Memorandum

To: General Faculty

Date: September 7, 2011

Regarding: Agenda, Faculty Senate Meeting, September 9th at 3:00 pm TLC 1-303

The agenda for the September 9, 2011 Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the June 17, 2011 meeting (**See Addendum I**)

4. Welcoming statements for the new year (**Faculty Senate Chair, Chris Huff**)

5. Committee Reports

Committee I: Undergraduate Programs Committee (Chair, Dr. Camilla Gant)

Action Items: (**See Addendum II**)

A) College of Social Sciences
    1) Anthropology
        a) ANTH 2104 - The Prehistoric World
            Request: Delete (course was specific to instructor)
            Action: Approved

        b) ANTH 3105 - Archeology
            Request: Delete (integrated content with ANTH 2001)
            Action: Approved

        c) ANTH 3106 - Physical Anthropology
            Request: Delete (integrated content with ANTH 2003)
            Action: Approved

Information Items:

A) Richard College of Business
    1) Accounting and Finance
        a) ACCT 4202 - Financial Statement Analysis
            Request: Modify (title)
            Action: Approved

b) ACCT 4286 - Business Internship
Request: Modify (variable credit)
Action: Approved

c) FINC 4586 - Business Internship
Request: Modify (variable credit)
Action: Approved

B) College of Social Sciences
1) Anthropology
a) ANTH 2001 - Introduction to Archaeology
Request: Modify (title, description)
Action: Approved

b) ANTH 2002 - Introduction to Cultural Anthropology
Request: Modify (title, description)
Action: Approved

c) ANTH 2003 - Introduction to Physical Anthropology
Request: Modify (description)
Action: Approved

d) ANTH 4186 - Internship
Request: Modify (variable credit)
Action: Approved

Committee II: Graduate Programs Committee (Chair, Susan Ashford)
Action Item: (See Addendum III)

A) College of Education
1) Collaborative Support and Intervention
a) Program: Master of Education in Professional Counseling
Request: Modify
Action: Approved

b) Program Ed.D. Professional Counseling and Supervision
Request: Modify
Action: Approved

c) CEPD 6182 Internship: Professional Counseling
Request: Add – students in two different tracks previously enrolling in separate
course for clinical experiences – this is a new single course for both tracks.
Action: Approved

d) CEPD 6188 Practicum: Professional Counseling
Request: Add – students in two different tracks previously enrolling in separate
courses for clinical experiences – this is a new single course for both tracks.
Action: Approved

e) CEPT 9145 Counselor Education
Request: Delete
Action: Approved

f) CEPD 9185 Doctoral Seminar – Advocacy
Request: Add – new course which is consistent with program mission.
Action: Approved

2) Leadership and Applied Instruction Department (Curriculum and Instruction)
a) Program: Master of Education: Educational Leadership
Request: Modify – reactivation of M. Ed. in Educational Leadership program.
Action: Approved

B) College of Social Sciences
1) Department of Psychology

a) PSYC 8007 Foundations in Critical Psychology
Request: Add
Action: Approved

b) PSYC 8008 Foundations in Humanitic Psychology
Request: Add
Action: Approved

c) PSYC 8009 Foundations in Transpersonal Psychology
Request: Add
Action: Approved

d) PSYC 8010 Philosophy of Inquiry
Request: Add
Action: Approved

Informational Items

A) College of Education
1) Collaborative Support and Intervention
a) CEPD 9184 Doctoral Seminar – Professional Issues
Request: Modify – course title and description to more closely align with program mission and goals.
Action: Approved

b) CEPD 9186 Doctoral Internship
Request: Modify – revision number of hours (change from variable 1-6 hours to 3 hours); revision of course description; revision of course objectives to more closely align with program learner outcomes.
Action: Approved

c) CEPD 9183 Directed Doctoral Research
Request: Modify – objectives to more closely align with program learner outcomes.

Action: Approved

    d) CEPD 9171 Program Evaluation
       Request: Modify objectives to align with program learner outcomes
       Action: Approved

B) College of Social Sciences
   1) Psychology Department
     a) PSYC 8003 Historical Foundations of Psychology
       Request: Modify – course title change now reflects the foundational character of the course.
       Action: Approved

Committee IX: Facilities and Services Committee (Chair, Minna Halonen-Rollins)

Action Item: (See Addendum IV)

A) University Services Committee recommends to the Faculty Senate the approval of Volunteer Policy (revised). Volunteer Policy April, 2011

[Note: This is a proposal from work not completed from the 2010-2011 General University Matters Committee (Minna Halonen-Rollins, Chair). First proposal was presented at the February 25, 2011 Faculty Senate meeting was sent back to committee for clarification. The purpose of "Volunteer Policy" is to simultaneously protect the university and our non-paid agents by providing the structure required under the Georgia Tort-Claims Act.]

6. New Business

A) Report from the President's Special Commission to Improve Graduation Rates (See Addendum V). Discussion of the draft report and its recommendations.

7. Announcements

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
Minutes—Draft

June 17, 2011

1. Call to Order
    The meeting was convened in TLC 1-303 and called to order by Chair Chris Huff.

2. Attendance
    Present
    > Ashford, Cook (substitute for Barnhart), Anderson (substitute for Blair), Bucholz, Chesnut, Cox, Deng, Gant, Hasbun, Hatfield, Hodges, Insenga, Jenks (substitute for Jenks), Johnson, Lopez (substitute for Kassis), Kim (substitute for Kilpatrick), Kramer, Mitchell, Morris, Packard, Pencoe, Pitzulo, Ponder, Ringlaben, Samples, Sanders, Smith, Thompson, Yeong

    Absent
    > Banford, Bible, Cavallin, DeNie, Doyle, Gezon, Halonen-Rollins, Hannaford, Hansen, Jackson, Leach, Lloyd, Mayer, Noori, Pope, Rutledge, Schmidt, Thomas, Williard

3. Approval of the minutes of the April 22, 2011 meeting

Minutes were approved with one editorial correction.

Huff welcomed new Senators and provided an overview of Senate responsibilities and the purpose of Senate Standing committees.

Chair proposed the following additions to the agenda for the Graduate Committee Report:

Action Items:

CS 6920 – Project II
Request: Add
Action: Approved

CS 6291 – Interactive Media & Game Dev I
Request: Delete
Action: Approved

CS 6292 - Interactive Media & Game Dev I
Request: Delete
Action: Approved

Information Items:

CS 6252 – Web Technologies II
Request: Modify
Action: Approved

MEDT 7466 – Digital Photography in Instruction

Request: Modify
Action: Approved

Senate approved items for addition to agenda

4. Committee Reports

Committee I: Undergraduate Programs Committee (Chair, Dr. Camilla Gant)

Action Items:
Preamble:

Approximately two years ago, the Board of Regents mandated that every four-year college and university in the Georgia state university system would have a core implementation plan in place by the beginning of the 2011-2012 academic year. That meant that each area of the core (Core Areas A1, A2, B, C, D, and E) would have to have a set of learning outcomes that could be assessed. The General Education Committee (GEC) began working last year to create a set of learning outcomes for each area of the core in order to comply with this mandate.

From May through September, representatives of the GEC worked with faculty from a wide variety of departments that contribute to the core. Based on those meetings, the GEC met in September to approve a set of learning outcomes for each area of the core, and sent those learning outcomes to the Faculty Senate in October after the UAPC approved them. The Faculty Senate had some reservations about a few of the learning outcomes, so further revisions were made and the GEC conducted a campus-wide survey in order to create a new set of learning outcomes for a few core areas. The Senate approved those learning outcomes in November and December after being approved by the UAPC. The Core Implementation Plan was submitted to the Board of Regents' Council on General Education in January.

The Council voted to approve the proposed learning outcomes for some of the core areas (Core Areas A1, C, and D), but voted not to approve others (A2, B, and E). Further revisions to the learning goals were made in response to the suggestions received from a member of the Council. The GEC submitted those learning outcomes to the UAPC and the Faculty Senate for a vote in March, and they were approved.

At its April meeting, the Council voted to approve our revised learning outcomes for Core Areas A2 and E, but once again, it rejected learning outcomes for Core Area B. GEC created a revised set of learning outcomes for Core Area B.

The learning outcomes for Core Area B submitted in March were:

Demonstrate the ability to:

1. Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.
2. Identify and critically analyze issues of social and cultural diversity.
3. Utilize problem solving and critical thinking skills.
4. Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

The Council questioned whether all of the courses that we offer in Core Area B fully meet all four of these learning outcomes. Faced with this rejection, GEC believed that only two choices were possible:

1. We could try to provide documentation demonstrating that every class in Core Area B met these learning outcomes; or
2. We could submit a revised set of learning outcomes for Core Area B.

GEC chose the second option and in creating a new set of learning outcomes, the GEC used only language that had already been approved by the UAPC and the Faculty Senate in March. At the end of May, the GEC approved the following learning outcomes for Core Area B through an email vote:

Demonstrate the ability to:

1. Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.
2. Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.

The UAPC then voted to approve these learning outcomes as well. This final version is simply a truncated version of the Core Area B learning outcomes that the UAPC and the Faculty Senate approved in March.

Motion:
A) To approve the learning outcomes for the General Core Area B:
   1) Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.
   2) Prepare and deliver an effective oral presentation on an appropriate and meaningful topic.

Motion approved by voice vote.

B) College of Science and Mathematics
   1) Department of Computer Science
      a) Bachelor of Science in Computer Science
         Request: Modify
         Action: Approved

C) College of Education
   1) Leadership and Applied Instruction
      a) B.S. Ed. MGED/Language Arts and Social Studies
         Request: Deactivate
         Action: Approved with friendly suggestion to have name of replacement program reflect MGED/SEC

      b) B.S. Ed. MGED/Math and Science
         Request: Deactivate
         Action: Approved with friendly suggestion to have name of replacement program reflect MGED/SEC

Items B and C presented in a block and approved by voice vote.

Information Items:

A) College of Science and Mathematics
   1) Department of Chemistry
      a) CHEM 1152: Survey of Chemistry II
         Request: Modify (add prerequisite)
         Action: Approved

   2) Department of Computer Science

a) CS 1300: Introduction to Computer Science
   Request: Modify (shift lecture hours to lab hours)
   Action: Approved

b) CS 1301: Computer Science I
   Request: Modify (increase lab hours and remove CS 1300 pre-req)
   Action: Approved

c) CS 2100: Introduction to Web Development
   Request: Modify (Make CS 1301 a co-req or pre-req)
   Action: Approved

B) College of Social Sciences
   1) Department of Political Science and Planning
      a) PLAN 3701: Intro to Urban and Regional Planning
         Request: Modify (Change name)
         Action: Approved

      b) POLS 3701: Introduction to Urban and Regional Planning
         Request: (Change name)
         Action: Approved

C) Richards College of Business
   1) Department of Marketing and Real Estate
      a) MKTG 3810: Social Media and Online Marketing
         Request: Modify (update title)
         Action: Approved

**Committee II: Graduate Programs Committee (Chair, David Jenks)
Action Item:**

A) College of Science and Mathematics
   1) Department of Computer Science
      a) Master of Science – Applied Computer Science
         Request: Modify (transition to 100% online)
         Action: Approved

A.1.a approved by voice vote

      b) Graduate Certificate in Human – Centered Computing
         Request: Delete
         Action: Approved

      c) Graduate Certificate in Software Development
         Request: Delete
         Action: Approved

      d) Graduate Certificate in System and Network Administration
         Request: Delete

Action: Approved

e) Graduate Certificate in Web Technologies
   Request: Delete
   Action: Approved

f) CS 5201 – Computer Science Fundamental I
   Request: Delete
   Action: Approved

g) CS 5202 – Computer Science Fundamental II
   Request: Delete
   Action: Approved

h) CS 6211 - Comp. Architecture/Machn Org
   Request: Delete
   Action: Approved

i) CS 6212 - Comp. Architecture/Machn Org II
   Request: Delete
   Action: Approved

j) CS 6250 – Graphics
   Request: Delete
   Action: Approved

k) CS 6262 - System and Network Admin II
   Request: Delete
   Action: Approved

l) CS 6271 - Artificial Intelligence I
   Request: Delete
   Action: Approved

m) CS 6272 - Artificial Intelligence II
   Request: Delete
   Action: Approved

n) CS 6281 - Human/Computer Interaction I
   Request: Delete
   Action: Approved

o) CS 6282 - Human/Computer Interaction II
   Request: Delete
   Action: Approved

p) CS 6291 – Interactive Media & Game Dev I
   Request: Delete
   Action: Approved

q) CS 6292 - Interactive Media & Game Dev I

Request: Delete
Action: Approved

r) CS 6900 – Project
Request: Delete
Action: Approved

s) CS 6910 – Project I
Request: Add
Action: Approved

t) CS 6920 – Project II
Request: Add
Action: Approved

u) CS 6983 – Seminar
Request: Delete
Action: Approved

v) CS 6999 – Thesis
Request: Delete
Action: Approved

w) CS 7300 - Intro to Computing for Teachers
Request: Delete
Action: Approved

x) CS 7331 - CS AP Preparation for Teach I
Request: Delete
Action: Approved

y) CS 7332 - CS AP Preparation for Teach II
Request: Delete
Action: Approved

B) College of Education
 1) Collaborative Support and Intervention
   a) Reading Add-On
      Request: Deactivate
      Action: Approved

 2) Educational Innovation
   a) Ed.S. in Media Instructional Technology with Certification in School Library Media
      Request: Modify
      Action: Approved

B.2.a approved by voice vote

 3) Leadership and Applied Instruction
   a) Ed.S. in Secondary Education
      Request: Deactivate

Action: Approved

All Graduate Program items excepting A.1.a and B.2.a were presented in a block and approved by voice.

Information Items:

A) College of Science and Mathematics
    1) Department of Computer Science
        a) CS 6231- Database Systems I
            Request: Modify
            Action: Approved

        b) CS 6241 – Software Development I
            Request: Modify
            Action: Approved

        c) CS 6251 – Web Technologies I
            Request: Modify
            Action: Approved

        d) CS 6261 – System and Network Administration
            Request: Modify
            Action: Approved

        e) CS 6311 – Program Construction I
            Request: Modify
            Action: Approved

        f) CS 6312 – Program Construction II
            Request: Modify
            Action: Approved

Committee XIII: Rules Committee

Action Item:

A) To approve the Bylaws of the College of Social Sciences.

Motion approved by voice.

5. New Business

6. Announcements

Jon Anderson expressed appreciation to Dave Jenks and Tami Ogletree for their leadership in their respective committees.

President Sethna thanked the Senate and Rules Committee for their work in revising the policies and procedures and strengthening the university commitment to faculty governance.

7. Adjournment

Respectively submitted,

Dawn Harmon McCord

Addendum II

Course Update Request (Add, Delete, Modify)

Originator

Anthropology Department	College of Social Sciences	Snipes, Marjorie
Department	College	Originator

Action
○ Add ○ Modify ● Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

ANTH	2104	The Prehistoric World
Prefix	Number	Course Title

Global survey of the development of prehistoric cultures with special emphasis on the Maya.

Course Catalog Description

2.00		2.00	Summer - 2012	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
ANTH 1102 Minimum Grade: D or ANT 101
Minimum Grade: D

Corequisites

Rationale
This course has not been taught in the past 5 years. It was developed as a response to one professor's involvement with Core changes many years ago. Those issues are not irrelevant and this course will not be taught in the future,

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

College Approvals

Marjorie Snipes   [APPROVED 2011-07-11]
Chair, Course Department

Heather Mbaye   [APPROVED 2011-07-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant   [APPROVED 2011-09-07]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Anthropology Department	College of Social Sciences	Snipes, Marjorie
Department	College	Originator

Action

○ Add ○ Modify ● Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

ANTH	3105	Archaeology
Prefix	Number	Course Title

Survey of Archaeology as a subfield of Anthropology. Content includes basic theoretical concepts, analytic methods, and interpretive models, of scientific archaeology. Specific concerns include reconstruction of cultural systems and their adaptive patterns through recovery and analysis of material remains.

Course Catalog Description

3.00		3.00	Summer - 2012	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ANTH 1102 Minimum Grade: D or ANT 101
Minimum Grade: D

Corequisites

Rationale

This course is being combined with a pre-existing Anth 2001 Case Studies in Archaeology. Removing this course will allow the Department to cover the subfields of Anthropology in a more efficient and thorough manner.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

College Approvals

Marjorie Snipes   [APPROVED 2011-07-11]
Chair, Course Department

Heather Mbaye   [APPROVED 2011-07-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant   [APPROVED 2011-09-07]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Anthropology Department	College of Social Sciences	Snipes, Marjorie
Department	College	Originator

Action

○ Add ○ Modify ● Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

ANTH	3106	Physical Anthropology
Prefix	Number	Course Title

An examination of humans from biological and evolutionary perspectives. Content includes non-human primates, human origins, modern human variation and adaptation, forensic anthropology, and interactions between human biology and culture.

Course Catalog Description

3.00		3.00	Summer - 2012	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

ANTH 1102 Minimum Grade: D or ANT 101
Minimum Grade: D

Corequisites

Rationale

This course is being combined with Anth 2003 Case Studies in Physical Anthropology. This change will allow the Department to cover the subfields of Anthropology in a more thorough and efficient manner.

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

College Approvals

Marjorie Snipes   [APPROVED 2011-07-11]
Chair, Course Department

Heather Mbaye   [APPROVED 2011-07-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Camilla Gant   [APPROVED 2011-09-07]
Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Chair, Faculty Senate

Addendum III

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R. (Dr.)
Department	College	Originator

Action
(●) Add ( ) Modify ( ) Delete

Modifications
[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

PSYC	8009	Foundations in Transpersonal Psychology
Prefix	Number	Course Title

This course represents one of the program?s fundamental approaches to the study of consciousness and society. It provides a theoretical and experiential foundation in transpersonal psychology. Western psychology often focuses on the individual person as a single, separate, extrinsically existing entity in relation to others. Transpersonal psychology challenges this assumption, effectively returning to psychology?s original meaning as the study (or revealing) of soul or spirit.

Course Catalog Description

4	0	4	Fall - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale
The course addition supports the transformation of the PsyD program to a PhD program by adding more rigor and depth to the curriculum.

Planning Info
(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 12

Comments
Current library and faculty are sufficient.

College Approvals

Donadrian Rice   [APPROVED 2011-06-08]

Chair, Course Department

Heather Mbaye   [APPROVED 2011-07-27]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Ashford   [APPROVED 2011-08-31]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]

Chair, Faculty Senate

University of West Georgia

Fall 2012   **Instructor:**   TBA
Meeting Time: TBA   **Office:**   TBA
Location: TBA   **Phone:**   TBA
                                             Email: TBA
                                             Office Hours: TBA

Course Description:

This course provides a theoretical and experiential foundation in transpersonal psychology. Conventional Western psychology focuses on the individual person as a single, separate, extrinsically existing entity alongside others, with psychological health understood to be complete adjustment to such a reality. Transpersonal psychology challenges this assumption, effectively returning to psychology's original meaning as the study (or revealing) of soul or spirit. Through appeal to Asian philosophy and Western mysticism, the narrow understanding of self as person is expanded to encompass larger dimensions of psyche, including the spiritual and cosmic. Transpersonal psychology attempts to provide a theoretical basis for understanding transcendent, spiritual experiences that fall outside the purview of conventional psychology, while also accounting for and integrating the processes whereby we ordinarily experience ourselves as individual persons. In this way, transpersonal psychology is radically holistic and integrative in character.

We will begin our investigations with the historical emergence of transpersonal psychology as the "fourth force" in psychology before examining the "perennial philosophy" upon which the discipline has sought its basis. We will deepen this understanding through consideration of nonduality as the ontological basis for spiritual reality. We then proceed to the study of developmental and evolutionary models of some key seminal thinkers in the field. This examination will invite consideration of a number of important theoretical issues unique to transpersonal psychology, the resolution of which bears practical import on more conventional Western psychological models. Finally, we will critique the perennial philosophy for its subtle, latent Cartesian dualism and consider an alternative transpersonal paradigm based on spiritual pluralism.

Course Objectives:

- Demonstrate understanding of the basic principles of transpersonal psychology and the reductionism to which it is a response.
- Demonstrate understanding of the idea of "perennial philosophy" and its later critiques.

- Demonstrate theoretical understanding of the principle of nonduality and its relation to spiritual experience, and how such experiences have been cultivated in a variety of traditions.
- Demonstrate understanding of the nature of self at a variety of levels.
- Demonstrate knowledge of a number of developmental and evolutionary models within transpersonal psychology, including the nuanced differences between them and the theoretical issues at stake in those differences.
- Demonstrate understanding of how the study of transpersonal psychology deepens our understanding of more conventional psychological frameworks.
- Cultivate some facility with applying contemplative practices aimed at deepening immediate apprehension of transpersonal realities.

Course Format:

Classes will be conducted seminar style. It is vital that students come prepared to discuss the assigned readings in considerable depth. In addition, students will research and present on a topic of particular interest to them. Over the course of the semester, we will engage in regular contemplative exercises in order to lead students to deepened understanding and direct experience of transpersonal states.

Course Requirements & Evaluation:

- Regular attendance and class presentations (25%)
- Take-home midterm (25% each)
- Term paper and presentation (25%)
- Final exam (25% each)

Required Texts:

> *Course packet of selected readings.*
> Huxley, A. (1945/2009). *The perennial philosophy.* New York, London: Harper & Brothers.
> Loy, D. (1997). *Nonduality: A study in comparative philosophy.* Amherst, NY: Humanity Books.
> Edinger, E. F. (1972). *Ego and archetype.* Boston: Shambhala.
> Grof, S. (1987). *The adventure of self-discovery: Dimensions of consciousness and new perspectives in psychotherapy and inner exploration.* Albany: State University of New York Press.
> Wilber, K. (1980). *The atman project: A transpersonal view of human development.* Wheaton, Illinois: Quest Books.
> Washburn, M. (1995). *The ego and the dynamic ground: A transpersonal theory of human development* (2nd ed.). Albany: State University of New York Press.
> Ferrer, J. (2002). *Revisioning transpersonal theory: A participatory vision of human spirituality.* Albany: State University of New York Press.

Course Outline:

I. Introduction
II. Historical beginnings as the "Fourth Force": James, Jung, Maslow, and the Asian contemplative traditions
III. The Perennial Philosophy
IV. Nondual Ontology—Asian philosophical and practice traditions
V. Developmental Theorists and Models
    a. Jung
    b. Grof
    c. Wilber
    d. Washburn
VI. Theoretical Issues
    a. Soul vs. spirit
    b. Evolution vs. mandala
    c. Immanence vs. transcendence
    d. Transcendence vs. transformation
    e. Pre/Trans fallacy and its reconsideration
VII. Revisioning Transpersonal Psychology
    a. Critique of the Perennial Philosophy
    b. An alternative paradigm—spiritual pluralism
VIII. Conclusions

Academic Dishonesty:
Naturally, academic dishonesty (such as plagiarism) will not be tolerated and will be subject to disciplinary action, such as failure from the course.

Technological Resources:
Audio-visual equipment periodically will be used.

Special Needs:
Students with special needs should speak with the instructor as soon as possible in order to make necessary arrangements.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R. (Dr.)
Department	College	Originator

Action
⦿ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

PSYC	8010	Philosophy of Inquiry
Prefix	Number	Course Title

Philosophy of Inquiry is the foundational course for the research sequence. The course focuses on problems and concepts with direct relevance to psychological inquiry, including a survey of historical views of science and scientific method, and competing views of what grounds the authority of science.

Course Catalog Description

4	0	4	Fall - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
None

Corequisites
None

Rationale
The course addition supports the transformation of the PsyD program to a PhD program by adding more rigor and depth to the curriculum.

Planning Info
⦿ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 12

Comments
Current library and faculty are sufficient.

College Approvals

Donadrian Rice   [APPROVED 2011-06-08]
Chair, Course Department

Heather Mbaye   [APPROVED 2011-07-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Ashford   [APPROVED 2011-08-30]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Chair, Faculty Senate

Philosophy of Inquiry
PSYC 8010

1. <u>Course Overview</u>

All of epistemology might be included under "Philosophy of Inquiry," so the topic surveyed in this course is a broad and fundamental one. We focus on problems and concepts with direct relevance to psychological inquiry, including in our survey historical views of science and scientific method, competing views of what grounds the authority of science, and challenges to the very assumption that science as traditionally conceived provides such authority.

2. <u>Course Objectives</u>

- To articulate a range of views on the nature of science and scientific authority
- To demonstrate understanding of the historical situation of varying perspectives and how that situation impacts the view of science and scientific authority proposed.
- To demonstrate an understanding of critical perspectives which call into question the authoritative grounding of science.
- To identify one's own position in relation to the alternative perspectives surveyed.
- To understand how culture and power shape definitions of science and epistemology.
- To actively integrate and apply the perspectives surveyed in relation to one topic of particular interest.
- To develop a scholarly writing style that integrates a clear understanding of the epistemological and philosophical foundations of science.

3. <u>Relationship to Overall Program Learning Objectives</u>

A central mission of the Doctoral Program is to train scholars in qualitative research as related to the intersection of consciousness and society. The content and pedagogy of this course meets this objective in two ways. The first is by exposing students to varying perspectives on the nature of science with a focus on a critical analysis of various epistemological positions. The second is by providing students with an opportunity to develop a sophisticated understanding of their own position vis-à-vis epistemology and science.

4. <u>Course Requirements</u>

    Course participation: 20%
    Two essay exams: 30%
    Group construction of a statement of philosophy of inquiry: 20%
    Final paper: 20%
    Presentation/debate: 10%

5.   <u>Description of Assignments</u>

Group construction of a statement of philosophy of inquiry

The statement of the philosophy of inquiry to be developed in small groups should be the product of negotiation among group members concerning how the group understands the ways it is appropriate to seek or construct truth and knowledge.   The statement should include a description of the criteria by which we are enabled to make critical judgments about how psychological inquiry can and should be conducted as well as the methods appropriate to such forms of inquiry.

Presentation

Groups will share their co-constructed philosophies of inquiry with one another in the form of a symposium at the end of the semester, to which the departmental community at large will be invited.

Paper

The paper will entail an application of the perspectives surveyed to a problem of particular interest to the student. For example, what are the implications of the various philosophies of inquiry examined for the study of cognitive development?   To the development of praxis based approaches to extant social challenges? How could this topic be taken up as a focus of inquiry from the various perspectives considered? This paper should incorporate historical and contemporary research on the topic considered and should include an examination of at least three approaches to the philosophy of inquiry. APA format required.

Exams

These will be essay format, demonstrating comprehension of course material and an original approach to its integration.

Participation

Regular attendance and active, engaged interaction with other students and course material is expected. No more than two (excused in advance) absences will be permitted.

<u>**Course Schedule**</u>

Weeks 1 and 2: Identifying standpoints: Using the lens of standpoint epistemology to clarify our own relationship to knowledge.

Harding (Ed). The Feminist standpoint theory reader. Section II: Identifying Standpoints.

Week 3: Developing a conceptual foundation for discovery and analysis

Guba, E. G. & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions and emerging confluences. Chapter 8 in N. K. Denzin and Y. S. Lincoln (Eds.) *Qualitative Research, 3rd edition,* 191-215.

Norwood Russell Hanson, *Patterns of Discovery: An Inquiry into the Conceptual Foundations of Science*

Thomas Kuhn, *The Structure of Scientific Revolutions*

Weeks 4-10: Cultural Ways of Knowing

Foundations of Western epistemology

      Selections from

      Aristotle, *Posterior Analytics, Physics*

      Roger Bacon, *Opus Majus,*

      Opus Minus, and *Opus Tertium*

      Francis Bacon, *Novum Organum*

      Isaac Newton, *Principia*

      August Compte: *A general view of positivism*

African cosmology and philosophy of science

      African Philosophy: An Anthology. Part V On knowledge and Science

Indigenous ways of knowing

      Ellen Bielawski: Inuit indigenous knowledge and science in the Arctic

      Lester-Irabinna Rigne: A first perspective of indigenous Australian participation in science: Framing indigenous research toward indigenous Australian intellectual sovereignty

Spiritual inquiry

Anderson, R. (1998). Intuitive inquiry: A transpersonal approach. W. Braud & R. Anderseon (Eds). *Transpersonal research methods for the social sciences: Honouring human experience.* Thousand Oaks, CA: Sage Publications.

Rothberg, D. (2000) Spiritual Inquiry. In T. Hart *Transpersonal knowing: Exploring the horizon of consciousness.*

<u>Naturalized Inquiry</u>

W.V.O. Quine, *Epistemology Naturalized*

Lincoln and Guba, *Naturalistic Inquiry, The Constructivist Credo*

Susan Haack – excerpts from *Evidence and inquiry: Toward reconstruction in epistemology*

Weeks 10-12: Anarchistic epistemology:

Prigogine: Selections from *The end of certainty*

Imre Lakatos, The Methodology of Scientific Research Programmes

Paul Feyerabend, *Against Method*

Sir Karl Popper, *The Logic of Scientific Discovery*

Weeks 13-14: Socially relevant philosophy of science;

Deikman, A. (2000). Service as a way of knowing. In T. Hart *Transpersonal knowing: Exploring the horizon of consciousness.*

Sandra Harding: A socially relevant philosophy of Science: Resources from standpoint theory's controversiality

Kincheloe, J. L. & McLaren, P. (2008). Rethinking critical theory and qualitative research.

Isaac Prilleltenksy: The role of power in wellness, oppression and liberation: The promise of psychopolitical validity.

Concluding weeks: Class Presentations

Course or Program Addition, Deletion or Modification Request

Department: Collaborative Support and Intervention--CEP   **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	M.Ed. in Professional Counseling	Hours: Lecture/Lab/Total

Action	Credit	Frequency
☐ Course ☑ Program ☑ Modify ☐ Add ☐ Delete ☐ Credit ☐ Number ☐ Title ☐ Description ☑ Other	☐ Undergraduate ☑ Graduate ☐ Other* *Variable credit must be explained	☑ Every Term ☐ Yearly ☐ Other

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

☑ Library resources are adequate   ☐ Library resources need enhancement

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

Prefix	Course	Title		Hours: Lecture/Lab/Total

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

A change to the program sheet/plan of studies for the M.Ed Professional Counseling (School and Community tracks) is requested to reflect a change in the way clinical experiences are structured. Students enrolled in the school counseling and community counseling tracks of the Professional Counseling program have traditionally enrolled in separate courses for their clinical experiences (practicum and internship). New courses have been created which combine enrollment of students from both tracks onto single courses i.e. a single practicum course for both school and community students and a single internship class for both school and community students. Grading system for both courses is S/U. See attached rationale.

Prerequisite(s) _____

Present or Projected Enrollment: 50   (Students per year)   **Effective Date*:** Fall / 2011
For a new course, one full term must pass between approval and effective date   Term/Year
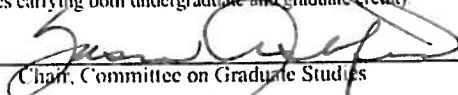
Grading System: ☐ Letter Grade   ☐ Pass Fail   ☑ Other

Approval:

John M. Ponder, June 2, 2011
Department Chair   Date   Department Chair (if cross listed)   Date

_____ 6/24/2011
Dean of College   Date   Dean of College (if cross listed)   Date

Chair of TEAC (if teacher prep program)   Date

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

_____   _____ 8/25/2011
Chair, Undergraduate Academic Programs Committee   Date   Chair, Committee on Graduate Studies   Date

_____
Vice President for Academic Affairs   Date

Rationale for Changes to Program M.Ed. in Professional Counseling (School and Community options)

Addition of new Course CEPD 6188 Practicum: Professional Counseling

Students enrolled in the school counseling and community counseling tracks have enrolled in separate courses for their clinical experiences (School counseling practicum students in CEPD 6187 and Community counseling practicum students in CEPD 6189). These have now been collapsed into a single course (CEPD 6188) to more effectively cross train our counselors and allow for more efficient utilization of resources. This course will replace those courses on their respective plans of study.

Addition of new Course CEPD 6182 Internship: Professional Counseling

Students enrolled in the school counseling and community counseling tracks have enrolled in separate courses for their clinical experiences (School counseling internship students in CEPD 6186 and Community counseling internship students in CEPD 6185). These have now been collapsed into a single course (CEPD 6182) to more effectively cross train our counselors and allow for more efficient utilization of resources. This course will replace those courses on their respective plans of study.

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
emphasis
Community Counseling

Counselor Education Program
University of West Georgia

The Master's program in Community Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Courses, listed in the eight core areas, satisfy the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). The degree requires successful completion of 48 semester hours and passing the department exit exam.

Name: _____   Student ID #: _____

Address:_____   Telephone: _____

_____

Email: _____   Advisor:_____

Completion Dates

_____Initial Advising

_____Application for Practicum/Internship

_____Application for Candidacy

_____Department written exam

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 8102 Lifespan Human Development	3		Fall/Spring/Sum		
CEPD 7111 Psychopathology	3		Fall		
II. SOCIAL AND CULTURAL					
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Sum		
III. HELPING RELATIONSHIPS					
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Sum		
CEPD 6131 Counseling Theories	3		Fall/Spring/Sum		
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3		Fall/Spring/Sum		
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling	3		Fall/Spring/Sum		
VI. APPRAISAL					
CEPD 6151 Psychological Appraisal	3		Spring		
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Sum		
VIII. PROFESSIONAL ORIENTATION					
CEPD 6141 Professional Community Counseling	3		Fall		
CEPD 7145 Advocacy and Leadership	3		Fall/Spring		
IX. CEPD ELECTIVES					
Elective courses in CEPD must be selected in consultation with and approved by the advisor	6		Fall/Spring/Sum		
X. CLINICAL INSTRUCTION (Enrollment in these courses requires a criminal background check, meeting departmental application deadlines, and obtaining liability insurance)					
CEPD 6188 Practicum: Professional Counseling (CEPD 6160, 6131, 6140, Prerequisites)	3		Fall/Spring/Summer*		
CEPD 6182 Internship: Professional Counseling (CEPD 6188 Prerequisites)	6		Fall/Spring/Summer*		

*CEPD 6188 and 6182 offering in Summer is contingent upon sufficient enrollment and availability of faculty to supervise and is open only to students enrolled in the community counseling option. Maximum number of credit hours for CEPD 6182 in summer is 2 hours (200 hours of direct service).

Student signature:_____   Date: _____

Advisor signature: _____   Date: _____

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
emphasis
Community Counseling

Counselor Education Program
University of West Georgia

The Master's program in Community Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Courses, listed in the eight core areas, satisfy the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). The degree requires successful completion of 48 semester hours and passing the department exit exam.

Name: _____   Student ID #: _____

Address:_____   Telephone: _____

_____

Email: _____   Advisor:_____

Completion Dates

_____ Initial Advising

_____ Application for Practicum/Internship

_____ Application for Candidacy

_____ Department written exam

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 8102 Lifespan Human Development	3		Fall/Spring/Sum		
CEPD 7111 Psychopathology	3		Fall		
II. SOCIAL AND CULTURAL					
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Sum		
III. HELPING RELATIONSHIPS					
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Sum		
CEPD 6131 Counseling Theories	3		Fall/Spring/Sum		
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3		Fall/Spring/Sum		
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling	3		Fall/Spring/Sum		
VI. APPRAISAL					
CEPD 6151 Psychological Appraisal	3		Spring		
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Sum		
VIII. PROFESSIONAL ORIENTATION					
CEPD 6141 Professional Community Counseling	3		Fall		
CEPD 7145 Advocacy and Leadership	3		Fall/Spring		
IX. CEPD ELECTIVES					
Elective courses in CEPD must be selected in consultation with and approved by the advisor	6		Fall/Spring/Sum		
X. CLINICAL INSTRUCTION (Enrollment in these courses requires a criminal background check, meeting departmental application deadlines, and obtaining liability insurance)					
CEPD 6189 Practicum: Community Counseling (CEPD 6160, 6131, 6140, Prerequisites)	3		Fall/Spring		
CEPD 6185 Internship: Community Counseling (CEPD 6189 Prerequisites)	6		Fall/Spring/		

Student signature:_____ Date: _____

Advisor signature: _____ Date: _____

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
emphasis
Professional School Counseling

Counselor Education Program
University of West Georgia

The completion of the master's degree curriculum in school counseling meets <u>one</u> of the requirements for initial certification in Georgia as a school counselor (S-5 level) and for recommendation by the University of West Georgia. A passing score on the required certification test in school counseling <u>and</u> passage of the departmental exam must be accomplished before a recommendation is given by the University of West Georgia. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and requires successful completion of a minimum of 48 semester hours. Educational requirements for licensure as a professional counselor and as a nationally certified counselor (NCC) are also met through the degree.

Name: _____   Student ID Number:_____

Address:_____   Telephone: _____

_____

Email: _____   Advisor: _____

<u>Completion Date</u>

_____Initial Advising

_____SPED 6706*

_____Application for Candidacy

_____Department written exam

_____GACE Content Assessment

_____Pass GACE Basic (if needed)** Must be passed prior to admission to the program
_____Exempted: hold teaching certificate
_____Exempted: SAT, GRE, ACT Score

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 8102 Lifespan Human Development	3		Fall/Spring/Sum		
II. SOCIAL AND CULTURAL					
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Sum		
III. HELPING RELATIONSHIPS					
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Sum		
CEPD 6131 Counseling Theories	3		Fall/Spring/Sum		
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3		Fall/Spring/Sum		
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling	3		Fall/Spring/Sum		
VI. APPRAISAL					
CEPD 7130 Assessment and Effective Use of Data in Schools	3		Fall/Spring		
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Sum		
VIII. PROFESSIONAL ORIENTATION					
CEPD 6180 Professional School Counselor	3		Fall/Spring		
CEPD 6101 Psychology of Classroom Learning	3		Fall/Spring/Sum		
CEPD 7145 Advocacy and Leadership	3		Fall/Spring		
MEDT 6401 Instructional Technology if this requirement is met, an elective approved by advisor, may be taken	3		Fall/Spring		
IX. CLINICAL INSTRUCTION (Enrollment in these courses requires a criminal background check, meeting departmental application deadlines, and obtaining liability insurance)					
CEPD 6188 Practicum: Professional Counseling (CEPD 6160, 6131, 6140 Prerequisites)	3		Fall/Spring		
CEPD 6182 Internship: Professional Counseling (CEPD 6188 Prerequisite)	6		Fall/Spring		
X. CEPD ELECTIVE					
Elective courses in CEPD must be selected in consultation with and approved by the advisor	3		Fall/Spring/Sum		

*Note: If you have not previously completed a special education course which meets Georgia Law HB 671, you must take SPED 6706: Special Education in the Regular Classroom. This may not be counted as your program elective and will be in addition to the 48 hour program. You should obtain the practicum and internship handbook as soon as possible.

Student signature: _____   Date: _____

Advisor signature: _____   Date: _____

Program Sheet and Plan of Study
M.Ed. in Professional Counseling
emphasis
Professional School Counseling

Counselor Education Program
University of West Georgia

The completion of the master's degree curriculum in school counseling meets <u>one</u> of the requirements for initial certification in Georgia as a school counselor (S-5 level) and for recommendation by the University of West Georgia. A passing score on the required certification test in school counseling <u>and</u> passage of the departmental exam must be accomplished before a recommendation is given by the University of West Georgia. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and requires successful completion of a minimum of 48 semester hours. Educational requirements for licensure as a professional counselor and as a nationally certified counselor (NCC) are also met through the degree.

Name: _____   Student ID Number:_____

Address: _____   Telephone: _____

_____

Email: _____   Advisor: _____

<u>Completion Date</u>

_____Initial Advising

_____SPED 6706*

_____Application for Candidacy

_____Department written exam

_____GACE Content Assessment

_____Pass GACE Basic (if needed)**
_____Exempted: hold teaching certificate
_____Exempted: SAT, GRE, ACT Score

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 8102 Lifespan Human Development	3		Fall/Spring/Sum		
II. SOCIAL AND CULTURAL					
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Sum		
III. HELPING RELATIONSHIPS					
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Sum		
CEPD 6131 Counseling Theories	3		Fall/Spring/Sum		
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3		Fall/Spring/Sum		
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Counseling	3		Fall/Spring/Sum		
VI. APPRAISAL					
CEPD 7130 Assessment and Effective Use of Data in Schools	3		Fall/Spring		
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Sum		
VIII. PROFESSIONAL ORIENTATION					
CEPD 6180 Professional School Counselor	3		Fall/Spring		
CEPD 6101 Psychology of Classroom Learning	3		Fall/Spring/Sum		
CEPD 7145 Advocacy and Leadership	3		Fall/Spring		
MEDT 6401 Instructional Technology if this requirement is met, an elective approved by advisor, may be taken	3		Fall/Spring		
IX. CLINICAL INSTRUCTION (Enrollment in these courses requires a criminal background check, meeting departmental application deadlines, and obtaining liability insurance)					
CEPD 6187 Practicum (CEPD 6160, 6131, 6140 Prerequisites)	3		Fall/Spring		
CEPD 6186 Internship: School Counseling (CEPD 6187, 6180 Prerequisites)	6		Fall/Spring		
X. CEPD ELECTIVE					
Elective courses in CEPD must be selected in consultation with and approved by the advisor	3		Fall/Spring/Sum		

*Note: If you have not previously completed a special education course which meets Georgia Law HB 671, you must take SPED 6706: Special Education in the Regular Classroom. This may not be counted as your program elective and will be in addition to the 48 hour program. You should obtain the practicum and internship handbook as soon as possible.

**Note: If you do not hold a clear, renewable teaching or service certificate, UWG will not recommend you for certification, until you pass or exempt the GACE Basic Skills Assessment Exam.

Student signature: _____   Date: _____

Advisor signature: _____   Date: _____

CEPD 6188

PRACTICUM: PROFESSIONAL COUNSELING

Semester Hours: 3

Semester/Year:

Instructor:

E-mail:

Office:

Office Hours:

Class Meetings:

Telephone:

Fax:

I.T. Helpdesk: 678-839-6587

Online Support:

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu

COURSE DESCRIPTION
Prerequisites: CEPD 6131, CEPD 6140, CEPD 6160 and consent of department.
This course emphasizes individual and group counseling and guidance conducted under supervision in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. A minimum of 150 clock hours is required.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards Council for Accreditation of Counseling and Educational Related Programs *(CACREP); American Counseling Association (ACA); American School Counseling Association (ASCA)* also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. demonstrate the use of basic counseling skills in their interactions with clients/students (Knowledgeable) (CACREP II.G.5.b, 5.c; CMHC D.5; SC D.2)
2. develop the ability to initiate, maintain and terminate counseling relationships with students/clients (Knowledgeable) (CACREP II.G.5.b, 5.c; CMHC D.5; SC D.2)
3. develop the ability to conceptualize and present client/student information in supervision ((Knowledgeable, Reflective) (CACREP II.G.1.e)
4. demonstrate the use of brief counseling techniques when appropriate (Knowledgeable) (CACREP II.G.5.b, 5.c; CMHC D.5; SC D.2)
5. develop and refine a personal theory of counseling and demonstrate behavior, which is consistent with that theory (Knowledgeable) (CACREP II.G.5.b, 5.c, 5.d; CMHC D.5; SC D.2)
6. demonstrate the ability to identify and implement appropriate counseling interventions that address the academic needs (schools), the career preparedness, and the social emotional, and cultural needs of the student/client (Knowledgeable, Reflective, Culturally Sensitive) (CACREP II.G.2.d, 3.a, 4.e; CMHC D.2.; SC D.3, F.2)
7. demonstrate the ability to assess and identify professional counseling strengths and limitations (Knowledgeable, Reflective) (CACREP II.G.1.e, 5.b)
8. develop appropriate resources for brokering of services within the school/agency setting and larger community (Knowledgeable, Collaborative) (CACREP II.1.b; CMHC F.1; SC H.4)
9. demonstrate the ability to give and receive constructive feedback in supervision (Knowledgeable, Reflective) (CACREP II.G.1.e)
10. demonstrate the knowledge and practice of legal and ethical behaviors for professional counselors (Knowledgeable) (CACREP II.G.1.j; CMHC B.2; SC B.1)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:
American Counseling Association. (2005). *Code of ethics (Revised)*. ACA: Alexandria, VA.
	Available at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx
American School Counseling Association. (2004). *Ethical standards for school counselors*. ASCA.
Professional counseling practicum and internship handbook (current ed.). Carrollton, GA:
	Counselor Education Program

References:
Boylan, J.C., Malley, P.B., & Scott, J. (2009). *Practicum and internship textbook for
	Counseling and psychotherapy (4th ed.)*. New York, NY, Routledge.
Murphy, J. J. (2008). *Solution-focused counseling in middle and high schools (2nd ed)*. Upper
	Saddle River, NJ: Prentice Hall/ American School Counselor Association.
Sklare, G. B. (2005) *Brief counseling that works: A solution-focused approach for school
	counselors*. Thousand Oaks, CA: Corwin Press, Inc.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. Submit proof of professional liability insurance
2. Complete Practicum Goal Statement
3. Complete a minimum of 150 clock hours of practicum.
4. Attend group and individual supervision as outlined in the Practicum and Internship Handbook or as assigned by instructor
5. Submit weekly log sheets reflecting practicum activities
6. Submit semester log sheet at the end of term
7. Present audio and/or videotape of client sessions and present cases for review in group and/or individual supervision.
8. Complete midterm and final self assessments
9. Submit Site Supervisor's evaluation of professional counseling candidate at midterm and end of course (Appendix xxx)
10. Submit Student evaluation of field site experience at end of term (Appendix xxx)
11. Submit Student evaluation of field site supervision at end of term (Appendix xxx)
12. Submit Practicum and Internship Handbook User Feedback at end of term (Appendix xxx)

Evaluation Procedures:

Grading will be done on a Satisfactory or Unsatisfactory basis. Therefore, students will be encouraged to focus on their professional development. The mid-term and final evaluation session will focus on the development of skills over the course of the semester and can be used as a barometer of the student's progress throughout the course. Successful completion of the course requirements, the on-site supervisor's evaluation, and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work.

Grading Policy:

A grade of <u>S</u> (satisfactory) or <u>U</u> (unsatisfactory) will be earned based on successful fulfillment of all course requirements and demonstration of adequate counseling skills as judged by the university supervisor in consultation with the field supervisor.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

<u>Academic Honesty:</u> 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 *Connection and Student Handbook* and the *Graduate Catalog*.

<u>Attendance:</u> Students are required to attend all class sessions. Due to the nature of internship supervision, any missed class sessions must be made up. It is the responsibility of the student to make arrangements to make-up missed class sessions "with the approval" of the course instructor.

<u>Disability:</u> 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. 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.

<u>Extra Credit:</u> There are no extra credit opportunities offered in this course.

<u>Late Work:</u> All work/assignments are due as noted in the syllabus and in the "CourseDen Assignments" section. Late assignments will be assessed a penalty of 10% for each day late.

<u>Professional Conduct:</u> All students are expected to maintain an exemplary level of professional, ethical and legal conduct as outlined by: (1) the policies of the University of West Georgia; (2) the Professional Counseling Practicum/Internship Handbook (current edition); (3) the American Counseling Association (ACA) Code of Ethics; (4) the American School Counseling Association (ASCA) Code of Ethics (school counseling candidates); (5) the policies of your field site placement; and, (6) the local, state and national civil and criminal laws. It is the student's exclusive responsibility to become familiar with each of these directives for professional, ethical and legal conduct.

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.

CLASS OUTLINE

Week 1—Review of Syllabus and Course Requirements
Submit proof of professional liability insurance
Week 2—Group Supervision
Submit Practicum Goal Statement
Week 3—Group Supervision
Submit weekly log sheet
Week 4—Group Supervision
Submit weekly log sheet
Week 5—Group Supervision
Submit weekly log sheet
Week 6—Group Supervision
Submit weekly log sheet
Week 7—Group Supervision
Submit weekly log sheet
Submit midterm self assessment
Submit Supervisor's midterm evaluation
Week 8—Group Supervision
Submit weekly log sheet
Week 9—Group Supervision
Submit weekly log sheet
Week 10—Group Supervision
Submit weekly log sheet
Week 11—Group Supervision
Submit weekly log sheet
Week 12—Group Supervision
Submit weekly log sheet
Week 13—Group Supervision
Submit weekly log sheet
Week 14—Group Supervision
Submit weekly log sheet
Week 15—Group Supervision
Submit Final self assessment
Submit Final Supervisor assessment
Submit semester log sheet
Student evaluation of field site experience

NEW COURSE—REPLACES CEPD 6185 AND
CEPD 6186

CEPD 6182

INTERNSHIP: PROFESSIONAL COUNSELING

Semester Hours: 1-6

Semester/Year:

Instructor:

E-mail:

Office:

Office Hours:

Class Meetings:

Telephone:

Fax:

I.T. Helpdesk: 678-839-6587

Online Support:

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library
Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu,

COURSE DESCRIPTION
Prerequisites: CEPD 6188 and consent of department
Professional counseling experience for graduate students in the Counselor Education Program
(school counseling and community counseling options). May be repeated for credit.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards Council for Accreditation of Counseling and Educational Related Programs *(CACREP); American Counseling Association (ACA); American School Counseling Association (ASCA)* also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will demonstrate the ability to:

1. apply and adhere to ethical and legal standards in counseling; (Knowledgeable, reflective) (CACREP II.G.1.j; CMHC B.2; SC B.1)
2. assess client/student needs and provide appropriate counseling interventions; (Knowledgeable, reflective) (CACREP II.G.5.b, 5.c; CMHC H.2; SC H.1,2)
3. modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations; (Knowledgeable, reflective, adaptive) (CMHC F.3; SC f.1,2,3)
4. develop measurable outcomes for client/students; (Knowledgeable) (CMHC J.2; SC J.2)
5. analyze and use data to increase effectiveness of counseling; (Knowledgeable, reflective) (CMHC J.3; SC J.3)
6. collaborate, consult, and make appropriate referrals; (Collaborative) (CMHC D.9; F.1; SC D.5)
7. provide individual and group counseling (classroom guidance—school counselors); (Knowledgeable) (CACREP II.G.5.b, 5.c; CMHC H.2; SC H.1,2)
8. assess and manage suicide risk; (Knowledgeable, proactive, decisive) (CMHC D.6; SC D.4)
9. advocate for clients/students; (Knowledgeable, Culturally sensitive)(CMHC F.2; SC F.2)
10. be reflective practitioners who use supervision feedback to develop knowledge, skills, and dispositions relevant to professional and personal growth; (Reflective)
11. interact with clients, students, and families in a way that reflects a commitment to fairness; (CMHC F.2; SC F.3) (Culturally sensitive, Proactive, Leading, Decisive)
12. work with clients, students, and families in a way that reflects a belief in the capacity of individuals to change and grow. (Collaborative, Culturally sensitive, Empathetic) (SC F.4)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:
Practicum and internship handbook (current edition.). Carrollton, GA: Counselor Education
       Program

Recommended:
American Counseling Association. (2005). *Code of ethics (Revised).* ACA: Alexandria, VA.
       Available at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx
American School Counseling Association. (2004). *Ethical standards for school counselors.* ASCA.
Murphy, J. J. (2008). *Solution-focused counseling in middle and high schools (2nd ed).* Upper
       Saddle River, NJ: Prentice Hall/ American School Counselor Association.
Sklare, G. B. (2005). *Brief counseling that works. A solution-focused approach for school
       counselors and administrators.* Thousand Oaks, CA: Corwin Press/American School
       Counselor Association

References:
Boylan, J.C., Malley, P.B., & Scott, J. (2009). *Practicum and internship textbook for
       Counseling and psychotherapy (4th ed.).* New York, NY, Routledge.
Wheeler, A.M., & Bertram B. (2008). *The counselor and the law.* Washington, DC: American
       Counseling Association.

ASSIGNMENTS, EVALUATIONS PROCEDURES, AND GRADING POLICY

Assignments:

1. Submit proof of professional Liability Insurance.
2. Complete Internship Goal Statement (Appendix xxx)
3. Complete a minimum of 600 clock hours of internship. The internship may be completed
   over the course of 1 semester (40 clock hours/week for 15 weeks/6 credit hours) or 2
   semesters (20 clock hours/week for 30 weeks/3 credit hours each semester).
4. Attend group and/or individual supervision as outlined in the Practicum and Internship
   Handbook or as assigned by instructor.
5. Submit weekly log sheets reflecting internship activities (Appendix xxx)
6. Submit semester log sheet at end of term (Appendix xxx)
7. Present audio and/or video recording of client sessions and present cases for review in
   group supervision.
8. Complete midterm and final self-assessments.
9. Submit Supervisor's evaluation of professional counseling candidate at midterm and end
   of course (Appendix xxx)
10. Submit Student evaluation of field site experience at end of term (Appendix xxx)
11. Submit Student evaluation of field site supervision at end of term (Appendix xxx)
12. Submit Practicum and Internship Handbook User Feedback at end of term (Appendix
    xxx)
13. Complete an action research project and submit the documentation of impact
(Appendix xxx)

Evaluation procedures:

Grading will be done on a Satisfactory or Unsatisfactory basis. Therefore, students will be encouraged to focus on their professional development. Successful completion of the course requirements, the on-site supervisor's evaluation and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work.

Grading Policy:

A grade of S (satisfactory) or U (unsatisfactory) will be earned based on fulfillment of all course requirements and demonstration of adequate counseling skills as judged by the university supervisor in consultation with the field site supervisor.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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 *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Students are required to attend all class sessions. Due to the nature of internship supervision, any missed class sessions must be made up. It is the responsibility of the student to make arrangements to make-up missed class sessions "with the approval" of the course instructor.

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. 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: There are no extra credit opportunities offered in this course.

Late Work: All work/assignments are due as noted in the syllabus and in the "CourseDen Assignments" section. Late assignments will be assessed a penalty of 10% for each day late.

Professional Conduct: All students are expected to maintain an exemplary level of professional, ethical and legal conduct as outlined by: (1) the policies of the University of West Georgia; (2) the

Counseling and Educational Psychology (CEPD) School Counseling Practicum/Internship Handbook (2009/2010 Edition); (3) the American Counseling Association (ACA) Code of Ethics; (4) the American School Counseling Association (ASCA) Code of Ethics; (5) the policies of your field site placement; and, (5) the local, state and national civil and criminal laws. It is the student's exclusive responsibility to become familiar with each of these directives for professional, ethical and legal conduct.

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.

CLASS OUTLINE
Week 1—Review of Syllabus and Course Requirements
Submit proof of professional liability insurance
Week 2—Group Supervision
Submit Internship Goal Statement
Week 3—Group Supervision
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Submit weekly log sheet
Week 5—Group Supervision
Submit weekly log sheet
Week 6—Group Supervision
Submit weekly log sheet
Week 7—Group Supervision
Submit weekly log sheet
Submit midterm self assessment
Submit Supervisor's midterm evaluation
Week 8—Group Supervision
Submit weekly log sheet
Week 9—Group Supervision
Submit weekly log sheet
Week 10—Group Supervision
Submit weekly log sheet
Week 11—Group Supervision
Submit weekly log sheet
Week 12—Group Supervision
Submit weekly log sheet
Week 13—Group Supervision
Submit weekly log sheet
Week 14—Group Supervision
Submit weekly log sheet
Week 15—Group Supervision
Presentation of Action Research
Submit Final self assessment
Submit Final Site Supervisor assessment
Submit semester log sheet
Submit Student evaluation of field site experience
Submit Student evaluation of field site supervision

Course or Program Addition, Deletion or Modification Request

Department: Collaborative Support and Intervention-CEP   **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix   Course   Title Ed.D. Professional Counseling And Supervision   Hours: Lecture/Lab/Total

<table>
<tr><td>

Action

☐ Course   ☑ Program

☑ Modify   ☐ Add   ☐ Delete
  ☐ Credit
  ☐ Number
  ☐ Title
  ☐ Description
  ☑ Other

</td><td>

Credit

☐ Undergraduate

☑ Graduate

☐ Other*

*Variable credit must be explained

</td><td>

Frequency

☐ Every Term

☑ Yearly

☐ Other

</td></tr>
</table>

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

☑ Library resources are adequate   ☐ Library resources need enhancement

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

Prefix   Course   Title   Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):
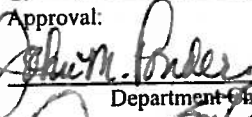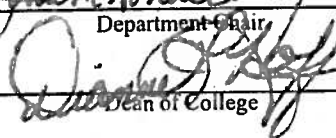
The Ed.D. in Professional Counseling and Supervision is being revised to more clearly align the curriculum with expected outcomes. Please see attached rationale with requested changes.

Prerequisite(s) _____

Present or Projected Enrollment: 8   (Students per year)   **Effective Date*:** Fall   / 2011
*For a new course, one full term must pass between approval and effective date.   Term/Year

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

Approval:

John M. Bailey , _June 2, 2011_
    Department Chair   Date   Department Chair (if cross listed)   Date

_____ 6/24/2011
    Dean of College   Date   Dean of College (if cross listed)   Date

Chair of TEAC (if teacher prep. program)   Date

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

_____   _____ 8/25/2011
Chair, Undergraduate Academic Programs Committee   Date   Chair, Committee on Graduate Studies   Date

_____   _____
Vice President for Academic Affairs   Date

Revised 1/09/02

Rationale for requested changes to program of studies Ed.D. Professional Counseling and Supervision

The first cohort of students enrolled in the Ed.D. in Professional Counseling and Supervision has completed their plan of studies. Curriculum mapping to identify learning opportunities related to program goals and learner outcomes was conducted and course deletions, additions, and revisions are proposed in order to more clearly align curriculum with expected outcomes. Additionally, faculty input, student feedback and program evaluation data were used to develop the following request for changes to the plan of studies:

1. Deletion of CEPD 9145 Counselor Education—This course is not consistent with the mission of the program.
2. Addition of EDSI 9962 Qualitative Research—This is a course currently taught in COE which is consistent with the mission of the program and which will provide students with knowledge and skills necessary to complete their dissertation and to become competent program evaluators.
3. Addition of CEPD 9185 Doctoral Seminar Advocacy for Marginalized and Underserved Populations—This is a new course which is consistent with the mission of the program. Reduction of number of hours of CEPD 9199 Dissertation from 12 to 9 to accommodate the addition of this course. The dissertation requirements are embedded in the course work and 9 hours of dissertation are sufficient for completion.

4. Modifications to courses:

    a. CEPD 9184 Doctoral Seminar Professional Issues (revision of title and course description to more closely align with the program mission and goals)
    b. CEPD 9186 Doctoral Internship (revision of number of hours [change from variable 1-6 hours to 3 hours], revision of course description, revision of course objectives to more closely align with program learner outcomes)
    c. CEPD 9183 Directed Doctoral Research (revision of objectives to more closely align with program learner outcomes)
    d. CEPD 9187 Doctoral Practicum in Supervision (no changes)
    e. CEPD 9171 Program Evaluation (revision of objectives to more closely align with program learner outcomes)
    f. CEPD 9199 Dissertation (no changes)

Program Sheet and Plan of Study
Ed.D. in Professional Counseling and Supervision

Counselor Education Program
University of West Georgia

The Ed.D. in Professional Counseling and Supervision is designed for fully credentialed school or community counselors currently practicing in the field who hold a master's degree in counseling from a CACREP accredited program **and** an Ed.S. in counseling from an accredited institution. Those who have satisfactorily completed an Ed.S. in Professional Counseling from UWG (entering Fall 2010 or after) are eligible for an expedited admission process. UWG Ed.S. students in their last semester of enrollment at the time of the scheduled doctoral interview (spring semester) are eligible to apply. Graduates of non CACREP accredited programs must demonstrate that they have completed coursework that was CACREP equivalent. Students will not be admitted to the program until they have completed such coursework. **The** Ed.D. requires the completion of 111 hours, 36 hours beyond the initial 48 hour master's program and 27 hour Ed.S. program.

Name: _____   Student ID #: _____

Address: _____   Telephone: _____

_____

Email: _____   Advisor: _____

Master's Degree/Major: _____ CACREP accredited __yes __no

Ed.S. Degree/Major_____

License/Certification_____ Date granted____/____/____

PLAN OF STUDY

PREREQUISITE COURSEWORK	HRS	DATE COMPLETED	
MASTERS IN COUNSELING (48 HOURS) INCLUDING COURSEWORK IN ALL OF THE FOLLOWING: (attach transcript)			
HUMAN GROWTH AND DEVELOPMENT			
COUNSELING THEORIES			
SOCIAL AND CULTURAL DIVERSITY			
HELPING RELATIONSHIPS			
GROUP WORK			
CAREER AND DEVELOPMENT			
ASSESSMENT			
RESEARCH AND PROGRAM EVALUATION			
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE			
100 HOUR PRACTICUM			
600 HOUR INTERNSHIP			
ELECTIVES PLEASE LIST			
	48		

ED.S. IN COUNSELING (27 HOURS) INCLUDING COURSEWORK IN ALL OF THE FOLLOWING: (attach transcript)	HRS	DATE COMPLETED	
ADVANCED THEORIES (CEPD 8131 OR EQUIVALENT)			
ADVANCED GROUP (CEPD 8140 OR EQUIVALENT			
ADVANCED RESEARCH (CEPD 8184 OR EQUIVALENT)			
ADVANCED METHODS OF ASSESSMENT AND USE OF DATA (CEPD 7185 OR EQUIVALENT)			
CLINICAL SUPERVISION (CEPD 8141 OR EQUIVALENT)			
LEADERSHIP AND ADVOCACY (CEPD 7140 OR EQUIVALENT)			
ADVANCED PRACTICUM (CEPD 8190 OR EQUIVALENT)			
ELECTIVES PLEASE LIST			
	27		

ED.D. CORE COURSES (36 SEMESTER HOURS)	HRS	GR	SEMESTER PLANNED	SUB
EDSI 9961 QUANTITATIVE RESEARCH METHODS	3			
CEPD 9184 DOCTORAL SEMINAR--PROFESSIONAL ISSUES	3			
CEPD 9185 DOCTORALSEMINAR--ADVOCACY FOR MARGINALIZED AND UNDERSERVED POPULATIONS	3			
CEPD 9186 DOCTORAL INTERNSHIP	6			
CEPD 9183 DIRECTED DOCTORAL RESEARCH	3			
CEPD 9187 DOCTORAL PRACTICUM IN SUPERVISION	3			
CEPD 9171 PROGRAM EVALUATION	3			
EDSI 9962 QUALITATIVE RESEARCH	3			
CEPD 9199 DISSERTATION	9			
	36			

Total Hours 111

ADVISOR:_____   DATE:_____

STUDENT;_____   DATE:_____

Program Sheet and Plan of Study
Ed.D. in Professional Counseling and Supervision

Department of Counseling and Educational Psychology
University of West Georgia

The Ed.D. in Professional Counseling and Supervision is designed for fully credentialed school or community counselors currently practicing in the field who hold a master's degree in counseling from a CACREP accredited program **and** an Ed.S. in counseling from an accredited institution. Graduates of non CACREP accredited programs must demonstrate that they have completed coursework that was CACREP equivalent. Students will not be admitted to the program until they have completed such coursework. The Ed.D. requires the completion of 111 hours, 36 hours beyond the initial 48 hour master's program and 27 hour Ed.S. program.

Name: _____   Student ID #: _____

Address: _____   Telephone: _____

_____

Email: _____   Advisor: _____

Master's Degree/Major: _____CACREP accredited __yes __no

Ed.S. Degree/Major_____

License/Certification_____ Date granted____/____/____

PLAN OF STUDY

PREREQUISITE COURSEWORK	HRS		DATE COMPLETED	
MASTERS IN COUNSELING (48 HOURS) INCLUDING COURSEWORK IN ALL OF THE FOLLOWING: (attach transcript)				
HUMAN GROWTH AND DEVELOPMENT				
COUNSELING THEORIES				
SOCIAL AND CULTURAL DIVERSITY				
HELPING RELATIONSHIPS				
GROUP WORK				
CAREER AND DEVELOPMENT				
ASSESSMENT				
RESEARCH AND PROGRAM EVALUATION				
PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE				
100 HOUR PRACTICUM				
600 HOUR INTERNSHIP				
ELECTIVES PLEASE LIST				
	48			

ED.S. IN COUNSELING (27 HOURS) INCLUDING COURSEWORK IN ALL OF THE FOLLOWING: (attach transcript)	HRS		DATE COMPLETED	
ADVANCED THEORIES (CEPD 8131 OR EQUIVALENT)				
ADVANCED GROUP (CEPD 8140 OR EQUIVALENT				
ADVANCED RESEARCH (CEPD 8184 OR EQUIVALENT)				
ADVANCED METHODS OF ASSESSMENT AND USE OF DATA (CEPD 7185 OR EQUIVALENT)				
CLINICAL SUPERVISION (CEPD 8141 OR EQUIVALENT)				
LEADERSHIP AND ADVOCACY (CEPD 7140 OR EQUIVALENT)				
ADVANCED PRACTICUM (CEPD 8190 OR EQUIVALENT)				
ELECTIVES PLEASE LIST				
	27			

ED.D. CORE COURSES (36 SEMESTER HOURS)	HRS	GR	SEMESTER PLANNED	SUB
EDUC 9961 RESEARCH PROCESS FOR CHANGE	3			
CEPD 9184 DOCTORAL COUNSELING SEMINAR	3			
CEPD 9186 DOCTORAL INTERNSHIP	6			
CEPD 9183 DIRECTED DOCTORAL RESEARCH	3			
CEPD 9187 DOCTORAL PRACTICUM IN SUPERVISION	3			
CEPD 9171 PROGRAM EVALUATION	3			
CEPD 9145 COUNSELOR EDUCATION	3			
CEPD 9199 DISSERTATION	12			
	36			

Total Hours 111

ADVISOR:_____   DATE:_____

STUDENT;_____   DATE:_____

CEPD 9145

COUNSELOR EDUCATION

3 Semester Hours

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

E-mail: distance@westga.edu
Call: 678-839-6248 M-F 8am-5pm
Fax: 678-839-0636
*After-hours- WebCT help: http://help.view.usg.edu * 24 hrs/ day - 365 days a yr

Online Support: WebCT Vista Login and Help Page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library.shtml
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION

This course is designed to provide in-depth exposure to the pedagogical tools and issues
associated with teaching and learning in counseling and counselor education. CACREP
standards, curriculum design, course design, syllabus development, on-line course design,
and teaching methods and approaches will be discussed.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which
programs, courses, experiences, and outcomes are created. By incorporating the theme
"Developing Educators for School Improvement," the College assumes responsibility for
preparing educators who can positively influence school improvement through altering
classrooms, schools, and school systems (transformational systemic change). Ten
descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally
sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components

of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:
1. demonstrate an understanding of the major roles, responsibilities, and activities of counselor educators; McAuliffe, G. & Eriksen, K. (2001) (CACREP Doctoral Standard IV.C.1)
2. know instructional theory and methods relevant to counselor education; McAuliffe, G. & Eriksen, K. (2001). (CACREP Doctoral Standard IV.C.2).
3. understand ethical, legal and multicultural issues associated with counselor preparation training; McAuliffe, G. & Eriksen, K. (2001). (CACREP Doctoral Standard IV.C.3)
4. develop a philosophy of teaching and learning; McAuliffe, G. & Eriksen, K. (2001). (CACREP Doctoral Standard IV.D.1)
5. demonstrate the ability to implement various procedures for delivering information and engaging student; McAuliffe, G. & Eriksen, K. (2001). (CACREP Doctoral Standard IV.D.2), and,
6. demonstrate the ability to assess the needs of counselors in training and develop techniques for helping student develop into competent counselors. McAuliffe, G. & Eriksen, K. (2001). (CACREP Doctoral Standard IV.D.3)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Text:
American Counseling Association code of ethics (2005). Retreived September 19, 2008 from http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx.

McAuliffe, G. & Eriksen, K. (2001). *Teaching strategies for constructivist and developmental counselor education.* Westport, CT: Bergin & Garvey.:

References:

Council for Accreditation of Counseling and Related Educational Programs. 2009

Accreditation Standards. Retreived September 27, 2008 from http://www.cacrep.org/2009standards.html.

Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions. (7th ed.).* Belmont, CA: Thomson, Brooks/Cole Publishing.

Dollarhide, C.T., Smith, A. T., & Lemberger M. E. (2007). Counseling made transparent: Pedagogy for a counseling theories course. *Counselor Education and Supervision, 46*(4), 242-253.

Henriksen R. C., Jr. & Trusty, J. (2005). Ethics and values as major factors related to multicultural aspects of counselor preparation. *Counseling and Values, 49*(3), 180-193.

Henriksen, R. C., Jr. (2006). Multicultural counselor preparation: A transformational pedagogy. *Journal of Humanistic Counseling, Education and Development, 45*(2), 173-186.

Hoshmand, L. T. (2004). The transformative potential of counseling education. *Journal of Humanistic Counseling Education and Development, 43*(1), 82-91.

Gladding, S. (2009). *Counseling: A Comprehensive Profession. (6th ed.).* Upper Saddle River, NJ: Pearson.

Hazler, R.J. & Kottler, J.A. (2005). *The Emerging Professional Counselor. (2nd ed.).* Alexandria, VA: American Counseling Association.

Kocet, M.M. (2006). Ethical challenges in a complex world: Highlights of the 2005 ACA code of ethics. *Journal of Counseling and Development, 84*(2), 228-234.

Locke, D. C., Myers, J.E., & Herr, E.L. (2001). *The Handbook of Counseling.* Thousand Oaks, CA: Sage Publications.

Remley, Jr., T.P., & Herlihy, B. (2005). *Ethical, Legal, and Professional Issues in Counseling. (2nd ed.).* Upper Saddle River, NJ: Pearson.

Wheeler, A.M., & Bertram, B. (2008). *The Counselor and the Law. (5th ed.).* Alexandra, VA: American Counseling Association.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
The focus of this course is on the effective design and delivery of counselor training. At the successful completion of this course, students will have demonstrated achievement in

the following conceptual framework descriptors: *culturally sensitive:* developing awareness and understanding of individual and group differences in learning (**All assignments**); *knowledgeable*: demonstrating knowledge of and ability to develop and deliver effective counselor training (**assignments 4, 5**); and *reflective*: demonstrating ability to use critical thinking and evaluation skills (**assignment 3**).

Activities and Assessments

1. Attend classes, read assigned materials, participate in class activities and discussions.
   Course Objectives: 1-6

2. Interview a counselor educator regarding their perceptions of the major roles, responsibilities and activities of counselor educators.
   Course Objective: 1

3. Observe the delivery of a class and analyze it in terms of instructional theory and method of delivery, preparing a 2-4 page summary of your analysis.
   Course Objective: 2

4. Develop a course syllabus which includes course description, texts, reference materials, activities and assessments, evaluation procedures, and course topic outline.
   Course Objectives: 3

5, Deliver a class presentation based upon a topic in the syllabus that you developed. Upon completion of your presentation you will reflect on the experience and articulate how it met a specific training need and how your presentation demonstrated your philosophy of teaching and learning.
   Course Objectives: 4-6

Evaluation Procedures:

Interview	50
Class observation and analysis	50
Syllabus	100
Presentation and reflection	100
TOTAL	300

Grading Policy
A->90%
B->80%
C->70%
F<70%

Grades are based on completion of all course assignments and quality of work. An incomplete ("I") can be granted only in cases of extreme emergency, such as death in family or illness. Prior permission from the instructor is required. Assignments are to be turned in on time. A grade of A will not be assigned to any assignment turned in after the due date. Absences, tardiness, inappropriate classroom behavior and/or non-participation may result in a reduction in assigned grade.

CLASS POLICIES

1. Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. Therefore, two tardies equal one absence and more than one absence will reduce the final grade one letter. If your schedule will lead to missing class or being tardy, you should strongly consider "withdrawing" from this class.

2. Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
   a) participating in interactions and class activities in a positive manner;
   b) collaborating and working equitably with classmates, especially on group assignments;
   c) turning in assignments on time;
   d) arriving to and leaving class punctually;
   e) treating others with respect in and out of the classroom;
   f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
   g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

Disability Policy: 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, Dr. Ann Phillips. 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: www.westga.edu/~dserve/.

Opportunities for extra credit may not be provided for this class. Work completed for another class is not acceptable for this class.

Communication Statement
Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence. **Communication**

from Instructor will take place through your myuwg web page. *All assignments will be due at the beginning of class on the scheduled due date. No email submissions will be accepted. No make-up tests will be allowed. Tardiness to class will not be tolerated and will result in a reduction of points from your final grade.*

CLASS OUTLINE

TOPIC

Week 1	Introduction to Course Introduction to Counselor Education Pedagogy
Week 2	The role of the contemporary counselor educator
Week 3	Legal/ethical/multicultural issues in counselor training
Week 4	Curriculum development and accreditation
Week 5	Course development
Week 6	Traditional teaching methods
Week 7	Assessment and evaluation strategies
Week 8	Online pedagogy
Week 9	Adjunct experiences
Week 10	Presentations
Week 11	Presentations
Week 12	Presentations
Week 13	Presentations
Week 14	Presentations
Week 15	Presentations

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written 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 <u>Student Handbook.</u>

Methods of Instruction
Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

EDSI 9962-01D Qualitative Research Methods

Semester Hours   3

Semester/Year   Spring 2011

Time/Location   100% Online

Instructor   Barbara Kawulich, Ph.D.

Office Location   Education Annex 153

Office Hours   By appointment

Online Hours   By appointment

Telephone   Direct Line: 678-839-6135
                       Department Line: 678-839-5259

Email   bkawulic@westga.edu

Fax   678-839-6097

Online Support   CourseDen Home Page
                       https://westga.view.usg.edu/

                       CourseDen Help & Troubleshooting
                       http://www.westga.edu/~distance/webct1/help

                       UWG Distance Learning
                       http://distance.westga.edu/

                       UWG On-Line Connection
                       http://www.westga.edu/~online/

                       Distance Learning Library Services
                       http://westga.edu/~library/depts/offcampus/

                       Ingram Library Services
                       http://westga.edu/~library/info/library.shtml

                       University Bookstore
                       http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course focuses on the use of qualitative methods of research, including theoretical perspectives and methods of collection and analysis of qualitative data sources in educational studies. It emphasizes analysis of work samples, observations, inquiry data, artifacts, and other sources of data. Students become skilled at using methods of qualitative research to evaluate school improvement issues. In addition, students examine strategies for thematic and other forms of analysis of observational and inquiry data. Throughout the course students collect and analyze school improvement data.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION
The approaches used to provide instruction in this course include interactive technology, lecture, guest speakers, small and large group discussion, and self-study. Additional approaches may be added as the course proceeds.

This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor. Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow the directions in *WebCT CourseDen*. This class will also employ multiple methods of communication and interaction including a variety of Web 2.0 and distance technologies.

The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), Adobe Reader, and other potentially required downloads listed in *WebCT CourseDen*.

COURSE OBJECTIVES

Students will:
1. Understand a variety of approaches to qualitative research
   (Adler & Adler, 1994; Berg, 2007; Bogdan & Biklen, 2003; Conroy, 2003; Denzin & Lincoln, 1994; Fielding & Lee, 1998; Fink, 2009; Heaton, 2004; Kawulich, 2004, 2005, 2009, 2011; Kawulich, Garner, & Wagner, 2009; Leech, 2005; Roulston, 2010; Wagner & Okeke, 2009).
   (COE Conceptual Framework: Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective)
   (Core Competencies met: Strand 4: Research and the Effective Use of Data; Knowledge a, c, f; Skills a; Dispositions, a, b)

2. Understand how specific theoretical perspectives frame qualitative research
   (Adler & Adler, 1994; Berg, 2007; Bogdan & Biklen, 2003; Conroy, 2003; Denzin & Lincoln, 1994; Fielding & Lee, 1998; Fink, 2009; Heaton, 2004; Kawulich, 2004, 2005, 2009, 2011; Kawulich, Garner, & Wagner, 2009; Leech, 2005; Roulston, 2010; Wagner & Okeke, 2009).
   (COE Conceptual Framework: Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective)
   (Core Competencies met: Strand 4: Research and the Effective Use of Data; Skills b, c, d; Dispositions, a, b)

3. Be able to conduct qualitative research studies, using a broad range of data collection methods
   (Adler & Adler, 1994; Berg, 2007; Bogdan & Biklen, 2003; Conroy, 2003; Denzin & Lincoln, 1994; Fielding & Lee, 1998; Fink, 2009; Heaton, 2004; Kawulich, 2004, 2005, 2009, 2011; Kawulich, Garner, & Wagner, 2009; Leech, 2005; Roulston, 2010; Wagner & Okeke, 2009).
   (COE Conceptual Framework: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
   (Core Competencies met: Strand 4: Research and the Effective Use of Data; Knowledge d, f; Skills e, f; Dispositions, a, b)

4. Be able to analyze qualitative data and present findings for a specific audience (Adler & Adler, 1994; Berg, 2007; Bogdan & Biklen, 2003; Conroy, 2003; Denzin & Lincoln, 1994; Fielding & Lee, 1998; Fink, 2009; Heaton, 2004; Kawulich, 2004, 2005, 2009, 2011; Kawulich, Garner, & Wagner, 2009; Leech, 2005; Roulston, 2010; Wagner & Okeke, 2009).
(COE Conceptual Framework: Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective)
(Core Competencies met: Strand 4: Research and the Effective Use of Data; Knowledge b, g, h; Skills g, h, i; Dispositions, a, b)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)   *None*

References

These citations give you additional information for pursuing the ideas covered in this course in further depth.

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignment 1: Students will create a presentation (approximately equal to a 3 to 5 page paper) on an assigned theory used to provide a framework for understanding research. Theories to be covered may include: behaviorism, cognitivism, constructivism, postmodernism, critical theory, functionalism, conflict theory, symbolic interactionism, attribution theory, experiential learning theory, information processing theory, multiple intelligences, operant conditioning, phenomenography, situated learning, social learning, social development, among others. This may also include the theoretical contributions of such scholar/philosophers as John Dewey, W. E. B. DuBois, Max Weber, Jean Piaget, Lev Vygotsky, Paulo Freire, Albert Bandura, Gagne, and Ausubel, among many others. The presentation of the theory may be in whatever format the student chooses; however, it must be posted online for other classmates to review and evaluate. This assignment meets Course Objective 2 for the course. Here are some guidelines for what should be included:

- Include some information about the historical development of the theory

- Include information about the guru(s) who developed the theory
- Include the basic information on what the theory is about and situations it addresses
- Include the citation for a research article in which the theory is used as an underpinning for the study to illustrate how the theory might be used
- Post three potential research questions for studies that might use this theory

Assignment 2: Using the interview guide/protocol we will develop together in class, conduct an interview, record it, transcribe it, and code/analyze it, using the assigned analytical techniques you will be taught. This assignment meets Course Objective 3.

Assignment 3: Conduct 4 observations (one must be the participant observation exercise) and write them in field notes, using the protocol given. This assignment meets Course Objective 3.

Assignment 4: Write up findings of your 'study'. You will be assigned to a small group; each member of the group will share a copy of his/her interviews with you, so each group member has several interviews to code/analyze. The analysis will be written up, so the findings, including how your findings relate to the theoretical framework and literature, and conclusions are shared. This assignment satisfied Course Objective 4.

Assignment 5: Class discussions will occur throughout the semester. You will be given a grade for this, based on the quality of your comments (in terms of the contribution your comment makes to our discussion of the topic). These discussions will take place through various media formats (discussion boards stemming from specific prompts, extemporaneous discussions, Wimba sessions, and more). These assignments meet all of the Course Objectives.

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Theoretical Framework for Research presentation	15	Peer evaluation; Rubric	TBD
2. Conduct an Interview	15	Peer evaluation; Rubric	TBD
3. Conduct 4 Observations	15	Peer evaluation; Rubric	TBD
4. Write up the Findings	30	Peer evaluation; Rubric	TBD
5. Class Discussion	25	Teach Observation	TBD

Grading

Please include your grading scale, such as:
A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance.** It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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 *Connection and Student Handbook* and the *Graduate Catalog.*

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

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. 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.

COMMUNICATION STATEMENT

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.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen.*

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE
Red indicates synchronous session. Black indicates online asynchronous session.
Blue indicates student engagement.

Module	To Prepare For Class	Class Activities/Topics	Assignments Due	Submissions and Formats
Orientation	Read Wagner & Okeke, 2009; Bogdan & Biklen, 2003, p. 3-21; Bernard, 2000, p. 3-27; Peshkin, 1988.	1. Course Introduction 2. Syllabus Review 3. The Paradigm Wars 4. Epistemology; Ontology; Methodology; Axiology 5. Example of Qualitative Study 6. 3 Questions about the material		

Module 1	Read Kawulich & Ogletree (in press) ; Ogletree & Kawulich (in press); Spradley, 1979; Strauss & Corbin, 1990 ; Creswell, 1998, p. 27-40; p. 47-68; p. 73-87. Bogdan & Biklen, 2003, p. 21-48.	1. Ethics/IRB
		2. Theoretical Frameworks
		3. Question Development
		4. Approaches to Qualitative Research
		  • Phenomenology
		  • Grounded theory
		  • Ethnography
		  • Case study
		  • Oral history/Narrative
		5. Presentation of theories
			Students will make a short presentation on their assigned theory. Present basic historical development of theory and description of origins; share which fields of study or disciplines typically use this theory ; give 3 sample research questions that might use this theoretical perspective; share one article that uses this theory as its underpinning	Dr. Lara Willox shared this example of a glog to illustrate the format for this assignment. http://willoxl.edu.glogster.com/activity-theory/ She suggests you save often, as it is easy to lose information, if you do not.

Module 2	Patton, 2002 ; Lincoln & Guba, 1985 ; Morse, Barrett, Mayan, Olson, & Spiers, 2002; Kawulich, 2011	1. Methodological Issues
		  • Gatekeeping and access
		  • Sampling methods
		  • Sampling parameters
		  • Human as Instrument
		  • Procedures (timeline)
		  • Trustworthiness of the data		

		• Find the components in a qualitative article and post both article and your discussion of the components (research question, approach, access, sampling, methods, analysis, trustworthiness)		
Module 3	Roulston, 2010; Fink, 2009; Berg, 2007, p. 89-137.	Data collection methods 1. Interviews 2. Focus group interviews		
Module 4	Kawulich, 2005 ; Adler & Adler, 1994.	Data collection methods 1. Observations 2. Documents/Videos/Artifacts		
Module 5	Leech & Onwuegbuzie, 2005 ; Miles & Huberman, 1994 ; Spradley, 1979	Analysis of Data • Thematic analysis • Narrative analysis • Discourse analysis • Grounded theory analysis		
Module 6		Writing up the Findings		

CEPD 9185

DOCTORAL SEMINAR—ADVOCACY FOR MARGINALIZED AND UNDERSERVED POPULATIONS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Class Meetings:

Location:

Office Hours:

E-mail:

Telephone:

Fax:

I.T. Helpdesk: 678-839-6587

E-mail: distance@westga.edu

Fax: 678-839-0636

*After-hours- WebCT help: http://help.view.usg.edu * 24 hrs/ day - 365 days a yr

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/CourseDen1/help

UWG Distance Education:
http://www.westga.edu/~distance/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.ed

COURSE DESCRIPTION
This course is a special topics seminar structured to address advocacy of marginalized and underserved populations in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:
1. Understand current legal and political issues affecting marginalized and underserved populations; *Professional excellence*
2. Understand current theory, research, and practice related to social justice, and advocacy in organizations and communities; *Professional excellence*
3. Understand systemic barriers and challenges, leadership and organizational development, social justice strategy frameworks, and community building issues related to social justice and advocacy work in organizations and communities; *Professional excellence*
4. Understand issues in organizations and communities that require a social justice analysis and advocacy approach; *Professional excellence*
5. Understand ethical and legal issues as they apply to advocacy in organizations and communities; *Professional excellence*
6. Use data to design an advocacy project to address a social justice issue in their community or workplace setting. *Field based Inquiry*

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
Ratts, M. J., Toporek, R. L. & Lewis J. A. (Eds.) (2010). *ACA Advocacy Competencies: A social justice framework for counselors.* Alexandria, VA: American Counseling Association.

References:

Adams, M., Zuniga, X., Hackman, H. W., Castaneda, C. R., and Blumfield, W. J. (Eds.). *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism, and ableism.* Routledge: New York.

Anderson, S. K. & Middleton, V. A. (2005). Explorations in privilege, oppression, and diversity. Belmont, CA: Thomson Brooks/Cole.

Arrendondo, P., Tovar-Blank, Z. G., & Parham, T. A. (2008). Challenges and promises of becoming a multiculturally competent counselor in a sociopolitical era of change and empowerment. *Journal of Counseling & Development, 86*, 261-268.

Ehrenreich, B. (2001). *Nickeled and dimed: On (not) getting by in America.* New York: Metropolitan Books.

Fancher, R.T. (2003). *Health and suffering in America.* New Brunswick: Transaction Publishers.

Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition.* New York: Continuum International.

Haley, A. (1964). *The autobiography of Malcolm X: As told to Alex Haley.* Ballantine Books: New York.

Helms, J. E. (2007). *A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life (2nd ed.).* Hanover MA: Microtraining Associates.

hooks, b. (2003). *Teaching community: pedagogy of hope.* Routledge: New York.

Lee, C. C. (Ed.) (2007). *Counseling for social justice (2nd ed).* Alexandria, VA: American Counseling Association.

Liu, W. M., Pickett, T. Jr., & Ivey, A. E. (2007). White middle-class privilege: Social class bias and implications for training and practice. *Journal of Multicultural Counseling and Development, 35*, 195-206.

Robinson-Wood, T. L. (2009). The convergence of race, ethnicity, and gender: Multiple identities in counseling (3rd. ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Shavelson, L. (2002). *Hooked: Five addicts challenge our misguided drug rehab system.* New York: New Press.

Smith, L., Foley, P.F., & Chaney, M. P. (2008). Addressing classism, abelism, and heterosexism in counselor education. *Journal of Counseling & Development, 86*, 303-309.

Toporek, R. L., Gerstein, L., Fouad, N.A., Roysircar, G., & Isreal, T. (2006). *Handbook for social justice in counseling psychology: Leadership, vision, & action.* Thousand Oaks, CA: Sage.

Wise, T. (2008). *White like me: Reflections on race from a privileged son.* Soft Skull Press: New York.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments

1. Attend classes, read assigned materials, participate in class activities and discussions.
   Course Objectives: 1-6

2. Conduct a literature review and select a current journal article or a current popular press (newspaper, blog, magazine, etc.) article related to the topic of the week. Post a copy of the article as an attachment with your commentary about the article on Course Den. Your commentary should include your interest in/reasons for choosing the article and a critical discussion of the major points of the article as they relate to social justice, advocacy and/or marginalized and underserved populations. (10 @ 10 points each= 100 points) *Course Objectives: 1, 4*

3. Social Justice Issue: Working as part of a group identify a marginalized and underserved population within your work setting and/or community. Prepare a class presentation about how issues of privilege and oppression affect this group within your specific setting. Discuss related legal and ethical issues specific to advocacy work with this population. Provide the class with relevant resources for potential action on this particular issue. (50 points) *Course Objectives: 1, 4, 5*

4. Advocacy Project: Working as part of the same group, design an advocacy intervention that brings awareness and change to the social justices issues of the group identified in the

previous assignment. Both the systemic and individual levels of the impact of these issues should be addressed. The intervention should be grounded in theory related to advocacy and social justice. A critical component of this assignment is the identification and analysis of data that provides a rationale for the need for the intervention. A written summary of the project will be submitted on Course Den at the end of the semester and the project will be presented to the class for discussion and questions. (100 points) *Course Objectives: 1-6*

Evaluation Procedures:

Literature reviews and postings 10@10 pts. each	100
Social Justice Presentation	50
Advocacy Project and Presentation	100
Total	**250 pts.**

Grading Policy: A = 250 – 225 points (90%)   B = 224-200 points (80%)
                               C = 199 – 175 points (70%)   F = 174 points & below (69%)

Grades are based on completion of all course assignments and quality of work. An incomplete ("I") can be granted only in cases of extreme emergency, such as death in family or illness. Prior permission from the instructor is required. Assignments are to be turned in on time. A grade of A will not be assigned to any assignment turned in after the due date. Absences, tardiness, inappropriate classroom behavior and/or non-participation may result in a reduction in assigned grade.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. Excessive tardiness or absences may reduce the final grade. If your schedule will lead to missing class or being tardy, you should strongly consider "withdrawing" from this class.

2. Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
   a) participating in interactions and class activities in a positive manner;
   b) collaborating and working equitably with classmates, especially on group assignments;
   c) turning in assignments on time;
   d) arriving to and leaving class punctually;
   e) treating others with respect in and out of the classroom;
   f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
   g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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 *Connection and Student Handbook* and the *Graduate Catalog*.

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. 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.

Opportunities for extra credit may/ may not be provided for this class. Work completed for another class is not acceptable for this class.

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. *However, for the purposes of this course, all email communication will be facilitated through CourseDen email.*

Methods of Instruction

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources

Class Schedule

Class Session	Topic	Readings	Assignments due
1	Introduction to Course Review of Syllabus	Chapter 1 text	
2	Advocacy Competencies	Chapter 2 and 3 text	
3	Social Justice Theory	Assigned readings posted on Course Den	
4	Using data to support advocacy	Chapter 15 text Assigned readings on Course Den	Literature review and posting (choose from topics week 2-4)
5	LGBTQ Advocacy	Chapter 4 text Assigned readings on Course Den	Literature review posting and discussion
6	Advocacy based on socioeconomic status	Chapter 5 text Assigned readings on Course Den	Literature review posting and discussion Social Justice Presentation
7	Advocacy with Culturally Diverse and	Chapter 6 and 7 text Assigned readings on	Literature review posting and discussion

	multiracial populations	Course Den	
8	Advocacy with Immigrant populations	Assigned readings on Course Den	Literature review posting and discussion
9	Religion and spirituality advocacy issues	Chapter 8 text Assigned readings on Course Den	Literature review posting and discussion
10	Advocacy and Women	Chapter 9 text Assigned readings on Course Den	Literature review posting and discussion
11	Advocacy with Older Clients	Chapter 10 text Assigned readings on Course Den	Literature review posting and discussion
12	Advocacy in School Settings	Chapter 11 text Assigned readings on Course Den	Literature review posting and discussion
13	Advocacy in Community Mental Health Settings	Chapter 13 text Assigned readings on Course Den	Literature review posting and discussion
14	Reflections and Evaluation of Course		Advocacy Project due Class Presentation of Advocacy Project

CEPD 9184

DOCTORAL SEMINAR—PROFESSIONAL ISSUES

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Class Meetings:

Location:

Office Hours:

E-mail:

Telephone:

Fax:

I.T. Helpdesk: 678-839-6587

E-mail: distance@westga.edu

Fax: 678-839-0636

*After-hours- WebCT help: http://help.view.usg.edu * 24 hrs/ day - 365 days a yr

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/CourseDen1/help

UWG Distance Education:
http://www.westga.edu/~distance/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.ed

COURSE DESCRIPTION
This course is a special topics seminar structured to address professional issues in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:
1. demonstrate understanding of current issues and trends in professional counseling; (Corey & Corey, 2007; Kottler & Brown, 2000; Martin, 2002; Young, 2005) (*Knowledgeable, CACREP Doctoral Standards II.I.5*)

2. demonstrate advanced knowledge about ethical, legal, and multicultural considerations related to counseling and supervision in a global society (Corey, Corey, & Callahan, 2007; Remley & Herlihy, 2005; Wheeler & Bertram, 2008) (*Knowledgeable; CACREP Doctoral Standards II.C.7; IV.A.4; II.K.3*)

3. demonstrate the ability to prepare a manuscript suitable for publication in a peer reviewed professional journal (*Knowledgeable, CACREP Doctoral Standards II.F.3*)

4. demonstrate the ability to develop and submit a program proposal for presentation at a professional counseling conference (*Knowledgeable, CACREP Doctoral Standards II.F.4*)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
American Counseling Association code of ethics (2005). Retrieved September 19, 2008 from
http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx.

References:

Bauman, S. (2008). *Essential Topics for the Helping Professional*. Upper Saddle River, NJ: Pearson Allyn and Bacon.

Bemak, F. (2005). Reflections on multiculturalism, social justice, and empowering groups for academic success: A critical discourse for contemporary schools. *Professional School*

Counseling, 8(5)401-407.

Carey, J. & Dimmitt, C. (2005). The Web and school counseling. *Computers in the Schools, 21*, 69-79.

Cokley, K. (2007). Critical issues in the measurement of ethnic and racial identity: A referendum on the state of the field. *Journal of Counseling Psychology, 54*(3), 224-234.

Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions. (7th ed.).* Belmont, CA: Thomson, Brooks/Cole Publishing.

Gladding, S. (2009). *Counseling: A Comprehensive Profession. (6th ed.).* Upper Saddle River, NJ: Pearson.

Hazler, R.J. & Kottler, J.A. (2005). *The Emerging Professional Counselor. (2nd ed.).* Alexandria, VA: American Counseling Association.

Jakset, III, C. M. (2007). *Toward successful school crisis intervention: 9 key issues.* Thousand Oaks, CA: Corwin Press.

King, J. H. & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues. *Journal of Counseling and Development, 82*(3), 329-337.

Kocet, M.M. (2006). Ethical challenges in a complex world: Highlights of the 2005 ACA code of ethics. *Journal of Counseling and Development, 84*(2), 228-234.

Locke, D. C., Myers, J.E., & Herr, E.L. (2001). *The Handbook of Counseling.* Thousand Oaks, CA: Sage Publications.

Marbley, A. F. (2007). In the wake of Hurricane Katrina: Delivering crisis mental health services to host communities. *Multicultural Education, 15*(2), 17-23.

Myers, H.N.F. (2005). How elementary school counselors can meet the needs of students with disabilities. *Professional School Counseling, 8*(5), 442-451.

Palmo, A.J., Weikel, W.J., & Borsos, D.P. (2006). *Foundations of Mental Health Counseling. (3rd ed.).* Springfield, IL: Thomas Publishers.

Remley, Jr., T.P., & Herlihy, B. (2005). *Ethical, Legal, and Professional Issues in Counseling. (2nd ed.).* Upper Saddle River, NJ: Pearson.

Shaw, H.E., & Shaw, S.F. (2006). Critical ethical issues in online counseling: Assessing current practices with an ethical intent checklist. *Journal of Counseling and Development, 84*(1), 41-53.

Slife, B.D., Williams, R.N., & Barlow, S.H. (2001). *Critical Issues in Psychotherapy.* Thousand Oaks, CA: Sage Publications.

Stone, C. (2006). School counseling principles: *Ethics and law.* Alexandria, VA: American School Counselor Association.

Vash, C.L., & Crewe, N.M. (2004). *Psychology of Disability. (2nd ed.).* New York, NY: Springer Publishing Co., Inc.

Wheeler, A.M., & Bertram, B. (2008). *The Counselor and the Law. (5th ed.).* Alexandra, VA: American Counseling Association.

Wilczenski. F.L., & Coomey, S.M. (2006). Cyber-communication: Finding its place in school counseling practice, education, and professional development. *Professional School Counseling, 9*(4), 327-331.

Yonn, E. & Portman, T.A.A. (2004). Critical issues of literature on counseling international students. *Journal of Multicultural Counseling and Development, 32*(1), 33-45.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments
1.   Attend classes, read assigned materials, participate in class activities and discussions.
     Course Objectives: 1-4

2. Fully participate in seminar discussions and prepare a minimum of two discussion questions associated with the weekly topical readings.
    Course Objective: 1-4

3. In your assigned groups, utilize The Annie E. Casey Foundation website (http://datacenter.kidscount.org/) "Data Center", to choose a current issue in counseling that demonstrates the need for advocacy. This need must be "supported by data" as found on this website as well as through your additional research. Based on your research and the related needs assessment, develop an advocacy intervention which addresses the needs of your chosen population. Utilizing your "advocacy intervention," prepare a manuscript suitable for publication in a relevant professional journal. You will need to research potential professional journals in order to determine the (1) "best fit" journal for your manuscript; (2) the chosen journal's submission requirements; and finally, (3) submit the manuscript for publication. **The topic must be approved in advance which will include an outline.** The manuscript should be approximately 10-12 pages excluding cover page, abstract, references and any appendices, in strict **APA** format based on **American Psychological Association (2010).** *Publication manual of the American Psychological Association* **(6th ed.). Washington, DC.** The manuscript must also meet the specific length/format requirements for the selected professional journal.
    Course Objectives: 4

4. Based on your advocacy intervention and manuscript development in "Item 3 (above)," your group will develop a program proposal for presentation at a professional counseling conference (local, state or national). You will submit the proposal to the conference, develop a "poster" presentation based upon the proposal, create a presentation poster utilizing a template provided by the instructor, and present your poster and presentation during the final class meeting. *Course Objectives*: 3

5. Develop a Current Curriculum Vita.
    Course Objective: 1 - 4

Evaluation Procedures:

Discussion Questions & Curriculum Vita	50
Professional Presentation	50
Professional Manuscript (final)	100
TOTAL	**200**

Grading Policy: A = 200 – 180 points (90%)   B = 179 – 160 points (80%)
C = 159 – 140 points (70%)   F = 139 points & below (69%)

Grades are based on completion of all course assignments and quality of work. An incomplete ("I") can be granted only in cases of extreme emergency, such as death in family or illness. Prior permission from the instructor is required. Assignments are to be turned in on time. A grade of A will not be assigned to any assignment turned in after the due date. Absences, tardiness, inappropriate classroom behavior and/or non-participation may result in a reduction in assigned grade.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. Excessive tardiness or absences may reduce the final grade. If your schedule will lead to missing class or being tardy, you should strongly consider "withdrawing" from this class.

2. Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
   a) participating in interactions and class activities in a positive manner;
   b) collaborating and working equitably with classmates, especially on group assignments;
   c) turning in assignments on time;
   d) arriving to and leaving class punctually;
   e) treating others with respect in and out of the classroom;
   f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
   g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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 *Connection and Student Handbook* and the *Graduate Catalog*.

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. 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.

Opportunities for extra credit may/ may not be provided for this class. Work completed for another class is not acceptable for this class.

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. *However, for the purposes of this course, all email communication will be facilitated through CourseDen email.*

Methods of Instruction

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources

CEPD 9184 – DOCTORAL SEMINAR—Professional Issues
CLASS SCHEDULE

Class Session	Reading Assignment	Class Activities	Assignments Due
1		• Introduction to Course • Establish meeting schedule & agenda • Manuscript & Presentation Assignments	
2	To be Determined	• *Developing a Professional Identity*... What are the issues?	
3	To be Determined	• *Contemporary Legal and Ethical Issues*... What should counselors know?	• **Advocacy Manuscript Outline (in CourseDen)...** See requirements in CourseDen "Syllabus & Course Information" • **2 Discussion Questions** on related topic posted to CourseDen "Discussion Board" in "Discussion Questions" section.
4	To be Determined	• *Manuscript Outline*... Feedback Discussion • *Diagnosis, Psychopharmacology, Record keeping, and Referral*... What is the counselor's role, and what should it be?	• **Manuscript Outline Approval from Instructor (in CourseDen)**
5	To be Determined	• *Crisis and Trauma Counseling*... How do you prepare your organization?	• **2 Discussion Questions** on related topic posted to CourseDen "Discussion Board" in "Discussion Questions" section.
6	To be Determined	• *Program Development and Administration*...	• **Manuscript 1st Draft (in CourseDen)**
7	To be	• *Prevention Programming*...	

	Determined	How do we move from "reactive" to proactive?	
8	To be Determined	• **Professional Supervision...** What's effective and why?	• **Manuscript 1st Draft Feedback from Instructor (in CourseDen)**
9	To be Determined	• **Diversity...** Who's most at risk and how are they being served?	• **Curriculum Vita (in CourseDen)** • **2 Discussion Questions** on related topic posted to CourseDen "Discussion Board" in "Discussion Questions" section.
10	To be Determined	• **Manuscript Draft...** Feedback Discussion • **Advocacy and Social Justice...** Where's the profession going?	• **Manuscript 2nd Draft (in CourseDen)**
11	To be Determined	• **Technology in Counseling...** What's working and what's not?	• **(copy of) Submission of Presentation Proposal to Conference** • **2 Discussion Questions** on related topic posted to CourseDen "Discussion Board" in "Discussion Questions" section.
12	To be Determined	• **Synthesis & Future Directions...** What have we learned and where do we go from here?	• **Final Manuscript (in CourseDen)**
13	To be Determined	• **Manuscript & Presentations Discussion** • **Course Wrap-up**	• **Poster Presentation in Class** • **(copy of) Journal Submission of Manuscript (in CourseDen)**

CEPD 9186

DOCTORAL INTERNSHIP

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

E-mail:

Fax:

Helpdesk: (678) 839-6248

Online Support:
WebCT Login and Help Page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library.shtml
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION

This course entails a minimum of 300 clock hours of supervised experiences over the course of two semesters. One experience of 150 hours focuses on administrative supervision in counseling and one experience of 150 hours focuses on program evaluation.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (CACREP) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES (administrative supervision experience)

Students will:

1. understand the major roles, responsibilities and activities of counselor supervisors, (Henderson, 2009) *(Professional Excellence);*
2. demonstrate knowledge of theory and methods relevant to administrative supervision (Henderson, 2009) *(Professional Excellence);*
3. understand ethical, legal, and multicultural issues associated with administrative supervision, (Henderson, 2009) *(Professional Excellence);*
4. develop and demonstrate a personal philosophy of supervision (Henderson, 2009) *(Professional Excellence);*
5. demonstrate, design, deliver and evaluate methods appropriate to the practice of administrative supervision (Henderson, 2009) *(Field Based Inquiry); and*
6. demonstrate ability to assess needs of supervisees and develop techniques to help (Henderson, 2009) *(Field Based Inquiry).*

COURSE OBJECTIVES (program evaluation experience)

Students will:

1. apply models and methods of program evaluation to an ongoing project (Fitzpatrick, Sanders, & Worthen, 2004) *(Field-based Inquiry);* and

2. demonstrate an ability to reflect on the experience and connect theoretical constructs to experiential activities (Fitzpatrick, Sanders, & Worthen, 2004) *(Field-based Inquiry).*

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation*: Alternative approaches and practical guidelines (3rd ed). Boston, MA: Pearson

Henderson, P.G. (2009). *New handbook of administrative supervision in counseling.* Alexandria, VA: ACA.

References:
American Counseling Association code of ethics (2005). Retrieved September 19, 2008 from http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspxAmerican Mental Health Counselors Association (2000). *Code of ethics of the American Mental Health Counselors Association.* Alexandria, VA: Author.
American School Counseling Association. (2004). *Ethical standards for school counselors.* Alexandria, VA: Author.
Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors.* Alexandria, VA: Author.
Baird, B. N. (1996). *The internship, practicum, and field placement handbook.* Upper Saddle River, NJ: Prentice Hall.

Biggio Center for the Enhancement of Teaching and Leaning Website
	www.auburn.edu/biggio
Carnegie Classification of Institutions of Higher Education.
	http://www.carnegiefoundation.org/classification.index.htm
Gladding, S. (2009). *Counseling: A comprehensive profession* (6th ed.). Uppersaddle River: NJ: Pearson.
Wilson, R. F. (1995). Internet information sources for counselors. *Counselor Education and Supervision, 34,* 39-381.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. Develop and implement an internship plan/contract that accounts for a minimum of 150 hours of experience in administrative supervision and 150 hours of experience in program evaluation. Activities include:
   a. experiences in administrative supervision that are individually determined by the advisor and the student;
   b. experiences in program evaluation that are individually determined by the director of the COE evaluation center and the student;
   c. development of criteria for assessment of performance effectiveness, including mid-term and final self-assessments; and
   d. weekly individual and/or triadic supervision and regular group supervision.

Evaluation Procedures

Grading will be based on a Satisfactory or Unsatisfactory basis. Successful completion of the course requirements, including meeting individually determined criteria for assessment of performance effectiveness, and evidence of professional development will serve as the basis for the final grade.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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 *Connection and Student Handbook* and the *Graduate Catalog.*

Attendance: Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two tardies equal one absence and two unexcused absences may result in a grade reduction. If, for any reason you will be forced to be tardy or absence on a regular basis, you must clear the tardy or absence with the instructor. Tardiness to class will not be tolerated and will result in a reduction of points from your final grade..

<u>Disability:</u> 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. 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.

<u>Late Work:</u> All assignments will be due at the beginning of class on the scheduled due date. No email submissions will be accepted unless specified by the instructor.

<u>Professional Conduct</u>: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
   a) participating in interactions and class activities in a positive manner;
   b) collaborating and working equitably with classmates, especially on group assignments;
   c) turning in assignments on time;
   d) arriving to and leaving class punctually;
   e) treating classmates, colleagues, and the instructor with respect in and out of the classroom;
   f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
   g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

<u>Student Email Policy:</u> 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. **Communication regarding this course will take place through Course Den.**

<u>Methods of Instruction:</u> Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

CLASS OUTLINE

Date	Reading Assignment	Class Activities	Assignments Due
Week 1		Introduction	Internship plan/contract
Week 2	Relevant Ethical Standards	Group Supervision and Discussion of Placement	
Week 3		Group Supervision	
Week 4		Group Supervision	
Week 5		Group Supervision	
Week 6		Group Supervision	
Week 7		Group Supervision	Mid-term Self-assessment
Week 8		Group Supervision	
Week 9		Group Supervision	
Week 10		Group Supervision	
Week 11		Group Supervision	
Week 12		Group Supervision	
Week 13		Group Supervision	
Week 14		Group Supervision	
Week 15		Final evaluations and discussions	Final Self-assessment

REVISED COURSE

CEPD 9183

Directed Doctoral Research

Semester Hours:

Semester/Year:

Instructor:

Office Location:

Office Hours:

E-mail:

Telephone:

Fax:

Help Desk:
E-mail: distance@westga.edu
Call: 678-839-6248 M-F 8am-5pm
Fax: 678-839-0636
*After-hours- Course Den help: http://help.view.usg.edu * 24 hrs/ day - 365 days a yr
Online Support: Course Den Login and Help Page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library.shtml
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION
Individual inquiry on a research problem consisting of a plan for data collection and analysis, as well as, critical review, integration, and interpretation of research literature.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, and lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning,

implementing, assessing, and re-evaluation existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:
1. Select the object of their proposed evaluation study; (Fitzpatrick, Sanders, & Worthen, 2004; *CACREP, Doctoral Standard IV.E.1,4; COE Conceptual Framework: Knowledge; Decision-making*);
2. Develop and interpret a review of literature to support their proposed evaluation study; (Cresswell, 2008; *COE Conceptual Framework: Lifelong Learner, Decision Maker, Reflective, Culturally Sensitive*);
3. Articulate a design for the conduct of the evaluation study; (Fitzpatrick, Sanders, & Worthen, 2004; Cresswell, 2008; *CACREP, Doctoral Standard IV.F.2; COE Conceptual Framework: Knowledge, Decision Maker*);
4. Propos an appropriate and acceptable method for analyzing and interpreting data; (Fitzpatrick, Sanders, & Worthen, 2004; Cresswell, 2008; *CACREP, Doctoral Standard IV.E.4; CACREP, Doctoral Standard IV.F.1,6; COE Conceptual Framework: Knowledege*).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed). Washington, DC: Author.

Cresswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks,CA; Sage.

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation*: Alternative approaches and practical guidelines (3rd ed). Boston, MA: Pearson

Other Requirements:
All students will need access to a fast internet connection and will also need a good headset with microphone (We use Logitech clear chat in the department).

References:

Alkin, M.C. (2011). *Evaluation essentials: From A to Z.* New York: Guilford.

American Evaluation Association. Home page. http://www.eval.org/

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed). Washington, DC: Author.

Channahsorah. (1996). *Dissertation land.* Retrieved from
http://www.dissertationhelp.net/index.html.

Colorado State University (n.d.) *Writing activities.* Retrieved from
http://writing.colostate.edu/activities/

Colorado State University (n.d.) *Writing guides.* Retrieved from
http://writing.colostate.edu/guides/

Cresswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches*
(3rd ed.). Thousand Oaks,CA; Sage.

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation*: Alternative
approaches and practical guidelines (3rd ed). Boston, MA: Pearson

Writing Center, University of North Carolina Chapel Hill (2009). *Handouts and links.* Retrieved
from http://www.unc.edu/depts/wcweb/handouts/style.html

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework:

At the completion of this course, students will have demonstrated achievement in the areas of decision making, adaptability, cultural sensitivity, knowledge, and reflection.

Assignment	Course Objective(s)	Assessment Tools	Due
1.Evaluability Assessment of prospective dissertation study program.	1,2	Rubric	
2. Following the outline provided, develop a literature review that will serve as chapter two of the dissertation proposal.	4	Dissertation Proposal Rubric.	
3. Following the outline provided, develop a methods section (chapter three) describing the object of the evaluation, evaluation questions, and how the evaluation will be conducted.	1,2,5,6	Dissertation Proposal Rubric.	
4. Develop a draft of the introduction to the program and its evaluation (Traditionally chapter 1 in the dissertation.).	3	Dissertation Proposal Rubric.	

Evaluation Procedures:

1. Evaluability Assessment   25
2. Literature Review (Chapter two)   25
3. Methods Section (Chapter three)   25
4. Introduction to program evaluation (Chapter one)   25

                                              Total   100

Grading Policy:

90%=A, 80%=B, 70%=C, 60%=D, Below 60%=F

Grades are based on completion of all course assignments and quality of work. An incomplete ("I") can be granted only in cases of extreme emergency, such as death in family or illness. Prior discussion of barriers to completion with the instructor is required. Assignments are to be turned in on time through the assignments section of CourseDen.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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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. 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.

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a) participating in interactions and class activities in a positive manner;
b) collaborating and working equitably with classmates, especially on group assignments;
c) turning in assignments on time;
d) arriving to and leaving class punctually;
e) treating classmates, colleagues, and the instructor with respect in and out of the classroom;
f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

CLASS OUTLINE*

Date	Topics/Activities	Readings/Assignments
(S)*	1. Overview of course requirements and expectations for completion of assignments. 2. Each candidate will present an overview of the potential program he or she expects to evaluate for the dissertation study. 3. Included in the overview will be a rich description of the program and an assessment of program evaluability (*see checklist on page 186 of Fitzpatrick text*). 4. Based on discussions, candidates will develop an outline of topics to be included in the integrated literature review.	• Dissertation Outline for Evaluation Study (Cobia) • Fitzpatrick (182-185; 203-205) • Assignment 1 is due
	Each student will present her plan and	Chapters 1- 4: Cresswell

	an for completion of assignment 2. Class will discuss each in light of information presented on (date) and provide feedback about strengths and potential gaps in the proposed review.	
	Evaluation questions will be specified by each student and discussed by the class to guide development of chapter three.	
	Open session for review and feedback of progress on assignment 2.	
(S)*	Research design: Quantitative, qualitative, and mixed methods. Based on readings and materials presented/discussed in class, students will identify a potential design for their dissertation proposals. Members of the class will ask questions and provide feedback to help refine the methods section for each study.	Chapters 5-10 (Creswell)
	Protection of Human Subjects and institutional approval to conduct research.	Go to website below and review ALL documents listed there. http://www.westga.edu/~vpaa/irb/
(S)*	Each student will have approximately 30 minutes to describe methods proposed for answering the evaluation questions. Members of the class will provide feedback and ask questions intended to ascertain the evaluator's competence and confidence in using the methods and determining whether the proposed methods appropriate for the questions posed.	Assignment 2 is due
	Class will discuss introductory chapter, its purpose and what should be included.	Publication Manual (APA) Chapters 6-7 Assignment 3 is due
	Open session Q and A for finalizing the proposal.	Assignment 4 is due
(S)*	Each student will deliver a 20 min. presentations/discussions of proposed dissertation study (intro, lit review, methods) as though he/she were presenting to the advisory committee. Members of the audience will ask questions for clarification and provide	

	feedback that may improve the proposal and the proposal meeting.	
	Scheduling and preparing for the proposal defense. Submitting IRB	

*S= 6 hour Saturday Class

ORIGINAL COURSE—NO CHANGES

CEPD 9187

DOCTORAL PRACTICUM IN SUPERVISION

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Class Meetings:

Location:

Office Hours:

E-mail:

Telephone:

Fax:

I.T. Helpdesk: 678-839-6587

E-mail: distance@westga.edu

Fax: 678-839-0636

*After-hours- WebCT help: http://help.view.usg.edu * 24 hrs/ day - 365 days a yr

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/CourseDen1/help

UWG Distance Education:
http://www.westga.edu/~distance/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.ed

COURSE DESCRIPTION
This course is designed to provide closely directed advanced experience in supervision of professional counseling. The focus is on development of effective clinical supervision style and

skills via recording and critique of supervision sessions. Ethical, legal, multicultural and other professional issues also are addressed.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge about the purposes of clinical supervision (Cohen, 2004; Fall & Sutton, 2004; Bernard & Goodyear, 2009)

   (Knowledgeable; CACREP IV.A.1);

2. demonstrate understanding and application of theory, models, and skills of clinical supervision (Haynes, Corey, & Moulton, 2003; Fall & Sutton, 2004; Ladany, Friedlander, & Nelson, 2005; Bernard & Goodyear, 2009)

   (Decision Makers, Knowledgeable, Reflective; CACREP IV.A.2, B.1);

3. demonstrate understanding of the roles and relationships related to clinical supervision (Haynes, Corey, & Moulton, 2003; Cohen, 2004; Fall & Sutton, 2004; Ladany, Friedlander, & Nelson, 2005; Bernard & Goodyear, 2009)

   (Collaborative, Knowledgeable; CACREP IV.A.3);

4. demonstrate understanding of the legal, ethical, and multicultural issues associated with clinical supervision (Falvey, 2002; Bernard & Goodyear, 2004)

   (Culturally Sensitive, Knowledgeable; CACREP IV. A.4); and

5. develop and demonstrate a personal style of supervision (Association for Counselor Education and Supervision, 1993; Haynes, Corey, & Moulton, 2003; American Counseling Association, 2005; Bernard & Goodyear, 2009)

    (Knowledgeable, Reflective; CACREP IV.B.2).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
Bernard, J.M., & Goodyear, R.K. (2009). *Fundamentals of clinical supervision* (4th ed.). Needham Heights, MA: Allyn and Bacon.

References:
American Counseling Association. (2005). *ACA code of ethics*. Alexandria, VA: Author.
Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors*. Alexandria, VA: Author

Cohen, R.I. (2004). *Clinical supervision: What to do and how to do it*. Pacific Grove, CA: Brooks/Cole.
Fall, J., & Sutton, J.M., Jr. (2004). *Clinical supervision: A handbook for practitioners.* Boston: Pearson.
Falvey, J.E. (2002). *Managing clinical supervision: Ethical practice and legal risk management.* Pacific Grove, CA: Brooks/Cole.
Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide.* Pacific Grove, CA: Brooks/Cole.
Ladany, N., Friedlander, M.L., & Nelson, J.L. (2005). *Critical events in psychotherapy supervision.* Washington, D.C.: American Psychological Association.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assignments

1. Clinical Supervision Experience: Each student is responsible for providing clinical supervision to assigned CEPD practicum student(s). One hour supervision sessions are to be conducted once per week for the 15-week semester. Sessions are to be audio/videotaped.
    Course Objectives: 1,2,3,4

2. Supervision Session Summary: Submit a brief summary of each supervision session to the instructor via email by noon of the day of class. Include the following information in session summaries. Be sure to maintain confidentiality by using only the first name of your supervisee and his/her client.
    a. your name;
    b. your supervisee's name;
    c. date of your supervision session;
    d. overview of the session (one paragraph); and
    e. description of issues and questions for feedback. Be prepared to present this information in class.

Course Objectives: 1,2,3,4

3. Self-Critique: Prepare a written critique of one (or more, as determined by course instructor) supervision session. Also be prepared to present your self-critique and accompanying videotape to the class. In addition to the information noted in Assignment 2 (above), provide the following:
    a. description of the model of supervision you employed, and
    b. assessment of your effectiveness as a clinical supervisor. Note specific examples and cue your tape to a portion of the session on which you'd like feedback from the class.
   Course Objectives 1,2,3,4

4. Personal Model/Theory of Supervision: Write a paper describing your personal style of supervision that creatively incorporates insights from your experiences as a supervisor with material from existing models of supervision. You are expected to reference the professional literature beyond your text. Be sure to include purpose of supervision as well as ethical, legal, and multicultural considerations.
   Course Objectives: 1,2,3,4,5

Evaluation Procedures

Grading will be based on a Satisfactory or Unsatisfactory basis. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade.

Grading Policy

A grade of S (satisfactory) or U (unsatisfactory) will be earned based on fulfillment of all course requirements and demonstration of adequate clinical supervision skills as judged by the course instructor.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. Excessive tardiness or absences may reduce the final grade. If your schedule will lead to missing class or being tardy, you should strongly consider "withdrawing" from this class.

2. Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
    a) participating in interactions and class activities in a positive manner;
    b) collaborating and working equitably with classmates, especially on group assignments;
    c) turning in assignments on time;
    d) arriving to and leaving class punctually;
    e) treating others with respect in and out of the classroom;
    f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
    g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

<u>Academic Honesty:</u> 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 *Connection and Student Handbook* and the *Graduate Catalog*.

<u>Disability:</u> 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. 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.

Opportunities for extra credit may/ may not be provided for this class. Work completed for another class is not acceptable for this class.

<u>Student Email Policy:</u> 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. *However, for the purposes of this course, all email communication will be facilitated through CourseDen email.*

Methods of Instruction

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources

CLASS OUTLINE

Week 1	Introduction		
Week 2	Purpose of and Preparation for Supervision		Ch 1
Week 3	Ethical and Legal Issues	Ch 3	
Week 4	Assessments		Ch 2
Week 5	Assessments (continued)		Ch 2

Week 6	Supervisory Documents	Ch 13
Week 7	Supervision Models	Ch 4
Week 8	Supervision Models (continued)	Ch 4
Week 9	Supervisory Relationship	Ch 5,6,7
Week 10	Supervisory Relationship (continued)	Ch 5,6,7
Week 11	Supervisory Interventions	Ch 9,10,11
Week 12	Supervisory Interventions (continued)	Ch 9,10,11
Week 13	Supervising Supervisors	Ch 12
Week 14	Personal Model of Supervision	
Week 15	Examinations/Evaluations as scheduled	

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REVISED COURSE


CEPD 9171
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PROGRAM EVALUATION

Semester Hours   3

Semester

Time/Location

Instructor

Office Location

Office Hours

Telephone

E-mail

Fax

Online Support

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course focuses on the theories, concepts, and processes involved in planning and managing evaluations. Students will engage in evaluations in specific counseling situations (individual, group, organizational) using focus groups, key stakeholder interviews, survey design, data gathering, analysis and/or other methods as appropriate and analyze outcomes to make recommendations for development and/or remediation.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (CACREP) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. demonstrate an understanding of models, methods, and theoretical bases of program evaluation and their current applications (Fitzpatrick, Sanders, & Worthen, 2004) (*Knowledge*);

2. conduct assessments to determine evaluability of programs; (Fitzpatrick, Sanders & Worthen, 2004) *(Skills)*

3. demonstrate the ability to design and implement an evaluation of counseling services in the context of their work settings (Fitzpatrick, Sanders, & Worthen, 2004) (*Skills);*

4. demonstrate an ability to critically analyze existing data in their work settings and use outcomes to enhance programs and services (Fitzpatrick, Sanders, & Worthen, 2004) (*Field-based Inquiry*); and,

5. understand legal, ethical, and multicultural issues associated with program evaluation (Fitzpatrick, Sanders, & Worthen, 2004) (*Knowledge*).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed). Washington, DC: Author.

Cresswell, J. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks,CA; Sage.

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation*: Alternative approaches and practical guidelines (3rd ed). Boston, MA: Pearson

Student membership in the American Evaluation Association. http://www.eval.org/

References:

Chen, H.T. (2004). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness.* Thousand Oaks, CA: Sage.

Curcio, C.C., Mathai, C, & Roberts, J. (2003). Evaluation of a school district's secondary counseling program. *Professional School Counseling, 6*(4), 296-303.

Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation: Alternative approaches and practical guidelines.* New York: Allyn & Bacon.

Lawernz, F., Gullickson, A., & Toal, S. (2007). Dissemination: Handmaiden to evaluation use. *American Journal of Evaluation, 28*(3), 275-289.

Slavin, R. E. (2008). Perspectives on evidence-based research in education—What works? Issues in synthesizing educational program evaluations. *Educational Researcher, 37*(1), 5-14.

Slavin, R.E. (2008). Evidence based reform in education: Which evidence counts? *Educational Researcher 37*(1), 47-50.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments: *For assignment resources, more details, and grading rubrics, please see assignments link in CourseDen. All assignments will be submitted through the assignments link.*

Assignment 1: Counseling Intervention Evaluation. Each student will design and conduct an outcomes evaluation of a counseling intervention he/she is implementing or has implemented in the work setting. A report detailing the evaluation and its outcomes as well as recommendations regarding use of the intervention will be submitted. Students will prepare "posters" to share with classmates regarding the outcomes of their evaluations. (Course Objectives 3-5)

<u>Assignment 2: Literature Review.</u> Each student will prepare and submit an integrated review of the literature establishing the need for the counseling intervention being evaluated this term. The writing will take place in stages as indicated on the course calendar.
(Course Objective 1)

<u>Assignment 3: Program Evaluation Presentation.</u> Students work with a peer to develop a 2-hour presentation to the class on the assigned topic. An overview of the topic, major considerations related to the topic, resources used to accomplish the program evaluation task(s). Planning and or development activities that might be helpful to evaluation professionals should be included. ,
(Course Objectives 1-3, 5)

<u>Assignment 4: Weekly postings, discussions, incremental assignments.</u> Students will check in to CourseDen each week for online assignments, readings, discussions, etc. to be completed on the schedule provided below. These assignments are intended as ways to stay connected to each other and to the course content, to acquire the knowledge and skills necessary to complete assignments 1-3, and to keep current with developments in program evaluation.

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Counseling Intervention Evaluation	100	Rubric	
2. Literature Review	100	Rubric	
3. Program Evaluation Presentations	100	Rubric	
4. Weekly postings, discussions, incremental assignments	10 each	Checklist	

Grading

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

<u>Academic Honesty:</u> 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 *Connection and Student Handbook* and the *Graduate Catalog*.

<u>Attendance:</u> Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two tardies equal one absence and two unexcused absences may result in a grade reduction. If, for any reason you will be forced to be tardy or absence on a regular basis, you must clear the tardy or absence with the instructor.

Tardiness to class will not be tolerated and will result in a reduction of points from your final grade.

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. 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.

Late Work: All assignments will be due at the beginning of class on the scheduled due date. No email submissions will be accepted unless specified by the instructor.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
   a) participating in interactions and class activities in a positive manner;
   b) collaborating and working equitably with classmates, especially on group assignments;
   c) turning in assignments on time;
   d) arriving to and leaving class punctually;
   e) treating classmates, colleagues, and the instructor with respect in and out of the classroom;
   f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
   g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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. **Communication regarding this course will take place through Course Den.**

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

CLASS OUTLINE

Class Session	Preparation & Resources (additional resources added weekly to Course Den Materials	Class Activities/Topics	Assignments Due
	http://owl.english.purdue.edu/owl/resource/560/01/ http://www.eval.org/Publications/GuidingPrinciples.asp Username: uwg Password: college Website- http://www.atomiclearning.com Read Posted Article on Cognitive complexity in writing literature reviews	Orientation to program evaluation; Writing Strategies and Resources; Identification of intervention to evaluate	
	Fitzpatrick, Sanders, & Worthen, Parts one and two;	Cognitive complexity	**Literature Review Assignment: Five pages of integrated literature about the need for the intervention you are evaluating**
	Fitzpatrick, Sanders, & Worthen, Part three http://www.eval.org/Publications/GuidingPrinciples.asp	Guiding Principles for Evaluators	
	http://www.cdc.gov/eval/framework.htm	Planning and Designing Program Evaluations	Program Evaluation Presentations: 1. Planning Program Evaluations (S. Anderson & H. Entrekin) 2. Designing Program Evaluations (L. Fincher & J. Briggs)
		Logic models	Develop a logic model for the counseling intervention you are evaluating
			Twenty pages of integrated

			literature review due to peer reviewer
	Fitzpatrick, Sanders, & Worthen Part four	Formative Evaluation	**See CourseDen**
			Program Evaluation Presentations: 3. Conducting Program Evaluations (S. Schmitt & S. Boisjolie) 4. **Writing Evaluation Reports (D. Fletcher, J. Hill)** Final literature Review Due
		Formative and Summative Evaluation	**See CourseDen**
		Developmental Evaluation	**See CourseDen**
		Posters set up in classroom with brief presentation on the evaluation conducted, outcomes, and recommended strategies for improvement	Counseling Intervention Evaluations Due
	Fitzpatrick, Sanders, & Worthen , Part five		**See CourseDen**

ORIGINAL COURSE—NO CHANGES

CEPD 9199

DISSERTATION

1-12 Semester Hours   (variable)

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

E-mail: distance@westga.edu
Call: 678-839-6248 M-F 8am-5pm
Fax: 678-839-0636
*After-hours- WebCT help: http://help.view.usg.edu * 24 hrs/ day - 365 days a yr

Online Support: WebCT Vista Login and Help Page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library.shtml
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION

The dissertation experience requires the designing and conducting of an independent scholarly inquiry guided by a faculty dissertation committee.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (CACREP) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced

preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. Complete the dissertation process on some aspect of professional counseling and supervision.

2. Explain the research cycle as it applies to counseling research and program evaluation.

3. Orally defend and disseminate the doctoral dissertation.

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
American Counseling Association (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, D.C.: Author.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments:
Evaluation will be based on the candidate's progress toward completing the dissertation and on the quality of that work.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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 *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two tardies equal one absence and two unexcused absences may result in a grade reduction. If, for any reason you will be forced to be tardy or absence on a regular basis, you must clear the tardy or absence with the instructor. Tardiness to class will not be tolerated and will result in a reduction of points from your final grade..

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. 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.

Late Work: All assignments will be due at the beginning of class on the scheduled due date. No email submissions will be accepted unless specified by the instructor.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
   a) participating in interactions and class activities in a positive manner;
   b) collaborating and working equitably with classmates, especially on group assignments;
   c) turning in assignments on time;
   d) arriving to and leaving class punctually;
   e) treating classmates, colleagues, and the instructor with respect in and out of the classroom;
   f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
   g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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. **Communication regarding this course will take place through Course Den.**

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

Course Update Request (Add, Delete, Modify)

Originator

Counseling and Educational Psychology	College of Education	Stanard, Rebecca
Department	College	Originator

Action

◉ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

CEPD	6182	Internship: Professional Counseling
Prefix	Number	Course Title

Prerequisites: CEPD 6188 and consent of department Professional counseling experience for graduate students in the Counselor Education Program (school counseling and community counseling options). May be repeated for credit.

Course Catalog Description

1-6		1-6	Fall - 2011	Every Term	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Prerequisites: CEPD 6188 and consent of department

Corequisites

Rationale

Students enrolled in the school counseling and community counseling tracks have enrolled in separate courses for their clinical experiences (School counseling students in CEPD 6186 and Community counseling students in CEPD 6185). These have now been collapsed into a single course to more effectively cross train our counselors and allow for more efficient utilization of resources. This course will replace those courses on their respective plans of study.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 24

Comments

College Approvals

John Ponder [APPROVED 2011-05-25]

Chair, Course Department

Dianne Hoff [APPROVED 2011-06-03]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

CEPD 6182

INTERNSHIP: PROFESSIONAL COUNSELING

Semester Hours: 1-6

Semester/Year:

Instructor:

E-mail:

Office:

Office Hours:

Class Meetings:

Telephone:

Fax:

I.T. Helpdesk: 678-839-6587

Online Support:

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library
Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu,

COURSE DESCRIPTION
Prerequisites: CEPD 6188 and consent of department
Professional counseling experience for graduate students in the Counselor Education Program
(school counseling and community counseling options). May be repeated for credit.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards Council for Accreditation of Counseling and Educational Related Programs *(CACREP); American Counseling Association (ACA); American School Counseling Association (ASCA)* also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will demonstrate the ability to:

1. apply and adhere to ethical and legal standards in counseling; (Knowledgeable, reflective) (CACREP II.G.1.j; CMHC B.2; SC B.1)
2. assess client/student needs and provide appropriate counseling interventions; (Knowledgeable, reflective) (CACREP II.G.5.b, 5.c; CMHC H.2; SC H.1,2)
3. modify counseling systems, theories, techniques and interventions to make them culturally appropriate for diverse populations; (Knowledgeable, reflective, adaptive) (CMHC F.3; SC f.1,2,3)
4. develop measurable outcomes for client/students; (Knowledgeable) (CMHC J.2; SC J.2)
5. analyze and use data to increase effectiveness of counseling; (Knowledgeable, reflective) (CMHC J.3; SC J.3)
6. collaborate, consult, and make appropriate referrals; (Collaborative) (CMHC D.9; F.1; SC D.5)
7. provide individual and group counseling (classroom guidance—school counselors); (Knowledgeable) (CACREP II.G.5.b, 5.c; CMHC H.2; SC H.1,2)
8. assess and manage suicide risk; (Knowledgeable, proactive, decisive) (CMHC D.6; SC D.4)
9. advocate for clients/students; (Knowledgeable, Culturally sensitive)(CMHC F.2; SC F.2)
10. be reflective practitioners who use supervision feedback to develop knowledge, skills, and dispositions relevant to professional and personal growth; (Reflective)
11. interact with clients, students, and families in a way that reflects a commitment to fairness; (CMHC F.2; SC F.3) (Culturally sensitive, Proactive, Leading, Decisive)
12. work with clients, students, and families in a way that reflects a belief in the capacity of individuals to change and grow. (Collaborative, Culturally sensitive, Empathetic) (SC F.4)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:
Practicum and internship handbook (current edition.). Carrollton, GA: Counselor Education
     Program

Recommended:
American Counseling Association. (2005). *Code of ethics (Revised).* ACA: Alexandria, VA.
     Available at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx
American School Counseling Association. (2004). *Ethical standards for school counselors.* ASCA.
Murphy, J. J. (2008). *Solution-focused counseling in middle and high schools (2nd ed).* Upper
     Saddle River, NJ: Prentice Hall/ American School Counselor Association.
Sklare, G. B. (2005). *Brief counseling that works. A solution-focused approach for school
     counselors and administrators.* Thousand Oaks, CA: Corwin Press/American School
     Counselor Association

References:
Boylan, J.C., Malley, P.B., & Scott, J. (2009). *Practicum and internship textbook for
     Counseling and psychotherapy (4th ed.).* New York, NY, Routledge.
Wheeler, A.M., & Bertram B. (2008). *The counselor and the law.* Washington, DC: American
     Counseling Association.

ASSIGNMENTS, EVALUATIONS PROCEDURES, AND GRADING POLICY

Assignments:

1. Submit proof of professional Liability Insurance.
2. Complete Internship Goal Statement (Appendix xxx)
3. Complete a minimum of 600 clock hours of internship. The internship may be completed
    over the course of 1 semester (40 clock hours/week for 15 weeks/6 credit hours) or 2
    semesters (20 clock hours/week for 30 weeks/3 credit hours each semester).
4. Attend group and/or individual supervision as outlined in the Practicum and Internship
    Handbook or as assigned by instructor.
5. Submit weekly log sheets reflecting internship activities (Appendix xxx)
6. Submit semester log sheet at end of term (Appendix xxx)
7. Present audio and/or video recording of client sessions and present cases for review in
    group supervision.
8. Complete midterm and final self-assessments.
9. Submit Supervisor's evaluation of professional counseling candidate at midterm and end
    of course (Appendix xxx)
10. Submit Student evaluation of field site experience at end of term (Appendix xxx)
11. Submit Student evaluation of field site supervision at end of term (Appendix xxx)
12. Submit Practicum and Internship Handbook User Feedback at end of term (Appendix
    xxx)
13. Complete an action research project and submit the documentation of impact
(Appendix xxx)

Evaluation procedures:

Grading will be done on a Satisfactory or Unsatisfactory basis. Therefore, students will be encouraged to focus on their professional development. Successful completion of the course requirements, the on-site supervisor's evaluation and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work.

Grading Policy:

A grade of S (satisfactory) or U (unsatisfactory) will be earned based on fulfillment of all course requirements and demonstration of adequate counseling skills as judged by the university supervisor in consultation with the field site supervisor.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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 *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Students are required to attend all class sessions. Due to the nature of internship supervision, any missed class sessions must be made up. It is the responsibility of the student to make arrangements to make-up missed class sessions "with the approval" of the course instructor.

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. 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: There are no extra credit opportunities offered in this course.

Late Work: All work/assignments are due as noted in the syllabus and in the "CourseDen Assignments" section. Late assignments will be assessed a penalty of 10% for each day late.

Professional Conduct: All students are expected to maintain an exemplary level of professional, ethical and legal conduct as outlined by: (1) the policies of the University of West Georgia; (2) the

Counseling and Educational Psychology (CEPD) School Counseling Practicum/Internship Handbook (2009/2010 Edition); (3) the American Counseling Association (ACA) Code of Ethics; (4) the American School Counseling Association (ASCA) Code of Ethics; (5) the policies of your field site placement; and, (5) the local, state and national civil and criminal laws. It is the student's exclusive responsibility to become familiar with each of these directives for professional, ethical and legal conduct.

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.

CLASS OUTLINE

Week 1—Review of Syllabus and Course Requirements
Submit proof of professional liability insurance
Week 2—Group Supervision
Submit Internship Goal Statement
Week 3—Group Supervision
Submit weekly log sheet
Week 4—Group Supervision
Submit weekly log sheet
Week 5—Group Supervision
Submit weekly log sheet
Week 6—Group Supervision
Submit weekly log sheet
Week 7—Group Supervision
Submit weekly log sheet
Submit midterm self assessment
Submit Supervisor's midterm evaluation
Week 8—Group Supervision
Submit weekly log sheet
Week 9—Group Supervision
Submit weekly log sheet
Week 10—Group Supervision
Submit weekly log sheet
Week 11—Group Supervision
Submit weekly log sheet
Week 12—Group Supervision
Submit weekly log sheet
Week 13—Group Supervision
Submit weekly log sheet
Week 14—Group Supervision
Submit weekly log sheet
Week 15—Group Supervision
Presentation of Action Research
Submit Final self assessment
Submit Final Site Supervisor assessment
Submit semester log sheet
Submit Student evaluation of field site experience
Submit Student evaluation of field site supervision

Course Update Request (Add, Delete, Modify)

Originator

Counseling and Educational Psychology	College of Education	Stanard, Rebecca
Department	College	Originator

Action

◉ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

CEPD	6188	Practicum: Professional Counseling
Prefix	Number	Course Title

Prerequisites: CEPD 6131, CEPD 6140, CEPD 6160 and consent of department. This course emphasizes individual and group counseling and guidance conducted under supervision in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. A minimum of 150 clock hours is required.

Course Catalog Description

3		3	Fall - 2011	Every Term	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

CEPD 6131, CEPD 6140, CEPD 6160 and consent of department

Corequisites

Rationale

Students enrolled in the school counseling and community counseling tracks have enrolled in separate courses for their clinical experiences (School counseling students in CEPD 6187 and Community counseling students in CEPD 6189). These have now been collapsed into a single course to more effectively cross train our counselors and allow for more efficient utilization of resources. This course will replace those courses on their respective plans of study.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 12

Comments

College Approvals

John Ponder **[APPROVED 2011-05-25]**

Chair, Course Department

Dianne Hoff **[APPROVED 2011-06-03]**

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson **[REQUIRED]**

Chair, Faculty Senate

CEPD 6188

PRACTICUM: PROFESSIONAL COUNSELING

Semester Hours: 3

Semester/Year:

Instructor:

E-mail:

Office:

Office Hours:

Class Meetings:

Telephone:

Fax:

I.T. Helpdesk: 678-839-6587

Online Support:

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help

UWG Distance Learning
http://distance.westga.edu/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.edu

COURSE DESCRIPTION
Prerequisites: CEPD 6131, CEPD 6140, CEPD 6160 and consent of department.
This course emphasizes individual and group counseling and guidance conducted under supervision in field settings. Special attention is paid to the development of skills, interventions, and brokering of services. A minimum of 150 clock hours is required.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards Council for Accreditation of Counseling and Educational Related Programs *(CACREP); American Counseling Association (ACA); American School Counseling Association (ASCA)* also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. demonstrate the use of basic counseling skills in their interactions with clients/students (Knowledgeable) (CACREP II.G.5.b, 5.c; CMHC D.5; SC D.2)
2. develop the ability to initiate, maintain and terminate counseling relationships with students/clients (Knowledgeable) (CACREP II.G.5.b, 5.c; CMHC D.5; SC D.2)
3. develop the ability to conceptualize and present client/student information in supervision ((Knowledgeable, Reflective) (CACREP II.G.1.e)
4. demonstrate the use of brief counseling techniques when appropriate (Knowledgeable) (CACREP II.G.5.b, 5.c; CMHC D.5; SC D.2)
5. develop and refine a personal theory of counseling and demonstrate behavior, which is consistent with that theory (Knowledgeable) (CACREP II.G.5.b, 5.c, 5.d; CMHC D.5; SC D.2)
6. demonstrate the ability to identify and implement appropriate counseling interventions that address the academic needs (schools), the career preparedness, and the social emotional, and cultural needs of the student/client (Knowledgeable, Reflective, Culturally Sensitive) (CACREP II.G.2.d, 3.a, 4.e; CMHC D.2.; SC D.3, F.2)
7. demonstrate the ability to assess and identify professional counseling strengths and limitations (Knowledgeable, Reflective) (CACREP II.G.1.e, 5.b)
8. develop appropriate resources for brokering of services within the school/agency setting and larger community (Knowledgeable, Collaborative) (CACREP II.1.b; CMHC F.1; SC H.4)
9. demonstrate the ability to give and receive constructive feedback in supervision (Knowledgeable, Reflective) (CACREP II.G.1.e)
10. demonstrate the knowledge and practice of legal and ethical behaviors for professional counselors (Knowledgeable) (CACREP II.G.1.j; CMHC B.2; SC B.1)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:
American Counseling Association. (2005). *Code of ethics (Revised)*. ACA: Alexandria, VA.
　　　Available at http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx
American School Counseling Association. (2004). *Ethical standards for school counselors*. ASCA.
Professional counseling practicum and internship handbook (current ed.). Carrollton, GA:
　　　Counselor Education Program

References:
Boylan, J.C., Malley, P.B., & Scott, J. (2009). *Practicum and internship textbook for
　　　Counseling and psychotherapy (4th ed.)*. New York, NY, Routledge.
Murphy, J. J. (2008). *Solution-focused counseling in middle and high schools (2nd ed)*. Upper
　　　Saddle River, NJ: Prentice Hall/ American School Counselor Association.
Sklare, G. B. (2005) *Brief counseling that works: A solution-focused approach for school
　　　counselors*. Thousand Oaks, CA: Corwin Press, Inc.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. Submit proof of professional liability insurance
2. Complete Practicum Goal Statement
3. Complete a minimum of 150 clock hours of practicum.
4. Attend group and individual supervision as outlined in the Practicum and Internship Handbook or as assigned by instructor
5. Submit weekly log sheets reflecting practicum activities
6. Submit semester log sheet at the end of term
7. Present audio and/or videotape of client sessions and present cases for review in group and/or individual supervision.
8. Complete midterm and final self assessments
9. Submit Site Supervisor's evaluation of professional counseling candidate at midterm and end of course (Appendix xxx)
10. Submit Student evaluation of field site experience at end of term (Appendix xxx)
11. Submit Student evaluation of field site supervision at end of term (Appendix xxx)
12. Submit Practicum and Internship Handbook User Feedback at end of term (Appendix xxx)

Evaluation Procedures:

Grading will be done on a Satisfactory or Unsatisfactory basis. Therefore, students will be encouraged to focus on their professional development. The mid-term and final evaluation session will focus on the development of skills over the course of the semester and can be used as a barometer of the student's progress throughout the course. Successful completion of the course requirements, the on-site supervisor's evaluation, and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work.

Grading Policy:

A grade of S (satisfactory) or U (unsatisfactory) will be earned based on successful fulfillment of all course requirements and demonstration of adequate counseling skills as judged by the university supervisor in consultation with the field supervisor.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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 *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Students are required to attend all class sessions. Due to the nature of internship supervision, any missed class sessions must be made up. It is the responsibility of the student to make arrangements to make-up missed class sessions "with the approval" of the course instructor.

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. 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: There are no extra credit opportunities offered in this course.

Late Work: All work/assignments are due as noted in the syllabus and in the "CourseDen Assignments" section. Late assignments will be assessed a penalty of 10% for each day late.

Professional Conduct: All students are expected to maintain an exemplary level of professional, ethical and legal conduct as outlined by: (1) the policies of the University of West Georgia; (2) the Professional Counseling Practicum/Internship Handbook (current edition); (3) the American Counseling Association (ACA) Code of Ethics; (4) the American School Counseling Association (ASCA) Code of Ethics (school counseling candidates); (5) the policies of your field site placement; and, (6) the local, state and national civil and criminal laws. It is the student's exclusive responsibility to become familiar with each of these directives for professional, ethical and legal conduct.

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.

CLASS OUTLINE

Week 1—Review of Syllabus and Course Requirements
Submit proof of professional liability insurance
Week 2—Group Supervision
Submit Practicum Goal Statement
Week 3—Group Supervision
Submit weekly log sheet
Week 4—Group Supervision
Submit weekly log sheet
Week 5—Group Supervision
Submit weekly log sheet
Week 6—Group Supervision
Submit weekly log sheet
Week 7—Group Supervision
Submit weekly log sheet
Submit midterm self assessment
Submit Supervisor's midterm evaluation
Week 8—Group Supervision
Submit weekly log sheet
Week 9—Group Supervision
Submit weekly log sheet
Week 10—Group Supervision
Submit weekly log sheet
Week 11—Group Supervision
Submit weekly log sheet
Week 12—Group Supervision
Submit weekly log sheet
Week 13—Group Supervision
Submit weekly log sheet
Week 14—Group Supervision
Submit weekly log sheet
Week 15—Group Supervision
Submit Final self assessment
Submit Final Supervisor assessment
Submit semester log sheet
Student evaluation of field site experience

Course Update Request (Add, Delete, Modify)

Originator

Counseling and Educational Psychology	College of Education	Stanard, Rebecca
Department	College	Originator

Action

○ Add ○ Modify ● Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

CEPD	9145	Counselor Education
Prefix	Number	Course Title

This course is designed to provide in-depth exposure to the pedagogical tools and issues associated with teaching and learning in counseling and counselor education. CACREP standards, curriculum design, course design, syllabus development, on-line course design, and teaching methods and approaches will be discussed.

Course Catalog Description

		3	Fall - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course in not consistent with the mission of the program

Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment: 8

Comments

College Approvals

John Ponder   [APPROVED 2011-05-25]

Chair, Course Department

Dianne Hoff   [APPROVED 2011-06-03]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]

Chair, Faculty Senate

Rationale for requested changes to program of studies Ed.D. Professional Counseling and Supervision

The first cohort of students enrolled in the Ed.D. in Professional Counseling and Supervision has completed their plan of studies. Curriculum mapping to identify learning opportunities related to program goals and learner outcomes was conducted and course deletions, additions, and revisions are proposed in order to more clearly align curriculum with expected outcomes. Additionally, faculty input, student feedback and program evaluation data were used to develop the following request for changes to the plan of studies:

1. Deletion of CEPD 9145 Counselor Education—This course is not consistent with the mission of the program.
2. Addition of EDUC 9962 Qualitative Research—This is a course currently taught in COE which is consistent with the mission of the program and which will provide students with knowledge and skills necessary to complete their dissertation and to become competent program evaluators.
3. Addition of CEPD 9185 Doctoral Seminar Advocacy for Marginalized and Underserved Populations—This is a new course which is consistent with the mission of the program. Reduction of number of hours of CEPD 9199 Dissertation from 12 to 9 to accommodate the addition of this course. The dissertation requirements are embedded in the course work and 9 hours of dissertation are sufficient for completion.

4. Modifications to courses:

   a. CEPD 9184 Doctoral Seminar Professional Issues (revision of title and course description to more closely align with the program mission and goals)
   b. CEPD 9186 Doctoral Internship (revision of number of hours [change from variable 1-6 hours to 3 hours], revision of course description, revision of course objectives to more closely align with program learner outcomes)
   c. CEPD 9183 Directed Doctoral Research (revision of objectives to more closely align with program learner outcomes)
   d. CEPD 9187 Doctoral Practicum in Supervision (no changes)
   e. CEPD 9171 Program Evaluation (revision of objectives to more closely align with program learner outcomes)
   f. CEPD 9199 Dissertation (no changes)

Course Update Request (Add, Delete, Modify)

Originator

Counseling and Educational Psychology	College of Education	Stanard, Rebecca
Department	College	Originator

Action

(●) Add (○) Modify (○) Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Course Details

CEPD	9185	Doctoral Seminar--Advocacy
Prefix	Number	Course Title

CEPD 9185 Doctoral Seminar--Advocacy for Marginalized and Underserved Populations This course is a special topics seminar structured to address advocacy of marginalized and underserved populations in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

Course Catalog Description

3		3	Fall - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This is a new course which is consistent with the mission of the program

Planning Info

(●) Library Resources are Adequate

(○) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 8

Comments

College Approvals

John Ponder   [APPROVED 2011-05-25]

Chair, Course Department

Dianne Hoff   [APPROVED 2011-06-03]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]

Chair, Faculty Senate

CEPD 9185

DOCTORAL SEMINAR—ADVOCACY FOR MARGINALIZED AND UNDERSERVED POPULATIONS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Class Meetings:

Location:

Office Hours:

E-mail:

Telephone:

Fax:

I.T. Helpdesk: 678-839-6587

E-mail: distance@westga.edu

Fax: 678-839-0636

*After-hours- WebCT help: http://help.view.usg.edu * 24 hrs/ day - 365 days a yr

CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/CourseDen1/help

UWG Distance Education:
http://www.westga.edu/~distance/

UWG On-Line Connection
http://www.westga.edu/~online/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

Ingram Library Services
http://westga.edu/~library/info/library.shtml

University Bookstore
http://www.bookstore.westga.ed

COURSE DESCRIPTION
This course is a special topics seminar structured to address advocacy of marginalized and underserved populations in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:
1. Understand current legal and political issues affecting marginalized and underserved populations; *Professional excellence*
2. Understand current theory, research, and practice related to social justice, and advocacy in organizations and communities; *Professional excellence*
3. Understand systemic barriers and challenges, leadership and organizational development, social justice strategy frameworks, and community building issues related to social justice and advocacy work in organizations and communities; *Professional excellence*
4. Understand issues in organizations and communities that require a social justice analysis and advocacy approach; *Professional excellence*
5. Understand ethical and legal issues as they apply to advocacy in organizations and communities; *Professional excellence*
6. Use data to design an advocacy project to address a social justice issue in their community or workplace setting. *Field based Inquiry*

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
Ratts, M. J., Toporek, R. L. & Lewis J. A. (Eds.) (2010). *ACA Advocacy Competencies: A social justice framework for counselors.* Alexandria, VA: American Counseling Association.

References:

Adams, M., Zuniga, X., Hackman, H. W., Castaneda, C. R., and Blumfield, W. J. (Eds.). *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism, and ableism.* Routledge: New York.

Anderson, S. K. & Middleton, V. A. (2005). Explorations in privilege, oppression, and diversity. Belmont, CA: Thomson Brooks/Cole.

Arrendondo, P., Tovar-Blank, Z. G., & Parham, T. A. (2008). Challenges and promises of becoming a multiculturally competent counselor in a sociopolitical era of change and empowerment. *Journal of Counseling & Development, 86*, 261-268.

Ehrenreich, B. (2001). *Nickeled and dimed: On (not) getting by in America.* New York: Metropolitan Books.

Fancher, R.T. (2003). *Health and suffering in America.* New Brunswick: Transaction Publishers.

Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition.* New York: Continuum International.

Haley, A. (1964). *The autobiography of Malcolm X: As told to Alex Haley.* Ballantine Books: New York.

Helms, J. E. (2007). *A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life (2nd ed.).* Hanover MA: Microtraining Associates.

hooks, b. (2003). *Teaching community: pedagogy of hope.* Routledge: New York.

Lee, C. C. (Ed.) (2007). *Counseling for social justice (2nd ed).* Alexandria, VA: American Counseling Association.

Liu, W. M., Pickett, T. Jr., & Ivey, A. E. (2007). White middle-class privilege: Social class bias and implications for training and practice. *Journal of Multicultural Counseling and Development, 35,* 195-206.

Robinson-Wood, T. L. (2009). The convergence of race, ethnicity, and gender: Multiple identities in counseling (3rd. ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Shavelson, L. (2002). *Hooked: Five addicts challenge our misguided drug rehab system.* New York: New Press.

Smith, L., Foley, P.F., & Chaney, M. P. (2008). Addressing classism, abelism, and heterosexism in counselor education. *Journal of Counseling & Development, 86,* 303-309.

Toporek, R. L., Gerstein, L., Fouad, N.A., Roysircar, G., & Isreal, T. (2006). *Handbook for social justice in counseling psychology: Leadership, vision, & action.* Thousand Oaks, CA: Sage.

Wise, T. (2008). *White like me: Reflections on race from a privileged son.* Soft Skull Press: New York.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assessments
1. Attend classes, read assigned materials, participate in class activities and discussions.
   Course Objectives: 1-6
2. Conduct a literature review and select a current journal article or a current popular press (newspaper, blog, magazine, etc.) article related to the topic of the week. Post a copy of the article as an attachment with your commentary about the article on Course Den. Your commentary should include your interest in/reasons for choosing the article and a critical discussion of the major points of the article as they relate to social justice, advocacy and/or marginalized and underserved populations. (10 @ 10 points each= 100 points) *Course Objectives: 1, 4*
3. Social Justice Issue: Working as part of a group identify a marginalized and underserved population within your work setting and/or community. Prepare a class presentation about how issues of privilege and oppression affect this group within your specific setting. Discuss related legal and ethical issues specific to advocacy work with this population. Provide the class with relevant resources for potential action on this particular issue. (50 points) *Course Objectives: 1, 4, 5*
4. Advocacy Project: Working as part of the same group, design an advocacy intervention that brings awareness and change to the social justices issues of the group identified in the

previous assignment. Both the systemic and individual levels of the impact of these issues should be addressed. The intervention should be grounded in theory related to advocacy and social justice. A critical component of this assignment is the identification and analysis of data that provides a rationale for the need for the intervention. A written summary of the project will be submitted on Course Den at the end of the semester and the project will be presented to the class for discussion and questions. (100 points) *Course Objectives: 1-6*

Evaluation Procedures:

Literature reviews and postings 10@10 pts. each	100
Social Justice Presentation	50
Advocacy Project and Presentation	100
Total	**250 pts.**

Grading Policy: A = 250 – 225 points (90%)   B = 224-200 points (80%)
C = 199 – 175 points (70%)   F = 174 points & below (69%)

Grades are based on completion of all course assignments and quality of work. An incomplete ("I") can be granted only in cases of extreme emergency, such as death in family or illness. Prior permission from the instructor is required. Assignments are to be turned in on time. A grade of A will not be assigned to any assignment turned in after the due date. Absences, tardiness, inappropriate classroom behavior and/or non-participation may result in a reduction in assigned grade.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. Excessive tardiness or absences may reduce the final grade. If your schedule will lead to missing class or being tardy, you should strongly consider "withdrawing" from this class.

2. Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
   a) participating in interactions and class activities in a positive manner;
   b) collaborating and working equitably with classmates, especially on group assignments;
   c) turning in assignments on time;
   d) arriving to and leaving class punctually;
   e) treating others with respect in and out of the classroom;
   f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
   g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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 *Connection and Student Handbook* and the *Graduate Catalog*.

<u>Disability:</u> 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. 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.

Opportunities for extra credit may/ may not be provided for this class. Work completed for another class is not acceptable for this class.

<u>Student Email Policy:</u> 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. *However, for the purposes of this course, all email communication will be facilitated through CourseDen email.*

Methods of Instruction

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources

Class Schedule

Class Session	Topic	Readings	Assignments due
1	Introduction to Course Review of Syllabus	Chapter 1 text	
2	Advocacy Competencies	Chapter 2 and 3 text	
3	Social Justice Theory	Assigned readings posted on Course Den	
4	Using data to support advocacy	Chapter 15 text Assigned readings on Course Den	Literature review and posting (choose from topics week 2-4)
5	LGBTQ Advocacy	Chapter 4 text Assigned readings on Course Den	Literature review posting and discussion
6	Advocacy based on socioeconomic status	Chapter 5 text Assigned readings on Course Den	Literature review posting and discussion Social Justice Presentation
7	Advocacy with Culturally Diverse and	Chapter 6 and 7 text Assigned readings on	Literature review posting and discussion

	multiracial populations	Course Den	
8	Advocacy with Immigrant populations	Assigned readings on Course Den	Literature review posting and discussion
9	Religion and spirituality advocacy issues	Chapter 8 text Assigned readings on Course Den	Literature review posting and discussion
10	Advocacy and Women	Chapter 9 text Assigned readings on Course Den	Literature review posting and discussion
11	Advocacy with Older Clients	Chapter 10 text Assigned readings on Course Den	Literature review posting and discussion
12	Advocacy in School Settings	Chapter 11 text Assigned readings on Course Den	Literature review posting and discussion
13	Advocacy in Community Mental Health Settings	Chapter 13 text Assigned readings on Course Den	Literature review posting and discussion
14	Reflections and Evaluation of Course		Advocacy Project due Class Presentation of Advocacy Project

Course or Program Addition, Deletion or Modification Request

Department: Leadership & Applied Instruction   **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix   Course   Title   Hours: Lecture/Lab/Total   /   /

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number		
☐ Title	*Variable credit must be explained	
☐ Description		
☑ Other		

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

☑ Library resources are adequate   ☐ Library resources need enhancement

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

Prefix   Course   Title   Hours: Lecture/Lab/Total   /   /

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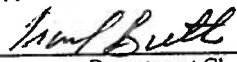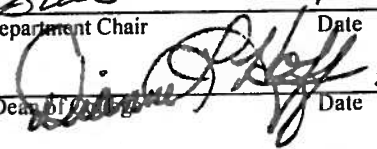
Reactivate the M. Ed. in Educational Leadership degree

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)   **Effective Date*:** Spring   / 2012
*For a new course, one full term must pass between approval and effective date.   Term/Year
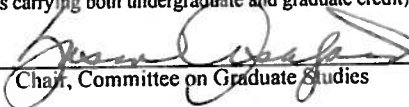
Grading System: ☐ Letter Grade   ☐ Pass/Fail   ☐ Other

Approval:

Tom Buell   4-26-2011
Department Chair   Date   Department Chair (if cross listed)   Date

_____ 5|3|2011
Dean of College   Date   Dean of College (if cross listed)   Date

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

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

_____   _____ 8/25/2011
Chair, Undergraduate Academic Programs Committee   Date   Chair, Committee on Graduate Studies   Date

_____
Vice President for Academic Affairs   Date

Revised 1/09/02

Rationale for "Reactivation of the M. Ed. in Educational Leadership"

Submitted April 26, 2011

The M. Ed. in Educational Leadership was deactivated in the Fall, 2010 due to Georgia Legislative and subsequent Georgia PSC rulings which virtually rendered the degree useless for public school teachers and aspiring leaders. The degree no longer was the vehicle to receive "leadership" certification and it no longer served to promote public school teachers to a higher pay tier.

The Georgia PSC is now exploring standards that would allow for and support a degree in "Teacher Leadership" or a pathway within a degree to meet the same goal. It is anticipated that the PSC will establish the standards for the "Teacher Leadership" pathway or degree, such that it could be part of a "Leadership" degree. It is thought that this will serve as a vehicle for public school teacher leaders and aspiring leaders to reach a higher pay tier. To be prepared for this opportunity, the Leadership and Applied Instruction Department is submitting this request to reactivate the degree effective Spring, 2012. It is anticipated that this will be a degree of choice for public school teachers wanting to achieve a Masters that will both further their education and be aligned with the standards for an increase in pay grade.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R. (Dr.)
Department	College	Originator

Action
(•) Add ( ) Modify ( ) Delete

Modifications
[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

PSYC	8007	Foundations in Critical Psychology
Prefix	Number	Course Title

This course represents one of the program?s fundamental approaches to the study of consciousness and society. This course provides a historical and current day perspective on the seminal philosophical, theoretical and empirical perspectives in the discipline of critical psychology. Within this course we develop an understanding of consciousness as situated at the intersection of systems of power, be it at the individual, group or societal level.

Course Catalog Description

4	0	4	Fall - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale
The course addition supports the transformation of the PsyD program to a PhD program by adding more rigor and depth to the curriculum.

Planning Info
(•) Library Resources are Adequate
( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 12

Comments
Current library and faculty are sufficient.

College Approvals

Donadrian Rice [APPROVED 2011-06-08]
Chair, Course Department

Heather Mbaye [APPROVED 2011-07-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Ashford [APPROVED 2011-08-31]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Chair, Faculty Senate

PSYC 8007
Foundations of Critical Psychology

Course Description

This course provides a historical and current day perspective on the seminal philosophical, theoretical and empirical perspectives in the discipline of critical psychology. Within this course we develop an understanding of consciousness as situated at the intersection of systems of power, be it at the individual, group or societal level.

Learning Objectives

By the end of this course students will be able to:

- Identify key theoretical perspectives in critical psychology
- Identify key methodological frameworks in critical psychology
- Understand consciousness as emergent from systems of power
- Be able to apply the philosophical and theoretical perspectives of critical psychology to individual scholarly interests.
- Be able to apply analytical frameworks from critical psychology to understand current societal events and trends.
- Develop a framework through which to analyze mainstream psychological theory and research.
- Be able to link critical psychological perspectives to those of humanistic and transpersonal psychology.
- Write about personal and/or professional interests using the disourse of critical psychology.
- Using the analytical framework of critical psychology to develop ideas about individual, group or societal intervention strategies.

Course Assignments

1. Class Presentation – 25%
2. CDA paper – 25%
3. Two Essay Exams – 25%
4. Participation – 25%

Description of Assignments

1. <u>Class Presentation</u> Given the breadth of what constitutes critical psychology we will be unable to cover all the sub-discipline within this area. Each student will therefore choose one aspect of critical psychology not covered in the class and make a formal presentation to our class on this topic. Possible topics include: critical social psychology; critical personality psychology; critical community psychology; critical approaches to psychoanalysis; critical methodology.

2. <u>Critical Discourse Analysis Paper:</u> For this assignment each student will choose a content area and a series of writings in this area; these writings will be the subject of an analysis using critical discourse analysis. The student will write up the analysis using standard APA style for empirical manuscripts.
3. <u>Essay Exams</u>. These will be essay format, demonstrating comprehension of course material and an original approach to its integration.
4. <u>Participation:</u> Regular attendance and active, engaged interaction with other students and course material is expected. No more than two (excused in advance) absences will be permitted.

Course Schedule

Week 1: Introduction to topic

Antonio, R. J. (1983). The origin, development, and contemporary status of critical theory. *The Sociological Quarterly*, 24, 325-351.

Fox, D., Prilleltensky, I. & Austin, S. (2009). Critical psychology for social justice: Concerns and dilemmas. In D. R. Fox, I. Prilleltensky & S. Austin (Eds). *Critical psychology: An introduction (2nd Ed.). pp*

Parker, I. (2007). Critical psychology: What it is and what it is not. *Social and Personality Psychology Compass*, 1, doi: 10.1111/j.1751-9004.2007.00008.x

Philosophical Foundations of Critical Psychology

Week 2: Marx & Engel

Marx, K. & Engels, F. (1846/1970). *The German Ideology*. (Ed. C.J. Arther). New York: International Publishers. (Selected Readings)

Parker, I. (2009). Critical psychology and revolutionary Marxism. *Theory and Psychology*,

Week 3: Fanon

Selected Readings :

Fanon, F. (1986). *The Wretched of the Earth*. New York : Grove Press.

Fanon, F. (1952). *Black Skin, White Mask*. Editions Du Seuil: Paris.

Week 4: Freire

Freire, P. (1973). *Pedagogy of the oppressed.* (Selected Readings)

Week 5: Foucoult

Foucault, M. (1980).*Power/Knowledge: Selected Interviews and Other Writings 1972-1977. (C.Gordon, Ed.). New York: Pantheon.* (Selected Readings).

Week 6: Gramsci & Habermas

Femia, J. (1975). Hegemony and consciousness in the thought of Antonio Gramsci. *Political Studies*, 23, 2, 29-48. doi: 10.111/j.1467-9248.1975.tb00044.x

Habermas, J. (1981). *The Theory of Communicative Action,* Vols. 1 & 2. Boston: Beacon Press. (Selected Readings).

Week 7: Social Construction

Selected Readings:

Gergan, K. An invitation to social construction. London: Sage, 1999

Gergan, K.Relational Being: Beyond Self and Community, Oxford University Press, 2009

Critical Methodology

Week 8: Critical Discourse Analysis

Selected Readings:

Parker, I. (1997). Discursive Psychology in *Critical Psychology: An Introduction*

Potter, J. (1996). Representing Reality: Discourse, Rhetoric and
Social Construction.

Week 9: Participatory Action Research

Fine et al. (2001). Participatory action research within and behind bars. *International Journal of Critical Psychology.*

Contemporary Theoretical Perspectives

Week 10: Feminist Perspectives

Burman, E. (1997). Deconstructing Feminist Psychology. NY: Sage. (Selected Readings)

Horney, K. *Feminine Psychology* (reprints), Norton, 1922-37 1967. ISBN 0-393-00686-7 (Selected Readings).

Zerbe, E. C. (2010). Locational feminisms and feminist social identity analysis. *Professional Psychology: Research and Practice*, 41(4) 333-339

Week 11: Critical Race Theory

Crenshaw, Kimberlé, Neil Gotanda, Gary Peller, and Kendall Thomas. eds. *Critical Race Theory: The Key Writings that Formed the Movement.* New York: New Press, 1995 (Selected Readings).

Howard, T. C. (2008). Who really cares? The disenfranchisement of African American males in prek-12 schools: A critical race theory perspective. *Teachers College Record.*

Campbell, F. I. (2007). Exploring internalized ablesim using critical race theory. *Disability and society*, 23, 2,

Week 12: Queer Theory

Butler, J. (1990). *Gender Trouble. Feminism and the Subversion of Identity.* (Selected Readings)

Plummer, K. (2005). Critical humanism and queer theory: Living with the tensions. In N. K. Denzin & Y. S. Lincoln (Eds.). *Qualitative research (3ʳᵈ Ed).* Ch. 14 357-373).

Sedgwick, E. (1990). *Epistemology of the Closet* (1990), (Selected Readings)

Week 13: Moral Exclusion

Opotow, S. (2005) From moral exclusion to moral inclusion: Theory for teaching peace. *Theory into Practice,* 44, 4, 303-318. doi: 10.1207/s15430421tip4404_4.

Opotow, S. (2005). *Hate, conflict and moral exclusion.* Washington, DC: American Psychological Association (selected readings).

Weeks 14 and 15: Individual student presentations.

Course Update Request (Add, Delete, Modify)

Originator

Psychology Department	College of Social Sciences	Malone, Kareen R. (Dr.)
Department	College	Originator

Action

(•) Add ( ) Modify ( ) Delete

Modifications

[ ] Prerequisites [ ] Description [ ] Title [ ] Credit [ ] See Comments

Course Details

PSYC	8008	Foundations in Humanitic Psychology
Prefix	Number	Course Title

This course represents one of the program?s fundamental approaches to the study of consciousness and society. The course examines the paradigm of psychology as a specifically humanistic discipline. Its focus is on the historical origins and philosophical foundations of this approach.

Course Catalog Description

4	0	4	Spring - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
none

Corequisites
none

Rationale

The course addition supports the transformation of the PsyD program to a PhD program by adding more rigor and depth to the curriculum.

Planning Info

(•) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 12

Comments

Current library and faculty are sufficient.

College Approvals

Donadrian Rice   [APPROVED 2011-06-08]
Chair, Course Department

Heather Mbaye   [APPROVED 2011-07-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Ashford   [APPROVED 2011-08-30]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Chair, Faculty Senate

PSYCHOLOGY 8008
FOUNDATIONS IN HUMANISTIC PSYCHOLOGY

SYLLABUS

COURSE DESCRIPTION

An examination of the paradigm of psychology as a specifically humanistic discipline. Its focus is on the historical origins and philosophical foundations of this approach.

COURSE OBJECTIVES

The objectives are that students develop: 1) a knowledge of the primary works of the major scholars in humanistic psychology; 2) a command of the history of humanistic thought; 3) a comprehension of the philosophical foundations of humanistic psychology; 4) a facility for humanistic research methodology; and 5) an ability to express, orally and in writing, their understanding of the above points.

REQUIRED TEXTS

This course is based on a wide variety of readings and a film. The following books will be required. Other readings are articles and chapters, and will be made available by electronic reserve by the library. (Those are listed on the reverse side of this page.)

Aanstoos, Christopher M. (Ed.). (1995) *Foundations of humanistic psychology*. Special issue of *The Humanistic Psychologist, 23*, (3).

Maslow, Abraham H. (1999). *Toward a psychology of being* (3rd ed.). New York: Wiley. (Original work published 1962)

May, Rollo. (1983). *The discovery of being*. New York: Norton.

Moss, Donald (Ed.). (1999). *Humanistic and transpersonal psychology: A historical and biographical sourcebook*. Westport, CT: Greenwood.

Rogers, Carl. (1961). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton-Mifflin.

Tarnas, Richard. (1991). *The passion of the western mind*. New York: Ballantine

Toulmin, Stephen. (1992). *Cosmopolis: The hidden agenda of modernity*. Chicago: University of Chicago Press.

van den Berg, J. H. (1972). *A different existence*. Pittsburgh: Duquesne University Press.

Watts, Alan. (1966).*The book: On the taboo against knowing who you are*. New York: Collier.

FORMAT AND EVALUATION

As a seminar class, students will be expected to participate actively in class discussions, coming to each class already well-prepared to discuss the readings for that class. The course grade will be based on the equally weighted values of: 1) the quality of participation in class discussion; 2) an integrative essay paper; 3) a comprehensive final examination.

A NOTE ON THE COURSE READINGS

In addition to the books listed, several articles are also required, available on the CourseDen website:

Aanstoos, Christopher M. (1991). The meaning of humanistic psychology. In C. M. Aanstoos (Ed.), *Studies in humanistic psychology* (pp. 1-11). *West Georgia Studies in the Social Sciences, 29.*

Aanstoos, Christopher M. (2003). The relevance of humanistic psychology. *Journal of Humanistic Psychology, 43*, 121-131.

Aanstoos, C. M. (2005). Human potential movement. In J. Super (Ed.), *The seventies in America* (3 vols., pp. 461-463). Pasadena: Salem Press.

Bugental, James. (1963). Humanistic psychology: A new breakthrough. *American Psychologist, 18*, 563-567.

Bullock, Alan. (1985). *The humanist tradition in the west* (pp. 11-47). New York: Norton.

Burtt, Edwin A. (1932). *The metaphysical foundations of modern science* (rev. ed.). (pp. 15-35 and 303-325). New York: Anchor.

Chopra, Deepak. (1989). *Quantum healing: exploring the frontiers of mind/body medicine.* (pp. 1-37). New York: Bantam.

Frankl, Viktor. (1963). *Man's search for meaning* (pp. 1-35). New York: Washington Square Press.

Giorgi, Amedeo. (1976). Phenomenology and the foundations of psychology. In William Arnold (Ed.), *1975 Nebraska symposium on motivation: Conceptual foundations of psychology* (pp. 281-348). Lincoln: University of Nebraska Press.

Houston, Jean. (1993). *Life force: The psycho-historical recovery of the self* (pp. 1-43). Wheaton, IL: Quest.

Husserl, Edmund. (1970). *The crisis of European sciences and transcendental Phenomenology: An introduction to phenomenological philosophy* (pp. 3-70). (David Carr, Trans.). Evanston: Northwestern University Press. (Original work published 1954.

Laing, R. D. (1959). *The divided self* (pp. 17-38). Baltimore: Penguin.

Laing, R. D. (1967). *The politics of experience.* (pp. 57-76 and 100-130). New York: Ballantine.

Laing, R. D. & Esterson, A. (1964). *Sanity, madness and the family* (pp. 31-50). Middlesex, UK: Penguin.

Pagels, Elaine. (1979). *The gnostic gospels* (pp. 119-141). New York: Random House.

Puhakka, Kaisa. (1995). Restoring connnectedness in the kosmos: A healing tale of a deeper order. *The Humanistic Psychologist, 23*, 373-391.

Romanyshyn, Robert & Whalen, Brian. (1989). Psychology and the attitude of science. In R. Valle & S. Halling (Eds.), *Existential-phenomenological perspectives in psychology* (pp. 17-39). New York: Oxford University Pr.

Seidel, George J. (1964). *Martin Heidegger and the pre-Socratics* (pp. 27-51). Lincoln: University of Nebraska John B. (1930). *Behaviorism* (pp. 1-19). New York: Norton.

Skinner, B. F. (1972). *Beyond freedom and dignity* (pp. 175-206). New York: Bantam.

Skinner, B. F. (1987). Whatever happened to psychology as the science of behavior? *American Psychologist, 42*, 780-786.

Stokols, D., Misra, S., Runnerstorm, M., & Hipp, J. (2009). Psychology in an age of ecological crisis. *American Psychologist, 64*, 181-193.

Toulmin, Stephen & Leary, David E. (1985). The cult of empiricism in psychology, and beyond. In S. Koch & D. E. Leary (Eds.), *A century of psychology as science* (pp. 594-617). New York: McGraw-Hill.

Walsh, Roger. (1992). The search for synthesis: Transpersonal psychology and the meeting of east and west, psychology and religion, personal and transpersonal. *Journal of Humanistic Psychology, 32*, 7-18.

Walsh, Roger. (1993). The transpersonal movement: A history and state of the art. *Journal of Trans- personal Psychology, 25*, 123-140.

Walsh, R. & Shapiro, S. (2006). The meeting of meditative disciplines and western psychology. *American Psychologist, 61*, 227-239.

Washburn, Michael. (1995). *The ego and the dynamic ground* (2nd ed.) (pp. 171-248.). Albany: State University of New York Press.

Watson,. John B. (1930). *Behaviorism* (pp. 1-19). New York: Norton.

Wertz, Frederick J. (1981). The birth of the infant: A developmental perspective. Journal of *Phenomenological Psychology, 7*, 205-220.

Wertz, Frederick J. (1985). Method and findings in a phenomenological psychological study of a complex life event: Being criminally victimized. In Amedeo Giorgi (Ed.), *Phenomenology and psychological research* (pp. 155-216). Pittsburgh: Duquesne University Press. Press.

Wertz, F. J. (1986). The rat in psychological science. *The Humanistic Psychologist, 14*, 143-168.

COURSE OUTLINE

SYNOPSIS:

This course envisions humanistic psychology as the third major wave of humanism. The first wave emerged in ancient Greece, and the second in the European Renaissance. Contemporary humanistic psychology draws from and extends those predecessors. The course will examine these roots of humanistic psychology, and the intervening scientific worldview of modern mainstream psychology. Along with an introduction and a closing look to the future, this course, then, will be presented in six phases. Within each section, themes for each class are provided, along with the required reading, and a few key background readings (given in parentheses to differentiate them from the required readings). The complete references for all are provided in the attached "Selected Bibliographies."

Introduction
A Preliminary Depiction of Human Experience

Overall Theme:
A first orientation to the humanistic approach, whose foundations are to be examined in this course; augmented by means of illustration via exemplar cases. (2 classes)

Individual Class Themes:
1. *Overview: The aims and structure of the inquiry.*
    Aanstoos, 1991 (Wertz, 1994)
2. *Exemplar: The experience of birth.*
    Wertz, 1981 (LeBoyer, 1975)

The First Wave
Being and Logos: The Greek Roots of Humanism

Overall Theme:
An inquiry into the beginnings of humanistic thought in western philosophy, by an examination of: the Minoan worldview; presocratic concepts of being; classical Greek culture and philosophy; the Platonic synthesis; Aristotle; Greek thought in the Hellenistic era. (3 classes)

Individual Class Themes:
3. *The worldview of Greek antiquity.*
    Tarnas, 1991, pp. 16-18; (Barrett, 1962, pp. 69-91; Doumas, 1983; Durant, 1939, pp. 3-126; Fox, 2006; Hamilton, 1930; MacGregor, 1959; von Hildebrand, 1966)
4. *The understanding of Being in presocratic philosophy.*
    Seidel, 1964. (Durant, 1939, pp. 127-143; Heidegger, 1975, 1992; Heidegger & Fink, 1979; Robinson, 1968; Wheelwright, 1966)
5. *The Platonic synthesis; Aristotle; the neo-Platonists; gnosticism, Judeo-Christianity and Rome.*
    Pagels, 1979; Tarnas,1991, pp. 3-15, 19-72; (Durant, 1939, pp. 244-671; Fromm, 1976, pp.60-65; Pagels & King, 2007; Sallis, 1975)

The Second Wave
Renaissance Humanitas: The Irreducibility of Human Experience

Overall Theme:

An inquiry into the re-integration of classical thought by the European Renaissance and its effects in the revival of humanistic understanding and expression. (3 classes)

Individual Class Themes:

6. *An overview of the Renaissance in Italy.*
   Bullock, 1985, pp. 11-47 (Burkhardt, 1958; bushnell, 1996; Durant, 1953, pp. 3-524; Grafton & Jardine, 1986; Hale, 1994; Kahn, 1990; Klapisch-Zuber, 1985; Rosenthal, 1992)
7. *Major humanistic themes of the Italian Renaissance.*
   Tarnas, 1991, pp. 209-232 (Cassirer, 1964; Debus, 1978; Durant, 1953, pp. 525-728; Kray, 1996; Manchester, 1992; Nauert, 1995; Rabil, 1988)
8. *Renaissance humanism in northern Europe.*
   Tarnas, 1991, pp, 233-247 (Durant, 1957; Hale, 1994; Jardin, 1993; Rabil, 1988)

Interregnum
The Ascendency of the Scientific Attitude:
Excluded Knowledge and the Humanistic Critique

Overall Theme:

An examination of the eclipse of Renaissance humanism by the ascendancy of the viewpoint of modern natural science; an explication of its foundational assumptions and its implications in modern scientific psychology; and a humanistic critique of those. (7 classes)

Individual Class Themes:

9. *The 17th century retreat from the Renaissance.*
   Toulmin, 1992, pp. 1-88 (Burtt, 1932, pp. 105-124; Dewey, 1929; Durant, 1961; Littleford & Whitt, 1988; Rabb, 1972)
10. *The counter-Renaissance and the quest for certainty.*
    Toulmin, 1992, pp. 89-138 (Darwin, 2008; Dewey, 1929; Durant, 1963, pp. 531-589; Maritain, 1944; Tarnas, 1991, pp. 248-323)
11. *Metaphysical foundations of the modern viewpoint.*
    Burtt, 1932, pp. 15-35, 303-325 (Charon, 1970; Durant, 1957; Whitehead, 1925)
12. *The crisis of meaning in modern science.*
    B. Capra, 1990; Husserl, 1970, pp. 3-18 (Capra, 1982; Husserl, 1965; Smith, 1989)
13. *Phenomenological critique of the presuppositions of the scientific world view.*
    Husserl, 1970, pp. 21-86 (Gurwitsch, 1974; Heidegger, 1977; Husserl, 1981; Landgrebe, 1981; Natanson, 1973; Paci, 1972; Romanyshyn, 1989)
14. *Conceptual and preconceptual foundations of scientific behavioral psychology.*
    Watson, 1930; Skinner, 1972, 1987; Wertz, 1986 (Hanush, 1981; Newell & Simon, 1961; Simon & Newell, 1964; Watson, 1913; Wertz, 1995; Romanyshyn & Whalen, 1989; Toulmin & Leary, 1985; Giorgi, 1970; Kuhn, 1970; McGuire, 1973; McPherson, 1992)

The Third Wave
Contemporary Humanistic Psychology in the United States

Overall Theme:

An examination of the contemporary formation of humanistic psychology in the U.S. in the 1960's, and its antecedent roots in 20th century continental philosophy. (11 classes)

Individual Class Themes:

15. *Antecedents in European existential psychology.*
    Boss, 1963, pp. 2-48; Frankl, 1967, pp. 1-35; (Ellul, 1964; Fromm, 1976, pp. 168-202; Moss, 1999
    Frankl, 1963, pp. 151-214; Sartre, 1947; 1956; C. Wilson, 1956)
16. *The emergence of humanistic psychology.*
    Aanstoos, 1991, pp. 1-11; Bugental, 1963; May, 1983, pp. 37-88; Moss, 1999 (Aanstoos, 1993b, 1999;
    DeCarvalho, 1991; Moss, 1999c; Packard, 1957; Riesman, 2001; Tageson, 1982; Toulmin, 1992, pp.
    139-209; Whyte, 1956; Wilson, 1955; Yates, 1961)
17. *Existential roots of humanistic psychotherapy.*
    May, 1983, pp.13-34, 91-171; Moss, 1999 (Binswanger, 1968; Boss, 1963; Condrau, 1998; Edwards,
    1982; Frankl, 1967; Schneider, 2007; Schneider & May, 1995; van Deurzen-Smtih, 1997; Yalom, 1980)
18. *Carl Rogers and humanistic psychotherapy.*
    Rogers, 1961, pp. 3-124 (Anderson & Cissna, 1997; Barrett-Lennard, 1998; Greening, 1995; Moss,
    1999b; Motschnig-Pitrik, & Lux, 2009; Rennie, 1998; Rogers, 1951, 1961, 1964, 1969, 1980; Sud, 1995)
19. *Rogers' client-centered therapy and its implications.*
    Rogers, 1961, pp. 124-242 (Barton, 1974; Rice, in Moss, 1999; Thorne & Lambers, 1998)
20. *Humanistic personality theory: Maslow's growth hypothesis.*
    Maslow, 1999, Ch. 1-9 (Frankl, 1963, 1967; Jourard, 1974; Maslow, 1964, 1971; May, 1969)
21. *Humanistic personality theory: Self-actualization.*
    Maslow, 1999, Ch. 10-14 (Arons, in Moss, 1999, pp. 334-346; Maslow, 1964, 1965, 1971; Moss, 1999a)
22. *Laing's existential-phenomenological approach to psychosis.*
    Laing, 1959; Laing, 1967; Laing & Esterson, 1964; (Barnes, 1971; Burston, 1996, 2000; Cooper, 1967;
    Laing, 1961, 1982; Moss, 1999)
23. *A phenomenological approach to psychopathology.*
    van den Berg, 1972 (Boss, 1963; Binswanger, 1968; Breggin, 1997; Szasz, 1961)
24. *Conceptual foundations of psychology as a human science.*
    Giorgi, 1976 (Giorgi, 1970, 1994, 2006, 2007, 2008, 2009; May, 1967; Strasser, 1963; Straus, 1966;
    Wertz, 1994; Dillon, 2008)
25. *Humanistic research methodology.*
    Wertz, 1985 (Fischer, 2005; Giorgi, 1985, 2008, 2009; Kvale, 1996; Moss, 1999;Polkinghorne, 1983;
    Rogers, 1985; Valle, 1998)
26. *The human potential movement.*
    Houston, 1993, Aanstoos, 2005 (Axline, 1964; Fromm, 1956; Gendlin, 1962, 1996; Houston, 1983;
    Jourard, 1971, 1974; Moss, 1999; Moustakas, 1956; Murphy, 1958; Perls, 1969; Satir, 1983)

Toward the Future
The Impact of a Holistic Vision

Overall Theme:

An inquiry of the horizons of contemporary humanistic psychology, by an examination of the dialectics of the personal and the transpersonal and of eastern with western thought. Implications and applications of humanistic psychology for the future will be postulated. (4 classes)

Individual Class Themes:

27. *The impact of Asian thought.*
    Watts, 1966 (Boss, 1965; Epstein, 1995; Trungpa, 1973; Walsh, 1995; Watts, 1961)
28. *A transpersonal vision.*
    Puhakka, 1995; Walsh, 1992; Walsh 1993 (Grof, 1988; Paulson, 2009; Tart, 1992; Wilber, 1977, 1981, 1995, 2006)
29. *Transpersonal theory of development.*
    Washburn, 1995 (Puhakka, 1992; Wade, 1996; Wilber, Engler & Brown, 1986)
30. *Future prospects: spirituality, holistic health, ecopsychology.*
    Aanstoos, 2003; Walsh & Shapiro, 2006; Chopra, 1989; Stokols, Misra, Runnerstorm, & Hipp, 2009; (Kasser, 2003; Roberts, 1998; Berger, 2008; Mest, 2008; Roszak, Gomes & Kanner, 1995; Rowan, 2005; Wronka, 2008)

FOUNDATIONS OF HUMANISTIC PSYCHOLOGY

SELECTED BIBLIOGRAPHIES

SELECTION CRITERION

The criterion by which this list of readings has been compiled is their helpfulness to students taking this course. To be most useful, only those texts which are particularly relevant have been selected. Thus, though lengthy, the bibliographies are far from comprehensive. They include the required readings as well as a variety of supplemental readings. These background sources will be referred to by the professor and various authors, but it is not expected that students be versed in them.

ORGANIZATION

These bibliographies have been grouped according to the phases of this course. For some phases an additional distinction made between texts written at those times ("primary sources") and texts written more recently about those eras ("secondary sources"). Because the historical texts are widely reprinted and are available in many different publications, only their original citations are given.

JOURNALS

To be most selective, these bibliographies list predominantly books, rather than journal articles. However, there are several journals that also provide rich sources of supplemental reading material for this course. Of particular value are the following:

The Humanistic Psychologist. Journal of the Div. of Humanistic Psychology, Amer. Psychol Assn.
Journal of Humanistic Psychology. Journal of the Association for Humanistic Psychology.
Journal of Phenomenological Psychology.
Journal of Transpersonal Psychology. Journal of the Association of Transpersonal Psychology
Review of Existential Psychology and Psychiatry

THE INTERNET

Many internet sites provide texts of historical sources for this course and much other useful material. Be aware, however, that essays on the internet have not been "peer reviewed" in the way that print publications are, and so may contain errors and prejudices of many kinds. The rule for net surfing is "caveat emptor." Among many sites worth examining, the following are noteworthy:

http://eawc.evansville.edu/eawcindex.htm (ancient world)
http://www.perseus.tufts.edu (Greece and Rome)
http://www.cs.cmu.edu/books.html (philosophy)
http://www.epistemelinks.com/ (philosophy)
http://sac.uky.edu/%7Ersand1/husserl.html (Husserl)
http://webcom.com/~paf/ereignis.html (Heidegger)
http://www.baylor.edu/~Scott_Moore/continental.html (contemporary continental philosophy)
http://www.westga.edu/~psydept/ (UWG program in humanistic psychology)
http://www.ahpweb.org/ (Association for Humanistic Psychology)
http://www.apa.org/divisions/div32/ (Division of Humanistic Psychology of APA)
http://mythosandlogos.com/ep.html (existential-phenomenology)
http://www.decaelo.com/rdlaing/ (R.D. Laing scholarship)
http://www.arch.ksu.edu/seamon/EAP.html (environmental phenomenology)
http://www.esalen.org/index.html (Esalen Institute, center for human potential exploration)

The First Wave
Being and Logos: The Greek Roots of Humanism

Primary Sources

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Toward the Future
The Impact of a Holistic Vision

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Addendum IV

University of West Georgia Policy on Volunteers

The university benefits from the efforts of non-paid persons who contribute to overall success of the institution.

The Georgia Tort-Claims Act only extends liability coverage to non-paid agents if they are part of a structured volunteer program.

Employing non-paid agents without a program represents an uninsured financial risk to both the university and the individual.

Purpose

This purpose of this policy is to simultaneously protect the university and our non-paid persons by providing the structure required under the Georgia Tort-Claims Act.

Definitions

Community-service worker: An individual who is referred by the court or by the student judicial process and ordered to perform work as part of a disciplinary sanction or restitution.

Intern: A person who works without pay to gain practical experience as part of an academic curriculum. In reference to this policy, an individual is only considered an intern if (1) he or she conducts university business, and (2) is not paid for this work.

Non-paid person: Any community-service worker, intern, or volunteer who works for or represents the university without monetary compensation.

University business: Activities which are endorsed by an individual's chain-of-command, and:

- Defined in an individual's job description, or;
- Accomplish departmental objectives, or;
- Help support university or divisional missions, or;
- Contribute to efforts that are specifically identified by USG or the State of Georgia.

University employee: Any individual who performs work for, and receives a paycheck from, the university, including student assistants, graduate assistants, paid interns, and those who are enrolled in a contracted-employment program.

Volunteer: A person who voluntarily offers himself or herself for a service or undertaking without pay.

Text

Departments are permitted to employ the services of non-paid persons (community service workers, volunteers, non-paid interns) for efforts provided the following conditions are met:

- The efforts of the non-paid person(s) will support or accomplish university business,
- The effort or work is coordinated or supervised by a university employee,
- The effort or work is in compliance with all applicable laws, codes, and regulations, including USG and UWG policies, and the Fair Labor Standards Act, and;
- The department/unit has notified Risk Management/EHS (RM/EHS) of the effort, and has complied with all requirements identified by RM/EHS.

Addendum V

President's Special Commission to Improve Graduation Rates

Recommendations to the President

August 2011

Dr. Scot A. Lingrell,
Associate Vice President for Student Affairs and Enrollment Management, Co-Chair

Dr. Myrna Gantner,
Associate Vice President for Academic Affairs, Co-Chair

Executive Summary

Report from the President's Special Commission to Improve Graduation Rates

In the summer of 2010 President Beheruz Sethna appointed the President's Special Commission to Improve Graduation Rates (the Special Commission), whose main purpose was to develop a plan to increase six year graduation rates. The following are members of the President's Special Commission:

- Scot Lingrell (co-chair, Student Affairs)
- Myrna Gantner (co-chair, Academic Affairs, COE)
- Bonnie Bar (Nursing)
- David Boldt (Economics, RCOB)
- Frank Butts (Leadership and Applied Instruction, COE)
- Jim Dillon (Psychology, COSS)
- Camilla Gant (Mass Communications, COSS)
- Ebenezer Kolajo (Institutional Research and Planning)
- Bruce Landman (Mathematics, COSM)
- David Newton (English, COAH)
- Denise Overfield (Foreign Languages, COAH)
- Cheryl Rice (Excel Center)
- Paul Rutledge (Political Science, COSS)
- Tim Schroer (History, COAH)
- Helen Steele (First Year Programs)
- Diane Williamson (RCOB)
- Duane Yoder (Computer Science, COSM)

After nearly a year of work with the Special Commission, and nearly two years of analysis studying the causes of attrition and low graduation rates, the Special Commission submits this report with recommendations to improve graduation rates in multiple areas.

The following list contains the Commission's Core Recommendations. These recommendations represent the "must do" actions that, without implementation, there is little chance of significantly increasing our graduation rate. In later sections these recommendations are further developed and defined, and additional recommendations are presented.

General Institutional Recommendations

- **General Recommendation 1**: Embed culture-building aspects in all hiring processes (i.e., position postings, interviews, etc.) to attract and select faculty and staff that fit

within, understand, and actively support the culture of success, including the belief that all students are capable of success.

- **General Recommendation 2**: Develop an institutional faculty/staff orientation program (supported and enhanced by each Division) that communicates expectations about each individual's role to understand and actively support the culture of success, and to clearly define ways that each employee can intentionally engage in activities directly related to student success in their own position.
- **General Recommendation 3**: Develop overlapping and iterative systems to identify early those students who are at risk of leaving the institution (for whatever reason), and set an expectation that whoever identifies these students, by any means, takes action by reporting the student to the appropriate intervention office/service.
- **General Recommendation 4**: Add a category on related annual evaluations and annual reports indicating the person's/office's contribution to activities that focus on or directly impact retention, progression, and graduation.
- **General Recommendation 5**: Give significant weight in the Promotion and Tenure process to academic advising and university service directly related to student success in order to incentivize more direct faculty involvement in student success outside of the classroom.

Academic Advising

- Establish an Academic Advising Advisory Board.
- Create a two-tier advising system with distinctly different roles for Professional Advisors and Faculty Mentors.
- Implement consistent advising practices across colleges, the School of Nursing, and the EXCEL Center. These practices could greatly improve the consistency and quality of academic advising.

Student, Faculty, and Staff Engagement

- Develop a campus-wide community service or volunteer program that provides local, regional, national, and international opportunities. Work with University departments to organize On-Campus volunteer experiences for groups or individuals.
- Make the Career Development program a content section of UWG 1101 class, LIBR 1101 Class, and all XIDS 2001 Class. Additionally, make Career Development a content section of each Capstone Course
- Encourage departments to offer more research-intensive seminars/courses with smaller class sizes for majors. Offer writing-intensive sections of core courses. [Note: this is related to the UWG Quality Enhancement Program).
- Set clear expectations of the level of effort needed to succeed in each class/syllabus (actually state the number of hours per week, etc.). Hold students to high expectations of preparation; enforce it in each class; create peer pressure; and use the preparation

clearly in class. (Example: KhanAcademy.com)--learning/practicing happens outside of class, then reinforced in class.)

- Imbed in the campus culture a sense of the responsibility of each student, faculty, and staff member to develop relationships to sustain our university community and sense of inclusion and engagement. Find best practices of connecting students with faculty members outside of class. Encourage this type of "service" in tenure decisions and post-tenure review.

Lowering DFW Rates in Key Courses

- For academically at-risk students (those most likely to be at risk for a D, F, or W in a specific core class or those interested in early academic immersion), the institution should develop academic orientation program over the summer to help prepare them for specific courses in the core.
- Examine specific university-wide academic policies to determine their possible effect on DFW rates.
- Develop and Require an early warning/early intervention system for new students which includes course-level early grading and assessment and mandatory reporting of student failure or non-engagement. Consider phased-in implementation by starting with High DFW courses and/or high freshman enrollment courses. (also related to the Early Alert Recommendation below)

At-Risk Student Intervention

- Redevelop UWG 1101 with appropriate academic content so that it can become part of the Core Curriculum. Additionally, the course should include a two-credit-hour class and a one-credit-hour lab. Students will earn one credit hour through participation in programs and services offered by UWG, including the EXCEL Center, Writing Center, Math Tutoring Center, and the Library. Participation in programs like the EXCEL Center's success seminars, Leadership-to-Go workshops, and service-learning projects may also be considered.
- Add UWG 1101 as a normal part of faculty load. Revise the compensation system for part-time instructors who teach UWG 1101 to reflect the funding formula which supports non-UWG 1101 courses.
- Require an early alert system in key core courses with high DFW rates. Faculty in Core courses with overall DFW rates of 25% or more would be required to provide information about the academic progress and the engagement of freshmen students within the first three weeks of the start of the term.

<u>Reducing Institutional Barriers to Timely Graduation</u>

- Offer more seats of foreign language classes desired by students and set aside seats/sections for new students. Develop a policy that any student needing a foreign language begin in that sequence their first term at UWG. This would require up-front resources to increase seats dramatically to get through the backlog of current students.
- Eliminate registration holds that have no academic or student safety/security implications. Require entities currently placing holds for the collection of fines to find other methods for student communication and collection.

Special Commission Report and Recommendations

The Report of the President's Special Commission to Improve Graduation Rates

In the summer of 2010 President Beheruz Sethna appointed the President's Special Commission to Improve Graduation Rates (the Special Commission), whose main purpose was to develop a plan to increase six year graduation rates.

The Guiding Vision to Increase Graduation Rates

Through Visioning Sessions and other strategic discussions, the Commission developed a set of values statements meant to guide institutional actions and decisions as we take on the very difficult task of changing institutional culture to support the outcome of increasing graduation rates. The commission thought it important to clearly articulate these values to sustain this effort and to get wide institutional buy in.

The Commission, through answering some difficult questions, is confident that the following value statements will provide guidance and vision to the efforts to increase graduation rates.

Who are we?

Liberal Arts-Based Professional Preparation is our strategic direction. We accomplish this through engaging students, faculty, and staff in collaborative learning and services which are grounded in our core values. Never content to rest on our laurels, we embrace continuous improvement as a way of life.

What are our core values?

We believe:

1. All UWG students are capable of success.
2. Timely graduation is our key indicator of success.
3. Student success is the product of shared, serious, and sustained effort of each member of the West Georgia Community (students, faculty, staff, and administrators).
4. Rigorous and challenging academic programming is the foundation of exceptional *Liberal Arts-Based Professional Preparation.*
5. Ethical, honest, and responsible decision-making defines accountability for each member of the West Georgia Community (students, faculty, staff, and administrators).

The Student Success Imperative

The belief that all students are capable of success is our overarching core value which drives every decision and action connected to retention and improved graduation rates.

ALL West Georgia students are capable of success if we:

- help students understand the role and purpose of higher education
- provide students high levels of support to achieve desired outcomes
- understand that success is the result of serious, sustained effort and hard work
- develop and maintain a developmental focus with students, always challenging them to grow beyond dependence on us.
- purposefully connect our most experienced and effective faculty with freshman and sophomore students
- help faculty to evaluate teaching pedagogies to better affect student academic success
- seek every opportunity for integration across programs and student experiences
- are purposefully progressive, intentionally seeking development and high expectations for ALL members (students, faculty, staff)
- hold everyone in the West Georgia Family accountable for living our core values and intervene when we miss the mark

Areas of Improvement

Through extensive data analysis and literature review, and the review of institutional best practices across the country, several topical areas began to emerge that, if improved, could improve the overall graduation rate at UWG. The following topics were defined through literature review, institutional analysis, and Commission discussion.

- Academic Advising
- Student, Faculty, and Staff Engagement
- Lowering DFW Rates in Key Courses
- At-Risk Student Intervention
- Reducing Institutional Barriers to Timely Graduation

Area work groups were formed and led by Special Commission members, but added to by many other interested members of the campus community. In total, 46 faculty, staff, and students participated as members of the work groups. The work groups worked through the late fall and spring to develop very bold and specific recommendations that, if adopted, will significantly improve graduation rates and further enhance our ability to become the Destination Institution called for in the President's Vision. The expanded recommendations are presented here for Presidential consideration.

Academic Advising

Members (An asterisk appears after the names of Professional Advisors):

Myrna Gantner, Chair (Academic Affairs)

Sharmistha Basu-Dutt (Chemistry, COSM)
Laura Edmonds (SON)*
Wanda Eidson (Registrar's Office)
Camilla Gant (Mass Communications, COSS)
Emily Hall (EXCEL Center)*
Kasey Hannah (RCOB) *
Melanie Hildebrandt (Honors College)
David Newton (English, COAH),
Cheryl Rice (EXCEL Center)
Sal Peralta (Political Science and Planning, COSS)
Bethany Schmelzer (COE)*
Diane Williamson (RCOB)

Overview

Charge to the committee: Study undergraduate academic advising as it is presented in the literature and as it is practiced at the University of West Georgia. Make a list of recommendations with a timeline for implementation. Recommendations should be directly linked to increasing UWG graduation rates.

The four areas for improvement address: (1) inadequate coordination of academic advising functions, (2) inconsistent practices, (3) lack of systematic and mandatory faculty professional development, and (4) understaffing.

Recommendation 1: Establish an Academic Advising Advisory Board.

Rationale: To ensure that the subsequent recommendations are carried out, we recommend the creation of an advisory board to monitor the implementation of systematic, high-quality advising practices, to assess practices with the goal of continuously improving them, and to guide the institutionalization of an effective academic advising model that influences improved graduation rates. The formation of this advisory board should be the first action taken before other recommendations are considered and/or implemented. In the future, this new advisory board might become a sub-committee of an appropriate standing Faculty Senate committee.

Recommendation 2: Create a two-tier advising system with distinctly different roles for Professional Advisors and Faculty Mentors.

Rationale: Assuming a four year degree plan and fluid cooperation between both advisors and mentors, the committee recommends the following option but would consider other options presented by the Advisory Board (recommendation 1).

Professional Advisors work with all students throughout their undergraduate program, years 1 through 4. Faculty Mentors become most active in years 3 and 4 after students have been admitted to their academic programs. Faculty Mentors work with students in a professional mentoring role, not as advisors.

Recommendation 3: Assign the three discipline-specific advisors from the EXCEL Center to meet program specific needs within the COAH, COSS, COSM and to refine their current tasks so that they are tightly aligned with the needs of the three colleges. All undeclared students continue to be served by Professional Advisors in the EXCEL Center.

1. Assign the new Academic Advising Advisory Board the task of analyzing the advantages and disadvantages of moving the discipline-specific Professional Advisors to the three colleges. Further, the board should examine the capacity of the EXCEL Center to fulfill its mission if Professional Advisors are moved to individual colleges, because these advisors are currently responsible for academic support in addition to their discipline-specific advising duties.

Recommendation 4: Implement consistent advising practices across colleges, the School of Nursing, and the EXCEL Center. **Three practices could greatly improve the consistency and quality of academic advising.**

1. Operationally define the distinct differences between Professional Advisors and Faculty Mentors. Implement the distinctly defined roles in the UWG advising model or models. This distinction is both substantive and practical. Professional advising relates to course selection, programmatic issues, policies, procedures, among others. Faculty mentoring relates to advice and guidance about career opportunities, graduate school, professionalization, and career development in general.

2. Operationally define a set of advising terms and processes for consistent use throughout the university, to include department websites, the EXCEL Center, and printed materials. Examples of materials to check for consistent terminology include web pages, the UWG Student Handbook, freshman advising packets, names of forms, major maps, and so forth.

3. Create a common template (common for terminology and processes only) that departments can use to develop an advising and mentoring page on departmental websites. Consistency in terminology and availability of information, not in appearance, is the goal.

Recommendation 5: Develop and implement a systematic infrastructure to support the ongoing professional development of Professional Advisors and Faculty Mentors.

1. Implementation of the recommended advising model /s will take time. Faculty who continue to advise, as well as mentor, during the transition period will benefit from training to minimize confusion and resultant advising errors. One way to provide consistent training is to build sessions (e.g., How to Advise Using WolfWatch) into regularly scheduled departmental faculty meetings.
2. After the transition period is complete, Professional Advisors and Faculty Mentors can receive just-in-time, individual support (e.g., WolfWatch) using effective faculty development models already in place on campus (e.g., using Distance Education's faculty development model or something similar).
3. Strengthen and publicize the benefits of the Professional Academic Advising Association (PAAA). Add faculty to the PAAA listserve for timely, concise advising tips.

Recommendation 6: Maximize the power of WolfWatch for academic advising.

Rationale: WolfWatch, although in the early stages of its implementation at the University West Georgia, is proving to be a valuable advising tool for Professional Advisors, faculty, and students. However, we believe that the software has capabilities that we have not yet tapped. As people become comfortable and skilled with the software, we recommend that the Academic Advising Advisory Board consult with key stakeholders to plan how best to advance use of the tool over time.

Recommendation 7: Increase student self-reliance in academic advising practices.

Rationale: The goal is to teach students to teach themselves. The committee recommends that we teach decision making skills systematically over time and require students to take on self-advising tasks incrementally in developmentally appropriate steps.

Reducing DFW Rates in Key Courses

Members:

David Newton, Chair (English)
David Leach (Math)
Duane Yoder (COMS)
Bruce Landman (COMS)
Denise Overfield (COAH)
Brandy Robinson (First Year Writing)
Maren Henry (University Writing Center)

Wendell Stone (Mass Communications)
Tim Schroer (History)
Paul Rutledge (Political Science)

Overview: The purpose of the DFW Subcommittee is to bring together faculty and administrators who are familiar with the major core areas to discuss broader (systemic) issues related to DFW rates in some core courses with multiple sections. The committee recognizes that some factors affecting DFW rates may have to be addressed at the department level since they are unique to specific courses and disciplines.

Organization: The committee divided its work into four major critical areas.

I.   Recommendations related to quantitative (statistical) analysis and qualitative analysis
II. Recommendations external to core courses
III. Recommendations at the department level
IV. Recommendations at the course level

Area I. Quantitative (Statistical) Analysis and Qualitative Analysis

Recommendation 8. The committee recommends conducting a survey (questionnaire) of faculty teaching in core courses with high DFW rates.

Rationale: Faculty who teach core course are a valuable resource for understanding factors related to DFW rates in core courses. While the responses may be primarily qualitative, they will offer important perspectives about DFW rates. To accomplish this recommendation, the committee has drafted a survey instrument which can be used (or modified) for this purpose.

Recommendation 9. The committee recommends that the institution analyze more specifically the discrete differences between the three statistical categories (D, F, and W).

Rationale: While institutional analysis and discussion so far has largely framed these three categories as part of a larger group, there may be some benefit to looking more specifically at the unique factors that contribute to increases in each. This may also allow the institution to respond more successfully to occurrences of D, F, and W. These categories may require different institutional responses. For instance, there may be different intervention strategies for courses with high W (withdraw) rates versus courses with high F (failure) rates.

Recommendation 10. The committee recommends that demographic analysis of DFW rates be examined in relationship to specific core courses.

Rationale: While some demographic analysis related to DFW rates has been done, there may be some benefit to examining the performance of subpopulations of UWG students in specific core courses. Are DFW rates within a particular subpopulation occurring in all core-level courses or in specific core-level courses? If any statistically significant patterns are revealed, this might help the institution and academic departments discuss how specific core courses (or sections of a core course) could address this.

Area II. External to Core Courses (Institutional)

Recommendation 11. The committee recommends that the institution evaluate the advisement process and procedures related to placing students into core-level classes.

Rationale: Students often select (or are placed into) the wrong core class when they might have an option of selecting a different class that would provide them with a higher probability of success. For example, the Math department has noted that many students sign up for MATH 1111 (College Algebra) when they could take MATH 1001 (Quantitative Skills and Reasoning). This would require changes in core advisement and scheduling (a change in the number of seats in the core sections for these courses), but it may lead to greater success in core-level Math courses. Advisement into MATH 1111 is often related to the major that students intend to declare; however, some students might be better served by beginning in MATH 1001 and then moving into MATH 1111 if it is required for their major. Other students will not be required to take MATH 1111 at all.

Recommendation 12. The committee recommends that the institution examine the process of scheduling courses for first year students (especially those identified as at risk academically) during summer orientation and during subsequent advisement periods.

Rationale: Students often select courses or are assigned to them without being fully informed about the content of the course or the requirements and expectations for the course. They typically do not receive this information until the first week of class. For at-risk students, the institution should look at ways to educate students about the courses they will be taking and what the expectations for those courses will be. The better informed students are before a class begins, the greater their prospects for success in the class will be.

Several committee members also asked if there was any evidence to suggest that a student's "schedule" (the selection of 4-5 individual classes) could have any effect on DFW rates in specific classes. Do certain classes in the core work more effectively together in creating academic success during the first semester or year, especially among academically at risk students? Are certain combinations of classes (or even class days/times) less likely to produce academic success? Findings from the analysis will be used to improve formal advising practices which would be applied consistently across the institution.

Recommendation 13. The committee recommends that for academically at-risk students (those most likely to be at risk for a D, F, or W in a specific core class or those interested in early academic immersion), the institution develop academic orientation programs over the summer to help prepare them for specific courses in the core.

Rationale: Students need to be able to connect academic orientation to specific courses. While workshops and orientation programs that address specific study skills can be immensely valuable, students do not always connect these to the academic realities of a particular class. Giving students an opportunity to "experience" a version of a specific core class in advance—including completing some of the requirements and/or even getting a "grade"—might help students and the institution more effectively assess students' academic needs and prospects for success. Many programs like this are currently offered at other institutions over the summer. The Office of Institutional Diversity here at West Georgia is currently piloting a program like this for the summer.

Recommendation 14. The committee recommends that the institution examine the coordination between the different academic support programs on campus.

Rationale: Staff and faculty who work in academic support of core courses—both within departments and in academic support units, like the EXCEL Center—perform an invaluable role and make a crucial contribution to the success that many students experience during their first year and beyond. However, coordination among these academic support units does not always occur. If students are experiencing problems, do they always know where to go? What kind of academic support most effectively helps students? Are their ways to integrate more effectively the instructional work in the classroom with academic support?

Recommendation 15. The committee recommends that the institution examine specific university-wide academic policies to determine their possible effect on DFW rates.

Rationale: This recommendation is associated with the work of other RPG subcommittees, such as the Institutional Barriers Subcommittee. However, the DWF subcommittee believes that some university academic policies—for example, the Grade Replacement Policy and the Withdrawal Policy—may inadvertently affect DFW rates in core courses. In their current state, both the withdraw policy and grade replacement policy may delay graduation due to students unduly withdrawing from courses (or retaking courses for a higher grade).

Area III. External to Core Classes (Departmental)

Recommendation 16. The committee recommends that departments with core courses that have been identified as having high DFW rates report periodically (at least annually) on what is being done at the department level to address DFW rates.

Rationale: The purpose of this recommendation is to improve communication, so that changes to courses or new RPG initiatives can be shared with other departments and with academic support programs across campus to help coordinate issues affecting DFW rates and to report on best practices.

Recommendation 17. The committee recommends that departments periodically review grade distribution percentages for courses with multiple sections.

Rationale: The committee believes that the periodic assessment of grade distribution will allow departments to determine if DFW rates are broadly proportional across multiple sections or if there are discrepancies among individual sections.

Recommendation 18. The committee recommends that departments discuss the role that common course frameworks might have on creating consistency in core courses with multiple sections and if this consistency can help to reduce DFW rates in certain core courses.

Rationale: Many core courses with multiple sections now have common course frameworks (English, Math, and Mass Communications, Foreign Languages, and several other departments currently have such frameworks) for the purpose of creating instructional consistency among multiple sections of the same course. The specifics of these common frameworks vary considerably across core-level courses. Some courses have requirements related to textbooks, assignments, grading percentages for assignments, grading rubrics for assignments, and/or course policies (such as attendance). These common frameworks will, by necessity, vary among different core-level courses, and it is possible that some courses do not require them at all. However, a discussion of common course frameworks should be part of the periodic assessment of core-level courses with multiple sections.

Area IV. Course Level (Internal to Course)

Recommendation 19. The committee recommends that departments periodically assess how course-specific policies (such as attendance requirements) affect DFW rates.

Rationale: While course-specific policies are typically established to improve DFW rates, they can sometimes have unintended consequences or no measurable effect on improving DFW rates at all. A periodic review of such policies will insure that these policies are meeting their objectives.

Recommendation 20. The committee recommends that departments and the institution examine ways that students are offered or directed to academic support once academic difficulties emerge in a course.

Rationale: The committee believes that there are three crucial points in an at-risk student's academic progression that need to be addressed systematically: 1) academic preparation and immersion prior to the start of the course (typically during summer orientation); 2) academic mentoring during the progression of a course; and 3) academic remediation after a course has ended and the student has received a D, F, or W. This recommendation addresses #2 above.

How can the institution do a better job of quickly identifying students as they begin to struggle in a class, and, if we are able to identify them, what should be the institution's programmatic response? Most often, this is left up to the student to simply go seek outside help, although some departments (or individual faculty) do require students to get outside assistance or tutoring when problems emerge. This open-ended process very often does not work when simply left up to the at-risk student.

If a student withdraws from a course because of academic difficulties or if a student simply is not prepared academically to complete successfully the course once enrolled in it, what should be the institution's response? If the student simply waits to take the course again the following semester or at some other later date, then the institution is missing an opportunity to help students use the remainder of the semester to work on remediation so that the student is better prepared for success in the course the next time they take it. All too often students drop a course or realize they are going to fail it, and simply go away.

Recommendation 21. The committee recommends that in certain courses diagnostic instruments or early testing could be used to clearly communicate with students about their prospects for academic success in the course.

Rationale: While the university has a policy about notifying students about their grade in a course prior to the final withdrawal date, this policy is non-specific and not always uniformly enforced. Sometimes, students do not realize that they are failing a course or that they have minimal prospects of completing a course successfully until the mid-term, after which there is very little possibility of academic remediation.

In some courses, a more structured diagnostic progress or "early warning system" might help students receive academic tutoring to help them complete a course. Or, if they withdraw for academic reasons, it might allow students to be transferred into a formal remediation process.

Recommendation 22. The committee recommends that the institution and departments examine what happens when a student receives a D, F, or W in a course.

Rationale: Being able to track and understand what students do when they receive a D, F, or W in a course may help the institution determine how best to offer academic remediation for at-risk students. Do they take the course over again? If so, when? Do they take the same professor or a different one? Is there any follow up with the student about what factors—from their perspective—contributed to the D, F, or W? Do departments or the institution offer any specific academic remediation for students in these situations? If so, how is this remediation communicated to students, and is it required or optional? Having a better understanding of these factors may help the institution devise strategies to help students once they have received a D, F, or W.

Recommendation 23. The committee recommends that the institution and departments examine the process that governs how a student retakes a course in which they have previously received a D or F.

Rationale: Different courses will require different processes here, but the committee believes there may be a benefit to creating structures that will allow the institution to respond more directly to students who have received a D or F in a course and are at risk of not progressing beyond the core. One statistic that might be useful here is to find out 1) if a student receives a D or F in a course, how long before the student takes the course again; and 2) for students who receive a D or F in a course, what percentage of those students successfully complete the course (or receive a D or F) on the second attempt.

Given institutional support, departments could examine ways to work with these students. There was no consensus among the committee members as to what model might work best. Several members suggested dedicated sections of a core course reserved for students who had previously received a D or F which, for example, might have a smaller enrollment or might be staffed by a faculty member with particular expertise in helping students with remediation. Other members suggested creating sections (again, with smaller enrollment) that would intermix at-risk students with students who had achieved success in the course. Other members suggested that students be required to participate in some form of outside tutoring or mentoring, related to the course. Other members suggested that existing models, such as the First-Year Learning Communities—could be adapted to work with at-risk students in the second semester or second year. Whichever process is identified would allow the institution to specifically target the students who are most at risk academically.

Recommendation 24. The committee recommends that the institution work toward reducing the number of students per section (enrollment caps) in core courses.

Rationale: The fewer students in a class, the more time faculty will have for personalized mentoring. This would give faculty more opportunities to address potential academic

remediation issues as the course progresses. The more that the institution does before a course begins and once a class commences, the better prospects students have for academic success. Waiting until students receive a D, F, or W only increases the risk that they will not progress beyond the core.

Reducing Institutional Barriers to Timely Graduation

Members:

Scot Lingrell, Co-Chair (VPSAEM)
James Dillon, Co-Chair (Psychology)
Denise Overfield (COAH)
Diane Williamson (RCOB)
David Boldt (RCOB)
Cheryl Rice (EXCEL Center)
Duane Yoder (COSM)
Ebenezer Kolajo (Institutional Research)
Jon Anderson (VPAA)
Donna Haley (Registrar)

Overview: This work group looked at some critical internal barriers that may be impacting student success or timely graduation. In this section the identified barrier is presented and described, and then the committee recommendation is presented for consideration.

Barrier 1: Students cannot get into introductory foreign language classes (not enough seats), or do not take the course early enough .

Recommendation 25: Offer more seats of foreign language classes desired by students and set aside seats/sections for new students. Develop a policy that any student needing a foreign language begin in that sequence their first term at UWG. This would require up-front resources to increase seats dramatically to get through the backlog of current students.

Rationale: Many students attempt to take the foreign language classes as new students or put them off until later in their tenure here. Students who want to take the Foreign Language classes early, have difficulty getting the classes because they are typically filled by continuing student prior to the new students registering. Students wait to take the classes until late, and

have to then take two full years to complete the sequence. If they fail any of the classes, it may extend their time to degree.

Barrier 2: Overall inability of students to get into sections of core courses that they need to meet core. Overall inability of students to get into sections of courses that they need in area F and major/minor requirements.

Recommendation 26: Study course demand and backlog in the Core (including Area F) and offer the appropriate number of seats to match the demand.

Rationale: Students cannot get into the seats they need to progress effectively. Currently, our average time to degree is 12.2 terms. If we could reduce that by 1/2 term, more students would be counted in our graduation rate.

Barrier 3: Many new freshmen students are failing early in the first term. Many courses do not assess student progress early enough or often enough for students to understand their deficiencies, learn appropriate study skills, and take action to rectify their situation.

Recommendation 27: Develop and Require an early warning/early intervention system for new students which includes course-level early assessment and mandatory reporting of student failure or non-engagement. Consider phased-in implementation by starting with High DFW courses and/or high freshman enrollment courses.

Rationale: Students do not know they are failing or that their strategies are not working, and therefore cannot adjust their strategies to be more effective. By mid-term it is almost too late for a student to salvage a term if there are not many grade opportunities.

Barrier 4: The University has an extremely liberal withdraw policy (unlimited) and the withdraw procedure is much too easy.

Recommendation 28: Conduct internal research to define if there is a link between high numbers of withdraws and time to degree. If so, limit the number of withdraws to encourage students to "tough it out" and make the effort to finish the class and succeed.

Rationale: Students are able to withdraw unimpeded, and therefore may take the easy route rather than working with the professor and putting in the effort to save their grade. Withdraws may contribute to extending their time to degree. Allowing students unlimited withdraws not only slows the individual student down, but then they take seats in subsequent semesters that may ultimately slow other students down. Multiple course withdrawals increase the possibility that a student will lose financial aid, which may force them to drop out, and thereby delay graduation.

Barrier 5: The University has an extremely liberal retake policy (unlimited).

Recommendation 29: Conduct internal research to define if there is a link between high numbers of retakes and time to degree. If so, consider adjusting the retake policy and find other alternatives. Course grades can/should be averaged to discourage students from taking the course multiple times.

Rationale: Possibly related to the withdraw policy, students are allowed to retake a course as many times as necessary. The last grade is the one that is posted on the student's transcript and is computed in their GPA. Students in majors where entrance is competitive or selective may be retaking courses multiple times to get a higher grade for entry into the program. Retaking courses may contribute to extending their time to degree. Allowing students unlimited retakes not only slows the individual student down, but then they take seats in subsequent semesters that may ultimately slow other students down.

Barrier 6: Department specific policies that restrict progression—(C grade, prerequisites, sequencing, course attendance, acceptance into the upper division/major).

Recommendation 30: Study departmental policies to assure they are appropriate, that they are necessary, and that they do not unduly burden students and add to their time to degree.

Rationale: Students may be slowed by many department specific policies.

Barrier 7: The University has several "bottleneck" or "gateway" courses.

Recommendation 31: Gateway courses need to be identified, and proper academic support needs to be developed to help more students succeed in these courses. When students fail these courses, they continue to retake the course, thereby taking seats that could be used by other students. If students continually fail at these courses, then they should be advised to choose another major.

Rationale: Students are being slowed in their progress towards their degree by certain "gateway" courses that are very difficult and have high D, F, and W rates. Students retake these courses over and over to get the necessary grade to continue in the major/sequence.

Barrier 8: Too many courses offered at the same time, particularly Monday and Wednesday between 10 a.m. and 2 p.m. Students may need 3 or 4 classes, but then can only take 2 or 3 because of time offering conflicts.

Recommendation 32: Complete a course time demand study that looks at when courses are offered and when students want to take them. Develop a course offering strategy that

maximizes space utilization with consideration to student demand. Consider a University-Wide Classroom/Resource management tool.

Rationale: The timing of course offerings, and the coordination between academic departments, may be slowing students down due to them not being able to take enough courses because of time conflicts and overlap.

Barrier 9: The academic profile of our incoming freshman class is not at the quality that we might want, and this lowers our overall retention and graduation rates.

Recommendation 33: Complete a study that looks at the retention rates of our admitted students with the lowest academic preparation (as represented by the Freshman Index). Determine what interventions would be appropriate for this group if it has lower retention than other preparation bands. Consider a "Summer Institute" for those at the lower end of the scale to enhance their ability to succeed and be retained.

Rationale: It is neither feasible nor desirable to increase our admission standards as that would decrease enrollment and reduce the available resources for the university. Still, there is a general sense that students who are admitted at the lower end of our admission standards are not prepared and create a drag on our retention and graduation rates. It is important to intervene with At-risk students as early as possible to mediate their issues and help them succeed.

Barrier 10: One of our most successful retention measures is UWG 1101, yet it does not count towards the Core and is only an elective (so may be seen as "throwaway" credit.

Recommendation 34: After approval through the proper faculty senate committees, add UWG 1101 to the Core Curriculum. Course content must be strengthened to reflect the rigor and content necessary for a core course prior to submitting for approval.

Rationale: UWG has two courses that are similar to UWG 1101 (XIDS 2001, LIB 1101) in scope and purpose that are counted in the Core Curriculum, but UWG 1101 is not. The UWG 1101 course has been shown to benefit students, and the Retention Rate for students that have taken the course is higher than students without a First Year Experience and for those in several other FYE programs. Nearly 800 students per year take the course, and adding it to the core (with proper assessment of content of course) would not only allow students who take the course to progress towards their degree faster, but would automatically add 700+ seats to the core--thereby increasing the opportunity for students to get core seats where now the seats are somewhat limited.

Barrier 11: Far too many students who are not eligible for admission have been granted an admission appeal and then do not perform well.

Recommendation 35: Revise the Admissions Appeal process. Only appeals with truly extenuating circumstances should be considered, and then a development plan needs to be in place for students who are granted admission.

Rationale: Allowing so many questionable admissions appeals may be contributing to lower Retention and Graduation Rates. For Fall 2010, 81 students appealed their admission denial. 38 of those were granted an appeal and allowed to enroll. Only 8 of those met the conditions of their appeal and remained enrolled for the second term.

Barrier 12: Registration holds are used to stop student registration to force them to conduct University business (paying fines, returning equipment), or to take other actions that maybe unrelated to their academic registration.

Recommendation 36: Eliminate registration holds that have no academic or student safety/security implications. Require entities currently placing holds for the collection of fines to find other methods for student communication and collection.

Rationale: By definition Registration Holds pose barriers to students progressing by preventing students from registering in the first place. Many registration holds are important and valid. However, many of the registration holds are placed to force compliance with non-academic requirements such as payment of fines, return of equipment, and other student responsibilities. Research exists that shows the value of the fines and how it pales in comparison to the missed revenue from course registration. Current changes in Continuous Registration, drop for non-payment, and One Bill will make it systematically possible to eliminate registration holds for non-academic purposes.

Barrier 13: Graduation Rate, as currently defined (first time, full time, degree seeking students graduating within six years), does not communicate the breadth of possible positive outcomes that should be considered when assessing student success. We should be looking at ALL entering students (transfers, non-traditionals, and others not counted in the official definition), and we should be considering their experience at UWG and our participation in their success.

Recommendation 37: Change our current definitions of success to include College Completion of categories of students not traditionally counted in our Retention and Graduation rates. Such populations include, but are not limited to: nontraditional/adult students; transfer students; veterans; commuter students. These measures should be added to our Key Performance

Indicators and programs and services should consider their success as important as our first-time/full-time/degree seeking freshman students.

Rationale: The definitions of Retention rate and Graduation rate are not within our control to adjust. However, the national dialog on College Completion may allow us to consider other measures of success to augment these national standard definitions. For instance, we should be measuring the completion rates of EVERY student that enters UWG regardless of his/her status. Such completion rates should be part of our internal set of Key Performance Indicators, and should be communicated to outside audiences including the Board of Regents. In fact, such measures can be points of pride and used in our recruitment of students other than the traditional high school senior. Populations to consider: nontraditional/adult students; transfer students; veterans; commuter students.

Barrier 14: Professors administratively withdrawing or dropping students and not allowing Reinstatement after final drop for non-payment. Students and professors need to better understand the ramifications of withdraw decisions

Recommendation 38: Change the Administrative Withdraw policy so that the faculty member/instructor is making a Withdraw recommendation to the Registrar. The Registrar, then, will look at the student's situation in its entirety (financial aid, insurance, BOR policy, etc) and determine whether it is in the student's best interest to withdraw or remain enrolled. This does not affect the faculty member's ability to manage the student's behavior or even presence in the class--just the official enrollment status.

Rationale: The Administrative Withdraw is a tool that is used to withdraw students from classes prior to the Withdraw Failing deadline. In some instances students are withdrawn for attendance, failure to perform, or other reasons that the student might fail. Faculty do not know the ramifications of the order to Administratively Withdraw a student. Many times it is in the best interest of the student to remain enrolled in the class, even if he/she will get a failing grade. There a many ramifications of the Administrative Withdraw including such issues as financial aid (possible repayment), family insurance, and others. Faculty members cannot be expected to know all of the ramifications, and therefore may make a decision meant to help the student but, in reality, hurts the student in the end. Beyond the ramification of the student not being able to finish the course, there are many possible ramifications that lead to longer time to degree or, worse, drop-out.

Barrier 15: UWG students must take too many courses at other institutions because we either do not offer them in a timely manner, or we do not offer them at the time some students need them to graduate. This leads to delays in graduation because it takes time to transfer credits back from the other institution.

Recommendation 39: Conduct research to find out how many, and which, courses students are taking from other institutions via transient status to complete their graduation requirements at UWG. Once known, take special steps to offer those courses so that students don't have to take the courses at another institution.

Rationale: Possibly related to the lack of core seats, there is a sense that UWG students cannot get the courses they need, so they must take courses elsewhere and transfer them back to UWG to complete their curriculum. Related to that, if students are taking courses at another institution during their last term prior to graduation, it is unlikely that the student will be able to get their transcript from that institution in time for the Registrar to certify their degree prior to graduation. However, once the transcript comes in, the student is given credit for the current term, and officially graduates for that term (even if the certification is delayed).

At-Risk Student Work Group

Committee Members
> Helen Diamond Steele – First Year Experience, Director (Chair)
> Keri Allen – EXCEL Center, Academic Advisor
> Trish Causey – Student Affairs and Enrollment Management, Assistant Dean of Students
> Tisha Curry – Housing and Residence Life, Graduate Assistant for Student Conduct
> Danny Gourley – EXCEL Center, Academic Advisor
> Jill Hendricks – Health Services, Patient/Victim Advocate
> Maren Henry – English and Philosophy, Writing Center Director
> Melissa Hewitt – Counseling and Student Affairs, Practicum GA
> Corey Hindman – Health Services, Patient/Victim Advocate
> Jennifer Jordan – Enrollment Services Center, Enrollment/Retention Coordinator
> Jennifer Maxwell – Enrollment Services Center, HOPE
> Tracy Richardson – Richards College of Business, Academic Advisor
> Emily Teitelbaum – Center for Student Involvement, Coordinator of Student Programs
> Julie Willard – School of Nursing, Assistant Professor

Recommendation 40: Redevelop UWG 1101 with appropriate academic content so that it can become part of the Core Curriculum.

Rationale: Data shows that UWG students who participate in UWG 1101 are significantly more likely to be retained than students who do not participate in a first-year program. The committee believes that students and faculty will recognize the value of this course and take it more seriously if it becomes part of the Core.

Recommendation 41: Redevelop UWG 1101 so that it includes a two-credit-hour class and a one-credit-hour lab. Students will earn one credit hour through participation in programs and services offered by UWG, including the EXCEL Center, Writing Center, Math Tutoring Center,

and the Library. Participation in programs like the EXCEL Center's success seminars, Leadership-to-Go workshops, and service-learning projects may also be considered.

Rationale: A three-credit-hour course would foster increased academic skills and critical thinking abilities. Additionally, the three-hour course would fit better into students' schedules, and, if made part of the Core Curriculum, would move students towards graduation at a quicker pace.

Recommendation 42: Offer additional First Year Experience opportunities including freshman interest groups which may include the UWG 1101 course and an additional academic course coordinated together and with directed themes.

Rationale: Retention rates for such FYE programs as learning communities suggest that cohorts of students with similar scholarly interests are more successful.

Recommendation 43: Add UWG 1101 as a normal part of faculty load. Revise the compensation system for part-time instructors who teach UWG 1101 to reflect the funding formula which supports non-UWG 1101 courses

Rationale: To give ample attention to this course, which is an important part of UWG's RPG initiatives, instructors must be compensated at a reasonable rate. Additionally, this action will legitimize the course so that more faculty are willing to teach it, whereas now a high percentage of instructors are from the staff level.

Recommendation 44: Require early alert system in key core courses with high DFW rates. Faculty in Core courses with overall DFW rates of 25% or more would be required to provide information about the academic progress and the engagement of freshmen students within the first three weeks of the start of the term.

Rationale: If early indicators of student distress are recognized and addressed, UWG can positively impact student retention. Early identification of potential barriers, such as study skills, financial issues, and social adjustment, will give students the opportunity to address their difficulties before they negatively impact retention. Data from the first year of implementation of MAP-Works and the attendance tracking pilot programs will be available in October 2011.

Recommendation 45: Assess subpopulations of UWG students, particularly males, veterans, sophomores, and parents, to determine their needs and develop appropriate support services.

Rationale: Trends in UWG's second-year retention rates and graduation rates indicate that male students are not performing as well as female students. Also, the number of veterans enrolled in higher education is increasing nationally, and UWG's Veterans Certification Official predicts significant increases in veterans enrolling at UWG in the next several years.

Engagement of Students, Faculty, and Staff

Members:

    Paul Rutledge, Co-Chair (COSS)

    Scot Lingrell, Co-Chair (SAEM)

    Bonnie Bar (SON)

    Frank Butts (COE)

    Ebenezer Kolajo (Institutional Research)

    Chris Geiger (Student Involvement)

    Dawn Palmer (Housing and Residence Life)

    Matt Miller (University Recreation)

Overview: Student engagement is defined as the time and energy that students devote to educationally purposeful activities and the extent to which the institution gets students to participate in activities that lead to student success (Kuh, 2003). This definition helps to place accountability for engagement with both the student and the institution as partners in the engagement of students towards the ends of greater retention and graduation rates.

Although the concept of engagement as a driver of retention and graduation rates is clearly articulated in the literature, it is extremely difficult to understand at the campus/program level. UWG has adopted the National Survey of Student Engagement (NSSE—pronounced, "nessie") to measure our campus' level of engagement relative to national norms and peer institutions. The Work group on Engagement decided early on to adopt the NSSE benchmarks as valid measures and to wrap our recommendations around the **areas of the NSSE where we are statistically below our peers and/or national norms**. In all areas we seek to achieve the levels of the top 50% of engaging institutions.

Still, even with valid measures and benchmarks, it is somewhat difficult to define the actions necessary to affect the success of students. Therefore, it is difficult to develop recommendations that are clear enough to produce the desired outcomes. Admittedly, this area has the most development remaining, and it will take much discussion and planning by the committee to refine the recommendations and produce the desired outcomes.

The Recommendations are organized in several benchmark areas. Since the NSSE is well researched nationally and locally (four UWG administrations over six years), we can continue to

monitor these benchmark areas over time to measure improvement. The following recommendations are arranged by benchmark areas with specific item numbers for reference and reflect areas where UWG is statistically significantly below our peers or national norms:

Active and Collaborative Learning (ACL)

Item 1: Asked questions in class or contributed to class discussion. (NSSE Item 1a)

Recommendation 46: Develop faculty training and orientation materials (possibly including a book on encouraging class discussion) for each faculty member on campus. Offer webinar or seminar on this topic for on-going faculty professional development.

Item 2: Worked with other students on projects during class (NSSE Item 1g)

Recommendation 47: Expand opportunities for more group projects in class, possibly through learning communities or other connected learning opportunities (linked learning, living/learning communities, iServe Mentoring, etc.)

Item 3: Participated in a community-based project (e.g., service learning) as part of a regular course (NSSE Item 1k)

Recommendation 48: Expand the course offerings that are part of the iServe mentoring program for Freshmen and Sophomores by increasing the number of courses served by iServe mentoring. Encourage/Require service learning opportunities in core courses where such integration is appropriate.

Enriching Educational Experiences (EEE)

Item 4: Use an electronic medium (listserve, chatgroup, internet, instant messaging, etc.) to discuss or complete an assignment. (NSSE Item 1l)

Recommendation 49: Continue to expand faculty development and training opportunities for blended and e-core courses. Expand the use of Course Den where it is appropriate for the learning modality.

Item 5: Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) (NSSE Item 9d)

Recommendation 50: Develop program that assigns each new student a Full-Time faculty/staff mentor; an upper classman mentor; and "require" involvement in one club, organization, major-based club, varsity, or intramural sport

Item 6: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (NSSE Item 10c)

Recommendation 51: Be intentional about connecting recognized clubs and organizations that have as their membership diverse groups. Tie SAFBA funding to their completion of one program or social opportunity that enhances this item.

Item 7: Community service or Volunteer Work ((NSSE Item 7b)
Recommendation 52: Develop a campus-wide community service or volunteer program that provides a weekly opportunity locally, a regional or national experience each term. Work with University departments to organize On-Campus volunteer experiences for groups or individuals.

Student-Faculty Interaction (SFI)
Item 8: Talked about career plans with a faculty member or advisor (NSSE Item 1o)
Recommendation 53: Make the new Career Development program a content section of UWG 1101 class, LIBR 1101 Class, and all XIDS 2001 Class. Additionally, make Career Development a content section of each Capstone Course

Item 9: Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (NSSE Item 1s)
Recommendation 54: Enhance undergraduate research opportunities; make a special effort to include students on department committees. Offer faculty development money for collaborative research that will include students as authors, something similar to or a component part of the criteria for SRAP.

Level of Academic Challenge (LAC)

Item 10: Number of written papers or reports c. 20 pages or more; d. between 5 and 19 pages; e. fewer than 5 pages (three separate items; three lengths of papers—all below national/peer norms). (NSSE Item 3c, 3d, 3e)
Recommendation 55: Encourage departments to offer more research-intensive seminars/courses with smaller class sizes for majors. Offer writing-intensive sections of core courses. [Note: this is related to the UWG Quality Enhancement Program).

Item 11: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) (NSSE Item 9a)
Recommendation 56: Set clear expectations of the level of effort needed to succeed in each class/syllabus (actually state the number of hours per week, etc.). Hold students to high expectations of preparation; enforce it in each class; create peer pressure; and use the preparation clearly in class. (Example: KhanAcademy.com)--learning/practicing happens outside of class, then reinforced in class.)

Supportive Campus Environment (SCE)

Item 12: Quality of Relationships with other students (NSSE Item 8a)

Recommendation 57: Imbed in the campus culture a sense of the responsibility of each student, faculty, and staff member to develop relationships to sustain our university community and sense of inclusion and engagement. Focus Student Life efforts on opportunities to develop relationships with other students--especially around diversity, inclusion, and civility

Item 13: Quality of relationships with faculty members (NSSE Item 8b)

Recommendation 58: Imbed in the campus culture a sense of the responsibility of each student, faculty, and staff member to develop relationships to sustain our university community and sense of inclusion and engagement. Find best practices of connecting students with faculty members outside of class. Encourage this type of "service" in tenure decisions and post-tenure review.

Item 14: Quality of relationships with administrative personnel and offices. (NSSE Item 8c)

Recommendation 59: Imbed in the campus culture a sense of the responsibility of each student, faculty, and staff member to develop relationships to sustain our university community and sense of inclusion and engagement. For administrative personnel and offices, this includes a special emphasis on our role to educate and develop students, and to respect students to provide exceptional customer service.

Item 15: Helping you cope with your non-academic responsibilities (work, family, etc). (NSSE Item 10d)

Recommendation 60: Study the extent to which students have outside barriers to their success including, dependents, work obligations, etc. Then develop new and expand existing programs that will help them mitigate the effects of such obligations.

Item 16: Providing the support you need to thrive socially (NSSE Item 10e)

Recommendation 61: Continue the work of the Best Campus Ever committee, and embed student life and social integration into everything we do. Charge Student Affairs and Enrollment management to fulfill their obligations in the Strategic Plan.

Conclusion and Future Directions

It is with great pleasure that we send forth these recommendations to the President for consideration.

The next steps of the Commission is to develop Action Committees for each of the five improvement areas, and to begin to develop programs, services, and interventions that meet the requirements of the recommendations. The Action Committees will then be considered oversight committees that will continue to monitor the specific areas of improvement, and prepare an annual report that will inform the administration on the progress of the efforts, and will help ascertain if the specific interventions are impacting the graduation rate.

Through more than a year of organized study and work, the President's Special Commission to Improve Graduation Rates has determined that to change culture significantly enough to change the graduation rate on UWG's campus will take a tremendous amount of effort and discipline. The needed changes will occur only if we embrace these recommendations, and take bold action to actualize them such that they can have the intended effect. The Commission members, along with the numerous others involved, are committed to such effort, discipline, and bold action, and we respectfully seek Presidential direction, guidance, and support.

Reference

Kuh, G. (2003). How are we doing at engaging students? *About Campus*, *8*(1), 9-16.