using interactive technologies, students are expected to regularly and systematically engage in instructional activities such as discussion boards, group work, project development, presentations, exams (called quizzes on D2L), assigned readings, and more.

For purposes of syllabus items, schedules, assignments, etc., each week begins on Sunday at 8:00 am and ends on Saturday at 11:59 pm.

To be successful in the online environment, students must read, plan, and organize their time to meet the requirements outlined in the syllabus. Some strategies used by successful students in online courses include establishing weekly study times, scheduling a minimum of 3-4 times each week to log into the course, asking questions (there is a discussion board specially for course questions), making connections with peers in the class, and making the most of your learning opportunities.

This course will be delivered 100% online. This requires the online equivalent of 2250 of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts, responses with hyperlinks of supporting data	900 minutes
Audio/video instruction	500 minutes
Group work online	600 minutes
Exams	250 minutes

**\*\* Please note from the above discussion:** It is anticipated that students will need to work independently for twice the number of minutes (4500 minutes) listed above to complete the online activities/course assignments (this will include research for the assignments/discussions/case studies/instructional questions) and other activities. Please remember all discussion boards of course content must have supporting documentation to include at least 1-2 hyperlinks.

### COURSE OBJECTIVES

Students will:

1. Demonstrate effective principles of writing for literature reviews (e.g., achievement of outcomes) including composition, outline, and structure (Galvan, 2012). (Conceptual Framework (CF), Professional Excellence)
2. Demonstrate effective principles of writing for empirical research manuscripts (e.g., achievement of outcomes) including composition, outline, and structure (Pyczak & Bruce, 2011). (CF: Professional Excellence)
3. Demonstrate the appropriate use of APA formatting in writing professional papers (American Psychological Association, 2009). (CF: Professional Excellence)
4. Demonstrate the written articulation and writing techniques associated with scholarly writing for the intent of professional publication (O'Neil & Morris, 2007). (CF: Professional Excellence)

5. Demonstrate the concepts of respect for copyright, ethics, and plagiarism in professional publication (Aaron, 2012; APA, 2009; O'Neil & Morris, 2007). (CF: Professional Excellence)

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text(s)

American Psychological Association. (2009). *Publication manual of the American Psychological Association (APA)* (6<sup>th</sup> ed.). Washington, DC: Author.

Galvan, J. L. (2012). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5<sup>th</sup> ed.). Glendale, CA: Pyrczak.

Pyrczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). Glendale, CA: Pyrczak.

### Suggested Text(s)

Aaron, J. E. (2012). *The little, brown compact handbook with exercises* (8<sup>th</sup> ed.). New York, NY: Longman.

O'Neil, G. P., & Norris, R. P. (2007). *Scholarly writing worthy of print*. London, Ontario: The Althouse Press.

### Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).

For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

**Assignment 1:** Students will introduce themselves in a friendly topic discussion board. Please complete the D2L Discussion Board following the directions of the discussion.

**Assignment 2:** Students will review and revise a reference list using APA 6<sup>th</sup> edition format.

*Course Objective 3*

**Assignment 3:** Students will write a literature review using the appropriate format on a topic they find appropriate for further research. Further directions will be presented with details and an evaluation rubric for grading purposes.

*Course Objectives 1, 3, 4, 5*

**Assignment 4:** Students will write a draft of a methodology section with all components of an APA research paper. Students are expected to use the information from the literature review to support this draft. Further directions will be presented with details and an evaluation rubric for grading purposes.

*Course Objectives 2, 3, 4, 5*

**Assignment 5:** Students will review the literature review draft and empirical component draft of one peer so that feedback may serve to help with the final draft on the two papers. This review will be guided by an instructor's worksheet.

*Course Objectives 1-5*

**Assignment 6:** Ethics, Copyright, and Plagiarism Quiz.

*Course Objective 5*

**Assignment 7:** Students will participate in weekly or periodic discussion boards with appropriate topics as developed and presented in D2L. Posts and responses will be references with hyperlinks or attachments from appropriate sources.

*Course Objectives 1-5*

### Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date All due dates end at midnight
Introduction	2	None	D2L Discussion Board	See Discussion Board
Reference Revisions	15	Rubric	D2L Dropbox	September 5
Literature Review	25	Rubric	D2L Dropbox	October 31
Empirical Component Paper	25	Rubric	D2L Dropbox	November 14
Peer Review Assignment	10	Rubric	D2L Dropbox	November 21
Quiz	5			
Discussion Boards	9 @ 2 points			Throughout the semester

### Grading

*Grading scale is on 100 points*

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Diversity:** The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

**Professional Conduct:** Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Disability:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent

disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Attendance:** Attendance is required and missing participation in the Discussion Board or assigned activities via CourseDen/D2L will be noted as an absence. Each absence will drop the student's grade by 5%. There are no excused absences. Please make adjustments to your schedule at this time.

In case of an absence on the day of an exam, the student has 48 hours to contact the instructor and arrange for a make-up exam. NO make-ups will be given for those who fail to make contact within 48 hours. Make-up tests are highly discouraged and will only be granted for approved college business and/or essential medical/dental care. Make-up tests, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken by other class members. An "Incomplete" can be given in cases of illness or death of family.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

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**CLASS OUTLINE**

<b>Modules</b>	<b>To Prepare For Class</b>	<b>Class Activities/Topics</b>	<b>Assignments Due</b>
Module 1	Read the syllabus and review the course tabs and content. Please start with the News Note START HERE	Complete the Discussion Board and get to know your group members	Discussion Board
Module 2	Read the text(s) on Literature Reviews and APA format	Complete postings for discussion boards	Reference Revision Literature Review
Module 3	Read the text(s) on Empirical Writing, APA format, and copyright	Complete postings for discussion boards	
Module 4			Empirical writing assignment
Module 5	Ethics in Writing	Complete postings for discussion boards	Ethics & Copyright Quiz
Module 6	Course Wrap up, Instructor/course Evaluations		All final Assignments