Memorandum

To: General Faculty

Date: October 24, 200

Regarding: Agenda, Faculty Senate Meeting, October 31, 2008 at 3.00 pm in TLC 1-303

The agenda for the, October 31st Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the September 26, 2008 meeting (**See Addendum I**)

4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Shelly Elman)

Action Items: (See Addendum II)

A) College of Arts and Sciences
   1) Department of Art
      a) ART 4007
         Request: Add Course
         Action: approved

   2) Department o Sociology and Criminology
      a) CRIM 4650
         Request: Add Course
         Action: approved

Information Items:

A) College of Education
   1) Department of Curriculum and Instruction
      a) ECED 3214
         Request: modify
         Action: approved

      b) ECED 3271
         Request: modify
         Action: approved

      c) ECED 4251
         Request: modify

Action: approved

d) ECED 4261
Request: modify
Action: approved

e) ECED 4262
Request: modify
Action: approved

f) ECED 4263
Request: modify
Action: approved

g) EDUC 2110
Request: modify
Action: approved

h) EDUC 2120
Request: modify
Action: approved

i) EDUC 2130
Request: modify
Action: approved

j) READ 3251
Request: modify
Action: approved

k) READ 3262
Request: modify
Action: approved

l) READ 4251
Request: modify
Action: approved

Committee II: Academic Policies and Procedures (Chair, Perry Kirk)
Action Item:

A) The committee recommends the following change to the admission standards for home-schooled students.

Current admission standards for home-schooled students include submission of SAT or ACT scores and "satisfactory documentation of equivalent competence in each of the College Preparatory Curriculum (CPC) areas….as documented by a portfolio of work and/or other evidence that substantiates CPC completion."

Undergraduate Admissions proposes eliminating the "portfolio" requirement as sister schools no longer require it, and some students may choose to go to other schools because of the added requirement. Sister schools now allow the submission of a curriculum evaluation form to document CPC areas.

Note: Board of Regents policy requires a higher SAT/ACT standard than other freshman applicants. Home schooled students who enroll at UWG tend to be successful.

The proposed wording would read: "satisfactory documentation of equivalent competence in each of the College Preparatory Curriculum (CPC) areas….as documented by a curriculum evaluation form that substantiates CPC completion."

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

Action Item:

A) The committee recommends the following resolution for endorsement by the UWG Faculty Senate:

Resolution of the University of West Georgia Faculty Senate on Proposed Changes to the Teachers' Retirement System Cost of Living Annual Increases (COLA)

Whereas the faculty represented in the University of West Georgia Faculty Senate support the Board of Regents in its goal of "Creating a Better Educated Georgia";

And Whereas the University of West Georgia Faculty Senate supports the University System of Georgia Strategic Plan, in particular the goals to renew excellence in undergraduate education to meet students' 21st century educational needs and to increase the System's participation in research and economic development to the benefit of a global Georgia by enhancing and encouraging the creation of new knowledge and basic research across all disciplines;

And Whereas the achievement of these goals is dependent upon the recruitment and retention of the most highly qualified faculty and staff;

And Whereas the maintenance of strong retirement plans is essential if we are to recruit and retain the best faculty and staff possible at all levels and thereby meet our commitment to a better educated Georgia;

And Whereas the proposed change in Teachers Retirement System board policy concerning Cost Of Living Annual Increases (COLA) for current and future retirees from the present one, adopted in 1969, that states that the TRS "shall give" its members a 1.5% COLA in July and January of every year to a statement that the TRS "may give" a 1.5% COLA in July and January, the decision on whether to grant a COLA (and how much) to be made each May, threatens the ability of the University System of Georgia to recruit and retain the best faculty and staff possible;

And Whereas the contributing members of the Teachers Retirement System of Georgia have entered into a contractual agreement that guarantees the certainty of the current COLA benefit;

Be it resolved by the University of West Georgia Faculty Senate that the Senate opposes the proposed change as a threat to the goals of the University System of Georgia and that the secretary of the Senate shall provide the chair of the TRS Board of trustees, Dr. Virginia J. Dixon, with a copy of this resolution.

Committee VII: Institutional Studies and Planning Committee (Chair, Sunil Hazari)
Action Item:

A) The ISP Committee would like to submit the 2010-2015 Strategic Plan to the Faculty Senate for approval. **(See Addendum III)**

Committee IX: Graduate Studies (Chair, Skip Clark)
(See Addendum IV)

Action Items:

A) College of Arts and Sciences
   1) Department of Psychology
      a) PSYD in Psychology
         Request: Modify
         Action: approved

B) College of Education
   1) Department of Curriculum and Instruction
      a) EDMS 6272
         Request: Add
         Action: approved

   2) Department of Counseling and Educational Psychology
      a) Ed.D. Professional Counseling and Supervision
         Request: Modify
         Action: approved

      b) CEPD 9145
         Request: Add
         Action: approved

      c) CEPD 9171
         Request: Add
         Action: approved

      d) CEPD 9183
         Request: Add
         Action: approved

      e) CEPD 9184
         Request: Add
         Action: approved

      f) CEPD 9186
         Request: Add
         Action: approved

g) CEPD 9187
Request: Add
Action: approved

h) CEPD 9199
Request: Add
Action: approved

Committee X: Honors College Committee (Chair, Don Wagner)

Action Item:

B) The Faculty Handbook (http://www.westga.edu/vpaa/index_1973.php) stipulates

306.0207* Note: Attendance at fall and spring commencement is shared by the faculty as designated by the faculty marshals. Half of the faculty who are teaching in summer are expected to attend the summer commencement. The deans will notify the Vice President for Academic Affairs who will notify the marshals of those faculty members marching. *All faculty are expected to attend Honors Convocation.* Faculty members needing to be excused from their commitment should notify the office of the Vice President for Academic Affairs and will ordinarily be expected to find a replacement.

The Honors College Committee respectfully recommends that the sentence in bracketed in stars (*) in the text above be replaced by the following:
Approximately one third of faculty members are expected to attend Honors Convocation and about one third are expected to attend the fall and spring commencement ceremonies.

Finally, the Honors College Committee also recommends that any faculty member teaching in the summer who has attended one of these three ceremonies during the academic year shall not be required to march in Summer Commencement even if teaching in summer semester.

Committee IX: Technology Planning Committee (Chair, Danilo Baylen)

Information Item:

A) Statement on E-Tuition Distribution

The committee supports the current university position on e-tuition money distribution of 40% (Department), 40% (DDEC), 20% (College) until more data is collected on how the money received is being used.

B) Statement on Extending the Existing Technology Plan

The committee recommends the extension of the existing Technology Plan (2002-2007) until a new plan is completed and approved by the Faculty Senate. Given the recent reorganization of the Information Technology Services (ITS), the extension will provide the committee more time to develop a plan that is aligned with the appropriate components of the University Strategic Plan scheduled for implementation in 2010.

5. Old Business

6. New Business

Action Item

A) A draft of USG Faculty Bylaws was forwarded by the USG Faculty Council to system institutions for review. (**See Addendum V**).

7. Announcements

8. Adjournment

Addendum I

University of West Georgia
Faculty Senate Minutes
September 26, 2008
Draft

Date: September 26, 2008

Call to Order: The meeting was convened in room 1-303 of the Technology –enhanced Learning Center. Chair pro-tem Randy Hendricks called the meeting to order at 3:00 pm.

Roll Call: Best, Cook, Elman, Hancock for Ogletree, Brown, Epps, Huff, Luken, Murphy, Snipes, Baumstark, Harkins, MacKinnon, McCord, Hazari, Hendricks, Austin, Hasbun, Mowling, Baylen, Mbaye, Talpade for Rollins, Keith Bohannon for Aran MacKinnon

Not in Attendance: Harkins, Ramanathan, Clark

Minutes: The minutes of the August 8, 2008 meeting of the Faculty Senate were approved.

Committee I: Undergraduate Academic Programs (Chair, Diane Fulkerson)
Action Items:
A) College of Arts and Sciences
1) Department of History
a) BA in history with Secondary Education Certificate
Request: modify program
Action: approved

B) College of Education
1) Department of Media and Instructional Technology
a) MEDT 3402
Request: Add
Action: approved

2) Department of Physical Education and Recreation
a) BS in Recreation
Request: change degree name
Action: approved

3) Department of Special Education and Speech Language Pathology
a) BS in Education Special Education General Curriculum/Early Childhood Education
Request: Add
Action: approved

Information Items:
A) College of Education
1) Department of Curriculum and Instruction
a) ECED 3271
Request: modify
Action: approved

b) SEED 4271
Request: modify
Action: approved

2) Department of Physical Education and Recreation
a) SPMG 3670
Request: modify
Action: approved

b) SPMG 4668
Request: modify
Action: approved

3) Department of Special Education and Speech Language Pathology
a) SPED 4713
Request: modify
Action: approved

Committee III: Faculty and Administrative Staff Personnel
Action Item: Approved

A) The committee recommends revising the first sentence of section 104.0203, General Implementation Procedures, of the Faculty Handbook to indicate that post-tenure review takes place five or more years after any personnel action:

> **104.0203 General Implementation Procedures**
> All tenured faculty members for who m five or more years have passed since their last career review decision or personnel action took effect (tenure and/or promotion), must undergo post-tenure review.

B) BOR Policy **803.02 EMPLOYMENT OF FULL-TIME LECTURERS** states, "To carry out special instructional functions such as basic skills instruction, universities may appoint instructional staff members to the position of lecturer. Lecturers are not eligible for the award of tenure. Reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. The reappointment process must follow procedures outlined by the institution. (BR Minutes, February 2007) Not more than 10% of an institution's FTE corps of primarily undergraduate instruction may be lecturers and/or senior lecturers (BR Minutes, 1992-93, p. 188)." http://www.usg.edu/regents/policymanual/800.phtml

In order to coincide with BOR Policy 803.02, the committee recommends approval of the following change to UWG Faculty Handbook 103.0301.A <http://www.westga.edu/vpaa/index_1930.php>: FASP will be charged with reviewing this policy and establish a timeframe when to review people in this track. The departments will be responsible for creating criteria regarding promotion and renewal for senior lecturers.

> **103.0301 Time Limits--Promotion**
> A. A Lecturer may serve in rank six years. Reappointment after six consecutive years of service will be permitted only if the lecturer has

demonstrated exceptional teaching ability and extraordinary value to the institution. He or she Lecturers who have served for a period of at least six years at the University of West Georgia may be considered for promotion to Senior Lecturer if he or she has they have met criteria for Senior Lecturer.

C) As part of the process of implementing the UWG Office of the Ombuds, the committee recommends approval of the following changes which add the Ombuds Terms of Reference to UWG Faculty Handbook section 107 <http://www.westga.edu/vpaa/index_1934.php>:

107 Dispute Resolution and Grievance Procedures
The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the University of West Georgia Ombuds (see section 107.03), the services of the Alternative Dispute Resolution (ADR) Program at the University of West Georgia (see section 107.01) and/or may pursue resolution of disputes through established Grievanc e Procedures (see section 107.02).

107.01 Oversight and Administration of Alternative Dispute Resolution Program.
The University of West Georgia ADR program is administered by the University Co-Liaisons for Alternative Dispute Resolution in cooperation and consultation with the Committee on Alternative Dispute Resolution.

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

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

107.0103 The Committee on Alternative Dispute Resolution will recruit mediators from the faculty, staff and students at the university. Persons wishing to mediate within the institution should submit a written request to the committee. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the co-liaisons will contact the office of the Consortium on

Negotiation and Conflict Resolution (CNCR).Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia.

107.0104 Requests for Mediation
Any member of the faculty may request a mediation to resolve disputes with other faculty, staff, or students.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.

Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within ten (10) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

107. 0105 The Mediation Process
If the co- liaisons have determined that mediation is appropriate, they will appoint a mediator or co-mediators to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator, attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.

B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.

C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.

D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions: confidentiality does not extend to a situation in which conduct by either party is criminal in nature or statements are made during the process of mediation that involve threats of imminent violence to self or others and lead the mediator(s) to reasonably believe that someone's safety is at risk.

   In light of this commitment to confidentiality, the mediator(s) will not retain any notes taken during the mediation, no tape recording will be permitted during the mediation process by any parties involved and it is understood that mediators cannot testify for or against any party should the dispute be subsequently pursued through grievance and/or legal proceedings.

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as "win/win." In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the co-liaisons only that an agreement was or was not reached.

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

107.0106 Limitations to Mediation

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students' work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

107.02 Grievance Procedures

Within ninety days after becoming aware of the grievance, a person having a grievance shall attempt to resolve it at all levels through that of the Vice President for Academic

Affairs before submitting it to the chair on the Subcommittee on Faculty and Staff Grievances. The initialization of a grievance shall not preclude attempts to resolve a dispute by means of Alternative Dispute Resolution (see Section 107). The person should understand that a committee appointed to hear the grievance functions to study the case and to make recommendations; it is not empowered to reverse decisions.

107.0201 A person submitting grievance shall follow the stated procedures at each level.

107.0202 Department Chair (or Supervisor)

A. The aggrieved person shall first discuss the grievance with the appropriate department chair.
B. If the matter is not resolved at this level, the person should prepare a written statement clearly delineating the grievance, supplying appropriate documentation.
C. Simultaneously, the department chair shall prepare a written statement to justify his or her action.
D. These documents shall be forwarded to the next highest administrative level.

107.0203 Dean of College (or comparable Administrator)

A. Upon receipt of the documents, the dean of the college shall review the grievance in consultation, if necessary, with the person involved, the department chair, and/or any other persons who might provide useful information.
B. If the grievance is not resolved at this level, the dean shall prepare a written statement describing his or her actions and justifying his or her decision.
C. The folder of documents including the dean's statement shall be forwarded to the next highest administrative level.

107.0204 Vice President for Academic Affairs

A. The Vice President shall review all statements concerning the case. He or she may consult with the involved dean, department chair, and faculty or staff member before rendering a decision on the grievance.
B. If the person filing the grievance is not satisfied with the decision, the Vice President shall forward the folder including a written statement of the decision and justification to the Chair of the Subcommittee on Faculty and Staff Grievances.

107.0205 Chair of the Subcommittee on Faculty and Staff Grievances

A. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the *Faculty Handbook* describing the grievance procedures on campus.

The petitioner will be informed that the Faculty and Administrative Staff Personnel Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through channels.

B. Upon receipt of the folio concerning the grievance, the chair of this subcommittee shall consult with the chair of the Faculty and Administrative Staff Personnel Committee. They shall discuss the grievance petition and identify persons who might be best suited to constitute a committee to hear this grievance. The appointed committee shall be constituted in an effort to ensure that the aggrieved person receives a fair and impartial hearing.

1. In most cases, a four-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts & Sciences, one from the College of Business, one from the College of Education, and one from the Library or some other segment of the campus.
2. The chair of the Subcommittee on Faculty and Staff Grievances will contact on an individual basis the persons identified as prospective committee members to determine their willingness to serve and their acceptability (re: impartiality, fairness, absence of conflict of interest). Their service as committee members will also be agreed to by any involved administrators and by the faculty member submitting the grievance.
3. Under normal circumstances, the chair of the Subcommittee on Faculty and Staff Grievances will serve as the chair of each of the grievance hearing committees established.
4. The Chair of the Subcommittee on Faculty and Staff Grievances is required to convene meetings to hear given grievance petitions and is responsible for writing the final draft of each committee's report with regard to a given grievance.

C. The Hearing Committee has the authority to conduct inquiries into faculty grievances, to attempt the resolution of these grievances by mediation, and to present to the President (via the appropriate channels) its recommendations for appropriate responses to the grievances it has considered. It is the responsibility of the Hearing Committee to seek to determine whether there is substance to the grievances brought before it and, if so, to attempt to resolve these grievances. In carrying out this responsibility, the Hearing Committee reviewing a given grievance may examine decision- making processes related to that grievance to determine whether or not such processes were handled fairly, professionally, and in accordance with university policy. To this end, faculty members, administrators, and designated committee members involved in or knowledgeable about particular issues pertaining to the grievance may be asked by the committee hearing the grievance to provide clarifying information and/or to discuss and defend their actions related to grievance charges. Hearing committee members may interview persons that the aggrieved faculty member and/or the administration feels would be helpful in getting the clearest picture of what has occurred.

   The aggrieved individual should be provided every opportunity to fully state his or her contentions to the Hearing Committee, and the Hearing Committee should make every reasonable effort to understand the facts and the substance of an aggrieved person's allegations before rendering its report and recommendation(s). Respecting due process and confidentiality, faculty members serving on a Hearing Committee will not discuss a given grievance or set of grievances with the aggrieved individual, other administrative or non-administrative colleagues, or with students, except when as such contacts are agreed to by the Hearing Committee as an authorized part of their role in reviewing said grievance(s).

D. Should the Hearing Committee determine that a formal hearing is appropriate, the following guidelines for conducting such a hearing shall be adhered to:

   1. An oath or affirmation shall be administered to all persons expected to testify in the hearing by any person authorized by law to administer oaths in the State of Georgia.

2. All witnesses (except the principal parties), if they expect to testify, shall leave the room following the administration of the oath until called upon to testify.
3. The burden of proof is on the aggrieved party to sustain his or her allegations by appropriate evidence, and the administrative spokesperson or other appropriate party shall have the opportunity to respond.
4. The Hearing Committee shall allocate an amount of time to each side. Time shall be charged only against the party asking the questions. Time used by the Hearing Committee members in questioning witnesses shall not be charged against either party.
5. The Subcommittee on Faculty and Staff Grievances has no subpoena powers, so the parties involved in a formal grievance hearing are responsible for producing witnesses, advisors and evidence. The Hearing Committee, however, may request the appearance of witnesses whose testimony it believes would be helpful to its purposes.
6. Each party may present an opening statement of not more than 10-15 minutes. The aggrieved person makes his or her presentation first, and then the opposing party shall have an opportunity to make its presentation.
7. Following the opening statements, the aggrieved party may then call witnesses to present evidence in support of his or her side of the case. He or she may question these witnesses or ask that the witnesses be permitted to make a narrative statement. When the aggrieved person has concluded his or her questioning of a given witness, the administrative spokesperson or other appropriate party shall be provided an opportunity to question (cross-examine) this witness.
8. When the aggrieved person has concluded with his or her witnesses, the administration or other appropriate party may proceed with its witnesses, if it chooses to call any. The administration or other appropriate party may question its witnesses, or ask that the witnesses be permitted to make a narrative statement. When the administrative spokesperson or other appropriate party has concluded his or her questioning of a given witness, the aggrieved party shall be provided an opportunity to question (cross-examine) this witness.
9. The Hearing Committee may question each witness after both parties have concluded their questions. During the hearing, once each party's witnesses have testified, the Hearing Committee may question both parties in an effort to clarify various aspects of the grievance petition.
10. The aggrieved person and the administration's spokesperson (or other appropriate party) shall be present during the entire proceeding, including the examination of all witnesses.
11. Witnesses and any other evidence must be addressed to issues discussed in the grievance petition, not to inconsequential matters. Any evidence which may assist the Hearing Committee in reaching a decision should be admitted into the record. However, the chair may exercise discretion and exclude any evidence which is not pertinent to the case. The scope of questions asked by appropriate persons shall not be limited by the chair unless it appears that the questions are wholly irrelevant to the purpose of the hearing or the questions are asked solely to embarrass, harass, or intimidate the witness.
12. The chair may allow informal exchanges and comments between parties or among Hearing Committee members and participants. The chair may require that the hearing be conducted on a more formal basis when he or she

believes this approach will be more conducive to an orderly hearing. Neither party shall be allowed to interfere with the orderly presentation of the other's case. Personal abuse, harassment or obscene language is to be considered out-of-order.

13. Each party may bring to the hearing an advisor who may be present during the entire proceeding, but shall not be called as a witness or speak for the parties. In addition, each party may bring up to three other persons (not witnesses) to act as observers, if desired.
14. The hearing shall be tape-recorded.
15. All witnesses and parties to this matter must be present at the time designated for the swearing in, regardless of their time of appearance. When a witness can not appear because of illness or other cause acceptable to the Hearing Committee, the sworn statement (affidavit) of the witness may be introduced into the record and served on the opposing party, who should be allowed additional time, not to exceed three (3) working days following the completion of the hearing, to file counter-affidavits.
16. The party introducing written evidence should identify the evidence for the record (unless the opposite party agrees to its authenticity), preferably by calling a witness with firsthand knowledge of the document. Since the legal rules of evidence do not apply, however, it shall be sufficient if the party simply describes the documents, their source, and what the introduction of such documents is intended to prove. The chair should announce that the document is admitted into the record if that is his or her decision. Documentary (written) evidence introduced by the Hearing Committee or by either party should be marked for identification by the person making a record of the hearing. Generally, Hearing Committee evidence should be marked C-1, C-2, C-3, etc.
17. Evidence presented by the person bringing the grievance should be marked G-1, G-2, G-3, etc. Evidence presented by the administration or other appropriate party in response to the grievance will be marked A-1, A-2, A-3, or R-1, R-2, R-3, respectively.
18. If the hearing cannot be concluded in the time established by the Hearing Committee, the chair of the Hearing Committee shall adjourn the hearing for the day and reconvene at the earliest possible time convenient to all parties involved.
19. At the conclusion of the hearing, the administration (or other appropriate party) may make a closing statement (not more than 15 minutes in length). Then the aggrieved person may make a closing statement (not more than 15 minutes in length). As the aggrieved person bears the burden of proof in this hearing, he or she may wish to reserve part of his or her closing statement for rebutting the closing argument of the administrative spokesperson or other appropriate party.
20. Each party shall have three (3) working days following the hearing to file any counter-affidavits or responses with the Hearing Committee. If neither party wishes to submit additional documentary evidence after the hearing is concluded, the Chair shall announce that the record is closed. If either party asks to present additional evidence, additional time not to exceed three (3) working days may be granted, with the other party granted an additional three (3) working days to rebut the evidence. The Chair shall announce the record then be closed, and thereafter no further evidence shall be received.

Copies of evidence presented shall be sent by the party presenting it to the opposite party.

21. The Hearing Committee shall develop its findings and formulate its recommendations based on the evidence submitted to it by the parties involved. This evidence includes all written material submitted to it prior to the hearing and attested to at the hearing, all evidence produced at the hearing itself, and any counter-affidavits or responses filed with the Hearing Committee before the record is closed.
22. Immediately after the conclusion of the hearing, the Hearing Committee shall meet privately to discuss their initial reaction to the case and the evidence. As soon as the record (transcript, tape, etc.) of the hearing is available, each Hearing Committee member shall carefully review it before reaching a decision. The Hearing Committee shall then meet again, discuss the case and reach its decision, which is then written and signed. The decision does not have to be unanimous and a minority report may be filed.

E. This committee shall forward its decision with justifications to the chair of the Faculty and Administrative Staff Personnel Committee who shall present it to the full committee for consideration.

F. The report of the Hearing Committee will follow the guidelines stated below:
    1. Findings of Fact: A brief summary of the facts as determined by the Committee hearing the grievance from the evidence presented at the hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.
    2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.
    3. Recommendation: A statement specifying the action the Hearing Committee recommends. The Hearing Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Hearing Committee report should include only such factual recitals as necessary to present and decide the issues.

G. This committee shall forward its report to the chair of the Faculty and Administrative Staff Personnel Committee who shall present it to the Faculty and Administrative Staff Personnel Committee for its consideration. The chair of the Faculty and Administrative Staff Personnel Committee may request that one or more members of the Hearing Committee be present when the report is presented to the Faculty and Administrative Staff Personnel Committee.
    1. The chair of the Faculty and Administrative Staff Personnel Committee shall submit the evidence and the report accepted by the full committee to the Vice President for Academic Affairs.
    2. Simultaneously, a letter stating that action has been taken concerning the grievance and a copy of the report approved by the Faculty and Administrative Staff Personnel Committee shall be transmitted to the aggrieved person.
    3. The Vice President for Academic Affairs shall assume responsibility for transmitting all information back down through the appeal chain.

107.0206 President of the University

If the grievance is not resolved at this point, the aggrieved person may appeal to the next highest level -- the President of the University.

107.03 Office of the University Ombuds

The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner. In their dealings with visitors (i.e.: faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Omb uds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. They shall also serve as sensors and resource persons in identifying systemic institutional problems.

107.0301 Purpose and Scope

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints.

Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community. Without violating the confidential nature of the information, Ombuds staff may makerecommendations for institutional change to the President when appropriate (e.g.: policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback with regard to trends or issues.

107.0302 Organization and Procedures

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.

The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither as advocates nor as adjudicators and do not exercise decision- making authority. The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures. It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for allconcerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties invo lved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance if necessary. At that point, the Ombuds will withdraw from the process. The Ombuds office shall not conduct formal investigations nor will it provide testimony in formal or legal proceedings unless required by subpoena or court order.

The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Records of communications will not be kept and informal notes will be destroyed promptly. Oral communication is preferred and use of e- mail in communicating confidential matters with the office is not encouraged.

107.0303 Code of Ethics and Standard Operating Procedures
The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (see appendices). In the exercise of duties, Ombuds shall be "truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations' practices, processes, and policies."

A. Independence
The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of the Ombuds office. The Ombuds shall report to the office of the University President for administrative and budget matters.

B. Neutrality and Impartiality
An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

C. Confidentiality

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information, at the discretion of the Ombuds, only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds. Ombuds staff do not keep notes or records on individual cases.

D. Informality

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so. Use of the office is voluntary and shall not be required.

The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

· Make, change, or set aside a law, policy, or administrative decision;
· Make binding decisions or determine rights;
· Compel anyone to implement recommendations;
· Conduct investigations that substitute for administrative or judicial proceedings;
· Give legal advice;
· Determine "guilt" or "innocence" of anyone accused of wrong-doing;
· Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
· Maintain formal written case records identifying users of the office;
· Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process;
· Assist individuals with no affiliation with the campus community;

107.0304 Evaluation

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

107.0305 Reporting

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

107.0306 Adoption

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.

Committee IX: Graduate Studies (Chair, Skip Clark)
Action Items:

A) College of College of Education
1) Special Education and Speech Language Pathology
a) Specialist in Education – Special Education
Request: Modify
Action: approved

5. Old Business
A) Update on Strategic Planning (Dr. Micheal Crafton)—Dr. Crafton provided a link to the latest version of the Strategic Plan: http://www.westga.edu/~mcrafton/planning.html There will be meetings across campus to discuss the latest version of the strategic plan.
B) Update on Governance Committee (Dr. Thomas Hynes and Dr. Randy Hendricks)—The work of the committee will continue and Dr. Hynes will distribute a list of the people who will constitute the committee.

6. New Business
A) Election of Chair Pro Tem for 2008-09—Chris Huff was elected Chair Pro-Tem

7. Announcements

8. Adjournment—Meeting adjourned at 4:00

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Department of Art College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix ART Course 4007 Title DIGITAL MEDIA FOR ARTIST 0 / 6 / 3
Hours: Lecture/Lab/Total

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

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

ART 4007 DIGITAL MEDIA FOR ARTIST 0 / 6 / 3
Prefix Course Title Hours: Lecture/Lab/Total

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

Prerequisite(s) ART 3301, 3601, 3801 AND 3901

Present or Projected Enrollment: 40 (Students per year) Effective Date*: 8 /08
Term/Year
*For a new course, one full term must pass between approval and effective date.

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

Approval:

Department Chair — Date 10.6.08 — Department Chair (if cross listed) — Date

Dean of College — Date 10/8/08 — Dean of College (if cross listed) — Date

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

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

Chair, Undergraduate Academic Programs Committee — Date 10/22/08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs Date

DIGITAL MEDIA FOR ARTISTS // ART 4007

Contact

Clint Samples
csamples@westga.edu
www.clintsamples.com
Office Hours: MWF 1-3pm
678-839-4949

Course Description

This course is an introduction to Adobe Photoshop, Adobe Dreamweaver and Adobe Flash for all art majors. Students will create an online portfolio of their work with an emphasis on personal promotion and professionalism. Lessons will focus on bitmap and vector based imaging and the aesthetics of web design. Additional topics will include how to effectively work with color, text, font layout and other means of digital imaging.

Course Objectives

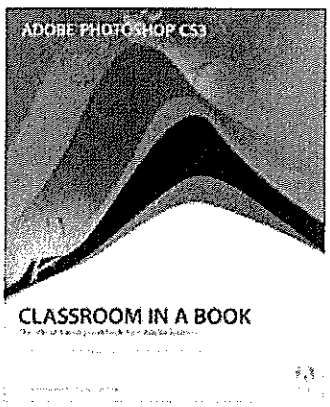
This course is designed to help students express creative ideas and concepts through visual means. In addition, students will develop a basic visual art vocabulary, two dimensional production skills, perceptual awareness of one's surroundings and a professional visual aesthetic.

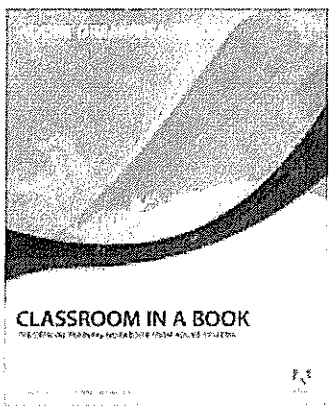
Learning Outcomes;

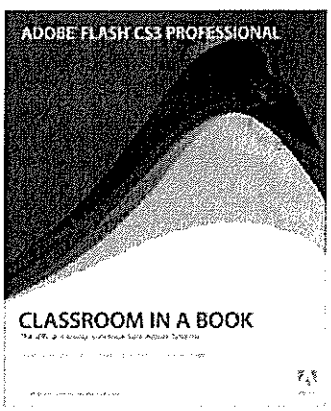
- Communicate visually using graphic imagery and typography.
- Various approaches to web design and animation using Adobe Photoshop, Adobe Dreamweaver and Adobe Flash.
- Create sophisticated design work through color and shape and space relationships.
- The ability to express oneself using digital imagery in a professional and expressive manner.
- Incorporate and apply class learning's to professional real world situations.

Book Requirements

1. *Adobe Photoshop CS3 Classroom In A Book*
   by Adobe Creative Team
2. *Adobe Dreamweaver CS3 Classroom In A Book*
   by Adobe Creative Team
3. *Adobe Flash CS3 Professional Classroom In A Book*
   by Adobe Creative Team







Grades

Grades are not the most important aspect of the course. Your work is. Please remember, as an art major, you will most likely be judged by family, friends and future employers by the quality of your work and not the grades you get. So work hard and take pride in what you do!

A--Excellent work and attendance. Personal website and animation are uploaded on time. No errors, misspellings, etc.
B--Above average work, both websites are uploaded with minimal errors and minor issues.
C--Average, completes the minimum requirements of a problem.
D--Poor attendance, late work, incomplete websites, unresolved technical issues, etc.
F--Work deficient in all areas. Student has extremely poor attendance, etc.

Attendance and Class Participation

- More than 3 absences may result in a full letter grade reduction for the semester. More than five absences may result in a failing grade for the course. Use your three days wisely.
- Come to class on time. Being continually late or leaving class early constitutes a half absence.
- I expect you to do work inside and outside of class. Develop good work habits and work hard. Please be aware that work habits affect grades.
- Come to class prepared. Class time is for working. Please have your research, etc done for the assignments before you get to class.
- You will participate in group critiques this semester. The critiques are the equivalent of examinations and an absence will be treated the same.
- I expect you to be courteous to your fellow students and turn off your cell phones, beepers, etc. during class. Please go outside if you need to make a call.
- Please activate your UWG email account. The official communication method for faculty/students is through campus e-mail. Please do not email me from your hotmail or yahoo type email accounts. I will delete the email without opening it if I do not recognize the address.
- Assignments using copyrighted material without permission will not be accepted or graded.
- I would suggest buying a thumb drive/flash drive as backup for your documents on the computer. A 1GB flash drive or higher would be sufficient.
- Please pay attention when I lecture. I understand the temptation to continue working and typing as I talk but it can be extremely distracting and inconsiderate.
- In order to get an "A" for the class, your Photoshop assignments, your website and animation must be complete and fully uploaded by the appropriate deadlines. Failure to upload your website will result in lower grades. Technical issues often occur so you need to plan ahead to avoid any issues.

Class Schedule

1. **PHOTOSHOP (Weeks 1-4):**
    - Photoshop Lessons: Photoshop Classroom in a Book
    - Photoshop Exercise 1: Cereal Box
    - Photoshop Exercise 2: Peachtree Road Race
    - Photoshop Exercise 3: Designing Senior Exhibition mailers
    - Photoshop Exercise 4: Three variations of your homepage/Class critique

2. **DREAMWEAVER (Weeks 5-9):**
    - Dreamweaver Lessons: Dreamweaver Classroom in a Book
    - Dreamweaver Exercise 1: Intro to Tables
    - Dreamweaver Exercise 2: Intro to Layers
    - Dreamweaver Exercise 3: Intro to Links & Page Properties
    - Dreamweaver Exercise 4: Create a four page basic site.
    - Dreamweaver Exercise 5: Intro to CSS Positioning
    - Dreamweaver Exercise 6: Intro to Behaviors
    - Dreamweaver Exercise 7: Creating a "fav icon"
    - Putting it all together: Creating your website-
        - Home page
        - About Me/Bio/Profile Page
        - Portfolio page
        - Resume page
        - Contact page
    - Publishing your website

3. **FLASH (Weeks 10-15):**
    - Flash Lessons: Flash Classroom in a Book
    - Flash Exercise 1: Intro to Shape Tweens
    - Flash Exercise 2: Intro to Motion Tweens
    - Flash Exercise 3: Intro to Key frame-by-Key frame animation.
    - Flash Exercise 4: Using the drawing tools
    - Flash Exercise 5: Understanding Layers and Scenes
    - Flash Exercise 6: Adding sound
    - Putting it all together: Creating a 2-3 minute animation
    - Publishing your animation

Course Update Request (Add, Delete, Modify)

Originator

Sociology and Criminology — College

College of Arts and Sciences — Department

Jenks, Catherine — Originator

Action

(●) Add ( ) Modify ( ) Delete

Modifications

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

Course Details

CRIM — Prefix

4650 — Number

Corporate and White Collar Crime — Course Title

This course presents an examination of corporate and white collar crime in the United States including definitional issues, typologies, theories, victimization, enforcement, and the sanctioning of organizations and individuals.

Course Catalog Description

3	0	3	Spring - 2009	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

CRIM 1100

Corequisites

Rationale

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

Present or Projected Annual Enrollment: 40

Comments

[ ] TEAC Approval Required

College Approvals

McCandless, N. Jane (Dr.) [APPROVED]
Chair, Course Department

Overfield, Denise [APPROVED]
Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [APPROVED]
Chair, Undergraduate Academic Programs Committee

N/A
Chair, TEAC

FINAL APPROVAL

Aldrich, Michael [REQUIRED]
Chair, Faculty Senate

Criminology 4650 | Corporate and White Collar Crime

University of West Georgia | Spring 2009

T Th 2:00 – 3:15 | Pafford 110

Instructor: Catherine A. Jenks, Ph.D.
Office: Pafford 225
Office phone: (678) 839-6326
Office hours: M W 1:00-3:30; T 10:00-11:00, 1:30-2:00, 3:15-5:00; TH 10:00-11:00, 12:15-1:00
Email: cjenks@westga.edu

Course Description:

This course presents an examination of corporate and white-collar crime in the United States including definitional issues, typologies, theories, victimization, enforcement, and the sanctioning of organizations and individuals.

Course Objectives:

By the end of the semester, students should be able to:

- Demonstrate knowledge of the main theories in criminology that offer various ways of understand why people engage in corporate and white collar crime (LO2)
- Demonstrate knowledge of how criminal justice systems and regulatory agencies respond to corporate and white collar crime (LO4)
- Have the ability to ask relevant questions and engage in research to explore the special issue of corporate and white collar crime and its effects on the larger society (LO5)
- Demonstrate knowledge of the roles of class and gender in criminal behavior and the societal response to corporate and white collar crime (LO6)
- Demonstrate the ability to apply criminological theories, principles, and concepts to address corporate and white collar crime; ability to engage in critical thinking/analysis (LO7)
- Demonstrate strong oral and written communication skills (LO8)

Required Texts:

Friedrichs, D. O. (2007). *Trusted criminals: White collar crime in contemporary society.* (3rd Ed.) Wadsworth.

Shover, N. & Wright, J. P. (Eds.) (2000). *Crimes of privilege: Readings in white collar crime.* New York: Oxford University Press.

Course Web Site:

The course web site contains a copy of the syllabus, readings, links to other web sites, your grades for the various components of this course, and instructions for papers and projects. You can get to the course web site by going to http://webct.westga.edu and clicking on WebCT Vista Login. Log in to the web site using your username and password (typically the last two digits of your birth year and the last four digits of your SSN). Once you have logged in, click on the link for this course.

Course Requirements:

Students are expected to attend class regularly and to complete the required reading assignments by the scheduled date. Dates for assignments are tentatively listed in the course schedule and any changes will be announced in class. Students who miss class sessions are responsible to obtain class material from their peers in the class and to ***be aware of any announcements made in class regarding assignments and exams.***

Academic Integrity:

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

Communication between Student and Professor:

All electronic communication between students enrolled in this course and the instructor will be via MyUWG accounts and WebCT only. Students who send email using other email accounts such as Yahoo!, MSN, Comcast, Hotmail, etc., will not receive a reply. Since electronic communication is preferred, please do so using your MyUWG email account or use WebCT mail.

Attendance/class participation:

Students are expected to arrive to class on-time. Promptness is necessary for exams and quizzes. Students will not be allowed to take exams or quizzes if they arrive after the first person finished has turned in his/her exam/quiz. This is to ensure academic honesty. Students are expected to attend class, to complete the required reading assignments prior to class on the scheduled date, and to participate in class discussions. Inappropriate and non-relevant comments during class meetings will not be tolerated and can result in your dismissal from that particular class meeting.

There is no attendance policy *per se; **however,*** there will be three "pop" quizzes given throughout the semester. You must be present on the day of the pop quiz. These quizzes cannot be made up. Your lowest pop quiz grade will be dropped.

Dates for assignments are tentatively listed in the course schedule and any changes will be announced in class. Students who miss class sessions are responsible to obtain class material and to be aware of any announcements made in class regarding scheduling of assignments and exams. You are expected to have completed the reading assignments prior to coming to class.

Special Needs:

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

Grading:

Final grades will be based on three long essay style mid-term examinations (60%), one long essay style comprehensive final examination (30%), and two short answer quizzes (10%). *Note that all material in the text, assigned readings, and videos may not be covered during class. Students are responsible for this material for examination purposes.* Make-up examinations will considered on a case-by-case basis. You must be in attendance to complete and receive credit for the short answer "pop" quizzes. ***Short answer "pop" quizzes cannot be made up.*** As mentioned above, your lowest pop quiz grade will be dropped.

There will be no curve, so you are not competing with other class members. Extra credit will not be available under any circumstances. Incompletes will be considered on a case-by-case basis. Work completed for another course will not be accepted for work required in this course. Letter grades will be assigned as follow:

90 - 100% = A 80 - 89.99% = B 70 - 79.99% = C 60 - 69.99% = D 0 – 59.99% = F

*Please note that I **do not** round up calculations. Individual grades on assignments, exams, quizzes, projects, etc. will be carried out to two decimal places. Accordingly, course averages will be carried out to two decimal places. You **must** meet the cutoff for a specific letter grade. For example, if your course average is 79.67, that equates to a letter grade of "C" for the course.*

Course Schedule

Please note: I expect you to do the reading assignment listed for a given date *prior to lecture on that date.*

Class Meeting:	**Topic**	**Reading**
Week 1	Introduction to Course	
	What is white collar crime? Issues in defining WCC	Friedrichs, pp.1-15 Shover & Wright, pp. 4-20
Week 2	Social Movements against WCC	Friedrichs, pp.15-30
	Who are the WCC criminals? Gender and WCC	Shover & Wright, pp. 21-31; 255-276; 276-296
Week 3	Theoretical Perspectives	Friedrichs, pp. 198-224 Shover & Wright, pp. 341-358
Week 4	Studying & Measuring WCC	Friedrichs, pp.31-45
	Exam 1	
Week 5	*WCC Typologies*: Corporate Crime Corporate Abuse of Power	 Friedrichs, pp. 55-87 Shover & Wright, pp. 297-313
Week 6	Occupational Crime & Fraud	Friedrichs, pp. 88-115 Shover & Wright, pp. 144-155 Shover & Wright, pp. 57-67
Week 7	Governmental Crime	Friedrichs, pp. 116-144
	Movie: "LA Confidential"	
Week 8	*Movie: "LA Confidential"*	
	State-Corporate Crime & Violence	Friedrichs, pp. 145-148 Shover & Wright, pp. 156-172
Week 9	**Exam 2**	
	Finance Crime	Friedrichs, pp. 153-172 Shover & Wright, pp. 99-126
Week 10	*Movie: "Wall Street"*	
	Movie: "Wall Street"	

Week 11	Costs and Consequences of WCC	Friedrichs, pp.45-48 Shover & Wright, pp. 51-57
	Victims	Friedrichs, pp.49-55 Shover & Wright, pp. 74-95
Week 12	**Exam 3**	
	Social Control and WCC Substantive WCC Law	Friedrichs, pp. 225-248
Week 13	Policing and Regulating WCC	Friedrichs, pp. 249-276 Shover & Wright, pp. 392-404
Week 14	Adjudication & Corrections	Shover & Wright, pp. 381-391 Friedrichs, pp. 289-306
Week 15	*Movie: "Erin Brokovich"*	
	Movie: "Erin Brokovich"	
Finals Week	**Final Examination**	

Addendum III

“The West Georgia Destination”
UWG Strategic Plan for 2010-2015

Preface

The strategic plan presented here is not the first of its kind at West Georgia. On the contrary, this one grows out of the context and tradition of the previous planning process. In the fall of 2000, President Sethna created and charged an ad hoc committee with creating a strategic plan for the University. That committee, which contained representatives from all areas of campus work and life, created a two-level strategic document that listed "non-negotiable" goals as "Bread and Butter Goals" and a set of aspirational goals as the "Visionary Goals" or the "Three by Five" goals, or "Three Fives," so called because they were organized as three sets of fives – in *five* years, *five* goals, top *five* per cent of the nation. (These reports and some other materials are still available on the committee's web site http://www.westga.edu/~spc.)

In March of 2007, Acting President Tim Hynes, very much in concert with Dr. Beheruz Sethna, who was at that time away in a temporary position as Executive Vice Chancellor for the University System of Georgia in the Atlanta Office, charged the Institutional Studies and Planning Committee of the Faculty Senate with revisiting and re-presenting a strategic plan for the University. Not long at all after the committee met, we all realized that we did not want just to echo the previous strategic document. In fact, it seemed to us that many of the University's publics wanted a clearly and singly defined vision of the University. Mindful, to be sure, of such idealism, the committee began a careful review of the previous planning documents in order to build upon them and in order to develop a new plan that could at least move toward a singly defined vision. Consequently, this plan carries forward a great deal of the sentiment and goals of the previous strategic plan but with a few significant differences.

Perhaps the most significant difference between this plan and the previous one can be explained by the committee's adherence to a principle of pragmatism or realism. The committee members in their attempt to craft a definition of the University also wanted to stay grounded in what it is the University actually does and does well, and that it has done well for much of its history. The answer came in the concept of liberal arts-based professional preparation. The majority of the students that we graduate and that succeed

in some form of satisfying employment are products of West Georgia's long standing high quality liberal arts programming that informs and inspires and sustains professional curricula in nursing, education, and business. This goal is actually an elaboration of one of the 2000 Visionary Goals, the fifth one dedicated to professional preparation.

Unwilling to leave out any attempt at innovation goals, the committee began to formulate a second part of this goal – a total integration of co-curricular programming. This is not what we do now, but what we wish to do. Over the last few years, UWG has developed the beginnings of a substantial first-year program and there have been some other co-curricular developments. In fact, one can point to the Advanced Academy and the Honors College as being developed according to co-curricular lines. Overall, however, these projects have not come about as a result of any University-wide systematic planning. Our committee thought that the University could yoke together these efforts under an office or small committee and develop a uniform version of co-curricular experiences for every year of undergraduate life (thus, instead of first-year programming, we talk about student-level programming) and an integration of graduate studies, where possible, to the issues, concerns, and education of undergraduates.

As we were developing the earliest version of our plan in spring of 2007 the central office of the University System of Georgia came out with a draft of its own strategic plan, which the committee had to quickly take note of and incorporate where important, useful, or necessary. This phase has been a helpful one and supplemental to the planning overall process.

We humbly submit here the following plan. We have taken a little over a year to develop this vision, principles, goals, and action steps. A completed implementation plan is not a part of this plan, but many proposed steps are. It is assumed that the Vice Presidents of the four divisions will work out a distribution of responsibility and unit-level assignments. The units will work with their divisions supervisors to fine tune the plan in terms of a realistic time-table and budgetary requirements. Also, the regular reporting schedule would need to be agreed upon by the VP and perhaps the Office of Institutional Research and Planning. As we move forward we want to stress that officers, faculty, staff, students, and other stakeholders should understand that in

order for the University to accomplish its mission and reach the goals outlined below its daily work must be conducted in an environment of open and free inquiry and debate in which leaders, faculty, staff, and students know themselves empowered and their requisite work valued. The people carrying forward this work should be convinced that the work is valuable and that once settled the University will make every effort to implement the plan and allow resources to follow the direction that that strategic plan sets forth. Chancellor Davis is often quoted approvingly that a strategic plan should not just collect dust on an administrative bookshelf; it should matter; it should be consequential; it should, in short, drive the budget. This indeed is what we hope to see insofar as that is possible.

Vision of the Strategic Plan

The University of West Georgia (UWG) will pursue a strategy to become a competitive, destination member of a top ("robust") tier of comprehensive universities in the University System of Georgia (USG), serving the broader west Georgia region as well as metro Atlanta and beyond including international students and clients. The fundamental effort of the University will be to provide for a diverse student population an array of high quality graduate and undergraduate programs in the liberal arts, business, and education that have as their distinctive mark the successful preparation for professional careers based upon the content, principles, and discipline of a liberal education. These programs will be as diverse as English and Nursing and taught by a faculty who are equally committed to teaching as they are to their research and service. Furthermore, West Georgia will be known for its distinctive approach to an integrated student experience, an experience that for undergraduates will be designed to guide them through their freshman experience to career goals and for graduate and professional programs to connect them as mentors, models, and guides for others on campus.

UWG History and the Strategic Plan

West Georgia's history, its "rural roots" to use the term of the Centennial Commission, is grounded in professional preparation. It was primarily a teacher's college in the early twentieth century, and its future, its "global reach," will likewise be professional preparation in a more broadly defined manner. The earliest orientation of the history of West Georgia was as an A&M school and thus again we see at its core an emphasis on pragmatic education. This emphasis is by no means to be understood as what may be referred to derisively as vocational and technical education; rather, it should be understood as a weaving together of the liberal arts tradition (the educational program that teaches students to think about any subject, to create theories and test them) and the professional tradition (an educational program that teaches students to act, to do, to be in the world of business, education,

science, the health professions). To be trained such is to follow the spirit of Benjamin Franklin whose theory of education informs the foundational principles of the University of Pennsylvania, whose history claims that "Franklin outlined a progressive college: one that would offer practical as well as classical instruction in order to prepare youth for real-world pursuits." The future for West Georgia students is directed toward the global reach and globalization that will affect every one of our students. As one of the most popular of recent writers on globalization, Thomas Friedman, makes clear, the best training for this new world is a liberal arts training that prepares the students for new worlds of work. This is our plan, to emphasize our history of liberal arts and professional preparation to prepare students for the as yet unknown professions in the global economy of our very near future.

The Strategic Plan at 30,000 Feet

UWG's Four Strategic Guiding Principles

1. Academic Programs Balancing Liberal Arts with Professional Preparation
2. A Campus that is Safe, Engaging, and Exciting
3. Steady and Intelligent Enrollment and Resource Growth
4. Meaningful Engagement with Off-campus Communities

The Strategic Plan is designed to shape the University of West Georgia for the next five years in such a way as to place it as a destination university, particularly among peer universities in the state of Georgia and among those universities in the nation granting doctoral degrees in programs that balance liberal education with professional preparation. In addition to this bold pledge of shaping, creating, and maintaining such a distinctive educational mission as expressed in its degree programs, it also promises to be a leader in campus safety and campus life. That is to say, West Georgia will be guided by a commitment to a safe and engaging campus. West Georgia predicts a growing enrollment, and the University is committed to a steady and smart growth that together with careful resource management will enhance our primary mission of *academic excellence in a personal environment*. Finally, we are committed to our external community from Atlanta to India to Japan, but we are quite mindful of our local community of Carrollton, Georgia, and will build on all of our current obligations of giving students opportunities for service work in the community even as we invite the community into our campus and thus work together to develop our neighborhood as a recognizable university village.

The Four Guiding Principles
And
Twelve Goals:
10,000 Feet

Guiding Principle 1: The University will develop and support a distinctive set of quality academic programs ranging from bachelors to doctorates that blend the best of professionalized liberal education, experiential learning, and individual transformation.

Goal 1: Every undergraduate academic program will demonstrate a distinctive blending of liberal education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.

Goal 2: Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations – Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.

Goal 3: The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.

Guiding Principle 2: Every responsible agency of the University will be dedicated to creating a safe, supportive, and engaging campus life.

Goal 4: The University will maintain an environment that is safe and conducive to learning.

Goal 5: The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.

Goal 6: All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.

Guiding Principle 3: The steady enrollment growth over the next five years will be managed to enhance the University's dedication to educational excellence in a personal environment.

Goal 7: The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.

Goal 8: With our enrollment growth West Georgia will remain committed to the following targets of academic quality: faculty-student ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.

Goal 9: West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth, such as new classroom space for Nursing and Art.

Guiding Principle 4: The University will increase its fund-raising and community service to match the needs of all of our stakeholders and communicate our story effectively.

Goal 10: Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia

Goal 11: Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.

Goal 12: Community Relations: The University will engage the local community educationally, culturally and recreationally.

The Four Guiding Principles,
Twelve Goals,
Many Proposed Action Items
Ground Level

This level tends to move from the strategic to the tactical and while much is suggested here, for this plan to work the Vice Presidents will have to declare ownership on the various parts of the plan and decide on which of these action items (and most likely new ones not mentioned here) are worth pursuing and in what order. The VP's or their designees will provide regular reporting to the campus on progress made on achieving the goals of their respective areas. The implementation strategy in the next section suggests that the Strategic Planning Goal Subcommittees perform an oversight function on the planning, progress, and assessment of the various goals. Such committee oversight would be reported regularly to the Faculty Senate through the ISP (Institutional Studies and Planning Committee) of the Senate.

Guiding Principle 1: The University will develop and support a distinctive set of quality academic programs ranging from bachelors to doctorates that blend the best of professionalized liberal education, experiential learning, and individual transformation.

Goal 1: Every undergraduate academic program will demonstrate a distinctive blending of liberal education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.

Proposed Action Items:

i. Reform the Core Curriculum to emphasize liberal arts and professional competency learning outcomes necessary for civic engagement and professions/careers in the 21st century.
ii. Develop or identify for every academic program at least one course rich in new media delivery for their students to take.
iii. Revise college curricula (Arts & Sciences, Business, Education) in such a way to foster cultural/global literacy.
iv. Revise academic programs in order to prepare students for careers in fields relevant to their program.
v. Provide opportunities for transformative experiences (e.g., study abroad, innovative course delivery, curricular or co-curricular experiential learning).
vi. Require participation in some form of experiential learning (e.g. undergraduate research, internship, service learning).
vii. Develop Educator Preparation Programs that honor and build upon the history of West Georgia as a significant provider of teachers for the state and that are reformed to be in accord with the West Georgia philosophy of blending liberal education, experiential learning, and professional preparation.
viii. Develop and implement systems that are faculty and resource friendly in order to increase the number of graduates and non-degree

certification program completers in all educator preparation programs.

ix. Streamline policies and procedures to approve the delivery of off-campus programs in educator preparation programs.

Goal 2: Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations – Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.

Proposed Action Items:

i. Create a comprehensive advising program that will promote and facilitate the integration of students' coursework, career readiness opportunities, learning communities, and extracurricular activities from freshman year to graduation.

ii. Develop bridge programming that addresses societal and professional issues and that will link students by class level and by topic. For example, the first year might focus on civility, the second on civic engagement, the third on ethics, and the last year on professionalism as informed by the previous three.

Goal 3: The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning, and an intellectual program informed by a foundation of liberal education.

Proposed Action Items:

i. Continually review, as part of the USG five-year program review, and provide feedback on all graduate programs to assure that they provide a quality curriculum that blends liberal education and practical professional application.

ii. Develop, review and improve for all graduate programs their process of mentoring and advising in order to improve retention, progression, and graduation rates.

iii. Identify and communicate, where appropriate, graduate programs that all permit students to interact with undergraduate students in positive or meaningful ways (e.g., leading a seminar, workshop, or undergraduate research conference; serving as mentor for an internship, co-op position, or service learning activity, or by serving as a lab, teaching, or service assistant). This effort strives to create mutual academic reinforcements between undergraduate and graduate programs, which should serve not only to enhance the academic mission but develop some co-curricular opportunities for both populations as well.

iv. Require all academic departments will work with the Center for Teaching and Learning and Distance and Distributive Education to identify and offer an increasing number of graduate degree programs

that are suitable for online or hybrid delivery in order to increase access and develop increased capacity.

v. Require academic Departments to work with The Center for Teaching and Learning and Distance and Distributive Education and other offices to identify and offer an increasing number of graduate degree programs on campus and at extended campus locations employing alternate and competitive course scheduling.

Guiding Principle 2: Every responsible agency of the University will be dedicated to creating a safe, supportive, and engaging campus life.

Goal 4: The University will maintain an environment that is safe and conducive to learning.

Proposed Action Items:

i. Create an ombuds office that will be staffed with two ombuds – one for faculty and one for staff.
ii. Explore the feasibility of creating a Chief Diversity Officer (CDO) position to oversee and coordinate all efforts related to diversity on campus.
iii. Develop a UWG chapter of Active Minds, an organization to improve knowledge and awareness of Mental Health.
iv. Improve lighting on campus, paying special attention to parking areas and walkways to parking lots.
v. Install interior building signs in all rooms that identify the room number, building name, and campus police phone number for use in emergencies.
vi. Increase visibility of campus public safety officials.
vii. Install telephones with access to Public Safety in every classroom on campus.

Goal 5: The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.

Proposed Action Items:

i. Compile updated comprehensive lists/catalogs of services that are provided by each university department and post this information on department websites.
ii. Develop an online calendar that provides information on campus-wide activities.
iii. Implement wheelchair sports events including basketball and tennis.
iv. Establish an Events and Ticketing Office to promote campus and community activities that include sporting events, theater, recreation, informal education activities, UWG

department events, and surrounding community announcements.

v. Establish a comprehensive weekend program that gives students incentives to stay on campus on weekends.
vi. Create a diverse club sports program for the campus community.
vii. Conduct a feasibility study for additional campus housing for students with families (named Family Housing?) and campus guests.
viii. Conduct a feasibility study for building a university conference center.
ix. Create a Student Booster Club for Men's and Women's Games.
x. Develop opportunities for social events for the university community.
xi. Increase awareness and opportunities for the campus community to engage in multi-cultural events.
xii. Develop a university-wide, comprehensive Wellness Program which addresses each dimension of wellness (i.e., physical, emotional, intellectual, environmental, and spiritual).
xiii. Build a Student Union that would include, but not be limited to, meeting rooms, bookstore, theater, late night/fast food options, student lounge(s), commuter student lounge, multicultural center, women's center, and student organization offices.

Goal 6: All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.

Proposed Action Items:

i. Develop opportunities for flexible scheduling for staff.
ii. Conduct a feasibility study for a day-care facility.
iii. Create an after-school program for school-aged children to be housed at the Pre-K Center.
iv. Develop and implement a comprehensive approach to assess the interests and needs of University employees and their families, as well as community members, about programming and activities.
v. Redefine and enhance the Center for Teaching & Learning.
vi. Create a Center for Assessment.
vii. Redefine and enhance the Office of Sponsored Operations.
viii. Align the UWG post-tenure review process with Board of Regents guidelines to ensure that faculty completing the process with a satisfactory rating are rewarded.
ix. Continue to reduce the negative effects of salary compression.
x. Reward faculty in tenure and promotion decisions for work that aligns with the mission of the university.

xi. Improve posted salary ranges for advertised faculty positions.
xii. Increase faculty/staff benefits to include use of UWG facilities (e.g., campus center and health services) at free/reduced cost.
xiii. Develop additional opportunities to reward staff for outstanding contributions at regular intervals (e.g., "employee of the quarter").
xiv. Revise the performance review policy for lecturers to enhance their job security.
xv. Develop a plan to recruit and retain faculty and staff of color to mirror the ethnicity of the student population.
xvi. Offer stipend to pay partial moving expenses of new faculty and staff relocating to the Carrollton area.

Guiding Principle 3: The steady enrollment growth over the next five years will be managed to enhance the institution's dedication to educational excellence in a personal environment.

Goal 7: The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.

Proposed Action Items:

i. Define and operationalize optimal enrollment to meet our capacity needs and to generate adequate revenue to accomplish our institutional mission to become a destination institution and support the goals of the USG Strategic Plan.
ii. Implement strategies, practices, and goals that allow UWG to realize projected enrollment targets.
iii. Promote and support off-campus programming and distance learning environments that support a strong liberal education, increase efficiency in classroom management, respond to marketplace demand, and increase accessibility.

Goal 8: With our enrollment growth West Georgia will remain committed to the following targets of academic quality: faculty-student ratio of 18 to 1; average class size of 29; part-time to full-time faculty ratio of 4.4 to 1.

Proposed Action Items:

i. Create a set of dashboard indicators of quality, not only RPG indicators, but indicators that are appropriate for a blended liberal arts and professional preparation program.
ii. Regularly report these dashboard indicators to those who can affect the ratios of quality and keep them in line with the institutional strategic plan

Goal 9: West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth, such as new classroom space for Nursing and Art.

Proposed Action Items:

i. Maintain and develop standard operating practices for the Facilities and Grounds areas. Continue current efforts to strengthen the grounds "appeal" while implementing performance standards for maximum energy conservation efforts, sustainability, and routine operations and maintenance. Maintain the focus of allocating resources to ensure our customers are pleased with our efforts.
ii. Implement the short- and long-term strategies identified in our Housing Master Plan by moving forward on the construction of a Greek Village, and plans to update/renovate Bowdon, Gunn, Downs, and Watson Halls. Also, evaluate the need for a new residence hall (semi-suites) and determine future steps for the next year.
iii. Establish a policy supporting the University's learning-centered strategies and directives by identifying guiding principles for space design; outline new design standards built on effective educational practices; and ensure our collective thinking is characterized by differences in thinking about planning, allocating resources, and using learning spaces.
iv. Continue to refine the campus's architectural design standards that unify the campus by housing facilities that represent open, airy, flexible, and intimate spaces. The Campus Center has begun to establish the campus's architectural vocabulary that will continue to define UWG as a destination institution.
v. Continue to strengthen the development of the Capital Implementation Program (approved by the BOR in Oct. 2007) which mirrors the existing facilities master plan, the University Strategic Plan, and the academic plan.
vi. Develop methodology for implementation of continuous improvement of critical operations at all levels of the University with emphasis on creating efficiencies, cost or time savings, and increasing functionality, service, and customer satisfaction.

Guiding Principle 4: We will increase our fund-raising and community service to match the needs of all of our stakeholders, and will communicate and market our story effectively.

Goal 10: Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia

Proposed Action Items:

i. Build sufficient staff to support a Capital Campaign.
ii. Conduct an inventory of needs.
iii. Fund and obtain major gift fundraising counsel.
iv. Fund and conduct a fundraising feasibility study.
v. Conduct prospect screening prior to the launch of the silent phase of the capital campaign.
vi. Complete the fundraising plan and timeline for a capital campaign and set the goal.
vii. Utilize the president and key volunteers in strategic fundraising.

Goal 11: Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.

Proposed Action Items:

i. Challenges UCM to build upon the groundwork laid during the integrated marketing study and early implementation activities and develop creative strategies to the next level by hiring a public relations/advertising firm to maximize the impact of our branding.
ii. Foster collaboration between UCM and other departments in the division of University Advancement to design and implement an internal campaign that heightens awareness of the services and advantages that the division brings to the campus as an effort to promote loyalty among faculty, staff and students that will translate into financial support of the institution.

Goal 12: Community Relations: The University will engage the local community educationally, culturally and recreationally.

Proposed Action Items:

i. Survey the campus community to determine the current level of community service activities
ii. Extend existing partnerships with the local school systems within the academic setting such as increased opportunities for professional development for student

teachers, collaborative research projects via graduate studies internships, etc.

iii. Increase positive interactions between college students and local middle-school students through such activities as after-school programs in local recreation centers and increased mentoring opportunities.

iv. Increase collaborative activities with community members and foundations to provide cultural experiences within the fine arts

v. Continue building partnerships within the communities served by UWG, particularly participating in dialogue on issues and projects such as the Downtown/Maple Street Corridor.

Implementation Strategy

The Vice Presidents will determine which units have responsibility for the goals listed here, their priority, resource requirements, unit-specific implementation plans, and the reporting cycles.

The Institutional Studies and Planning committee of the Senate will appoint subcommittees as monitors of the implementation of the strategic plan. The original planning committee suggests that four subcommittees be created in order that one subcommittee could be responsible for each of the four goal areas. Each subcommittee should have membership from ISP as well as the original planning committee. This will provide a much needed institutional memory for the goal and ensure that all of its elements receive appropriate attention through to completion.

Implementation Steps

Action Items

i. Original budget requests will be funded based on the UWG Strategic Plan.
ii. Critical University function areas will be identified annually by President's Advisory Council (PAC) based on the UWG Strategic Plan
iii. Departments within established critical function areas will complete and submit a five-year strategic budget.
iv. Strategic budget submissions will be reviewed for consistency with the UWG Strategic Plan by the vice president for each respective critical function area.
v. PAC will establish five-year funding priorities for critical function areas based on the approved strategic budget submissions.
vi. Organizational Assessment: Establish a process to evaluate and implement efforts to increase functionality, eliminate redundancy, and review the outcomes of the organization.
vii. University, Division, and College or Department annual reports should include specific sections addressing each of the following:
    a. Strengths and weaknesses of the current organizational structure, and clear evidence to support these conclusions;
    b. Inefficiencies and redundancies, and concrete plans to correct them; and
    c. An outcome-oriented justification for expended and allocated resources (particularly financial resources).

viii. Weaknesses, inefficiencies or redundancies that persistently appear in annual report reviews will be the impetus for any potential restructuring/reorganization effort(s).
ix. Conduct a review of all reporting systems and documents in the University. Where possible, core elements of annual reports at all levels in the organization should be adjusted to follow a similar template (including the items noted in Action Item vii).
x. Create a template that will be used to justify, guide, and report the outcomes of organizational restructuring in any part of UWG. This

template should include a needs assessment (based, at least in part, on information from the annual report sections noted in Action Item vii), expectations or goals of the restructuring, the resources necessary for the success of the restructuring and their source, impact on accreditation and a plan and timeline for implementation and evaluation of the effectiveness of the restructuring in achieving the goals. Additionally, the template should require units to identify how the restructuring would align with the UWG and USG strategic plans as well as its impact on enrollment.

Appendix

A variety of supplementary documents are available for download at the following web address.

http://www.westga.edu/~mcrafton/planning.html

Addendum IV

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** n/a **Hours: Lecture/Lab/Total** / /

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

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

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):

Current Wording in Catalogue: Courses 8000 to 8006 are prerequisites for subsequent 8000 level courses." p. 94 catalog.
Change to: "8000 level courses require permission of instructor if required doctoral courses have not been completed"
Rationale: Courses are still required as was originally conceived in crafting Psy.D. but current wording and structure of program severely strains faculty resources during a time of economic contraction. Change does not compromise the core offerings but yet frees up faculty time.

Prerequisite(s) n/a-change in prerequisites

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

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

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

Approval:

Department Chair — Date 9-4-08 — Department Chair (if cross listed) — Date

Dean of College — Date 9/15/08 — Dean of College (if cross listed) — Date

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

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

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date 10/21/08

Vice President for Academic Affairs — Date

RECEIVED
SEP 15 2008
UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction **College:** College of Education

Current course catalog listing: (for modifications or deletions)

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

Action
☑ Course ☐ Program

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

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDMS	6272	Classroom Management	3 / 0 / 3

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

Students will examine major theoretical and empirical approaches to establish learning environments that encourage positive social interaction and active engagement in learning as well as promote self-motivation. One of the major challenges teachers face is classroom management. With the reality of larger class sizes, dwindling resources, and a diverse student population that includes students with special needs, teachers need creative and cooperative classroom management skills. When a teacher does not have essential management skills, effective instruction may not occur in the classroom. A classroom that instills cooperation and mutual respect empowers students as learners and decision makers.
In this course you will learn to create a productive learning environment. You will study research related to classroom management and review the work of experts in the field to inform your instructional practice. You will explore a plethora of activities and techniques that encourage prosocial behavior and promote collaboration, teamwork, and positive teacher-student and peer relationships in your classroom. You will practice strategies for managing students' work, teaching to students' strengths, and using technology in the classroom. This course will continually challenge you to examine and modify your current instructional practices to serve all your students successfully.

Prerequisite(s) _____

Present or Projected Enrollment: 50 (Students per year) Effective Date*: Fall / 2009 (Term/Year)
*For a new course, one full term must pass between approval and effective date.

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

Approval:

Donna M. Harkins 10-15-08
Department Chair Date Department Chair (if cross listed) Date

Lynne P. Gaskin 10/15/2008
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).

Charles W. Clark 10/21/08
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02

EDMS 6272 – Classroom Management

EDMS 6272 – Classroom Management – will be one of the courses offered in a new online MAT in Mathematics and Science and is one of three courses in the Transition to Teaching section of the program. Students will examine major theoretical and empirical approaches to establish learning environments that encourage positive social interaction and active engagement in learning as well as promote self-motivation. This course will be taught 100% online.

UWG has agreed to offer this course as part of a five-university consortium consisting of the University of West Georgia, Columbus State University, Georgia Southern University, Kennesaw State University, and Valdosta State University.

Proposed Syllabus

EDMS 6272

CLASSROOM MANAGEMENT

Semester Hours: 3

Semester/Year:

Instructor:

University of West Georgia
Carrollton, GA 30118-5110

E-mail: The official communication method will be through the online course management system.

Office Location:
Office Hours:

Telephone:
Fax:

COURSE DESCRIPTION

Students will examine major theoretical and empirical approaches to establish learning environments that encourage positive social interaction and active engagement in learning as well as promote self-motivation. Field experiences are included in this course. In this course students will learn to create a productive learning environment. Students will study research related to classroom management and review the work of experts in the field to inform instructional practice. Students will explore a plethora of activities and techniques that encourage prosocial behavior and promote collaboration, teamwork, and positive teacher-student and peer relationships in classrooms. Students will practice strategies for managing student work, teaching to student strengths, and using technology in the classroom. This course will continually challenge students to examine and modify current instructional practices to serve all students successfully.

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 (GEFT), 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

This course is aligned with the **basic and advanced levels** of Domain 3 of the ***Georgia Framework for Teaching.*** Descriptors of the basic and advanced levels are as follows:

Domain 3 Basic Level:

1. **Create a learning environment in which students can learn both independently and collaboratively.**
2. **Organize and manage time, space, activities, technology, software, and other resources necessary for providing learning activities for students.**
3. **Explore options for, and build a functional plan for classroom management.**
4. **Seek, use, and refine real-life strategies for motivating students.**
5. **Create a culturally responsive classroom.**
6. **Articulate resources specific to the school, district, and community that enhance student learning.**
7. **Develop appropriate verbal, nonverbal, and media communication techniques to foster supportive learning-based interactions in the classroom.**

Domain 3 Advanced Level:

1. **Create a learning environment in which students accept responsibility for their own learning and respect the learning needs of others.**
2. **Organize and manage time, space, activities, technology, software, and other resources to increase active engagement of students in learning activities.**
3. **Practice effective classroom management strategies.**
4. **Implement strategies for organizing and supporting student learning that are based on human motivation and behavior.**
5. **Exhibit practices that demonstrate sensitivity to students' cultures, experiences, and communities in all aspects of teaching.**
6. **Incorporate school, district, and community resources to enhance student learning.**

7. **Integrate appropriate verbal, nonverbal, and media communication techniques to foster collaboration and supportive interactions in the classroom.**

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Burke, K. (2000). *What to do with the kid who . . . : Developing cooperation, self-discipline, and responsibility in the classroom* (2nd ed.). Arlington Heights, IL: SkyLight Professional Development.

Jones, V., & Jones, L. (2007). *Comprehensive classroom management: Creating communities of support and solving problems* (8th ed.). Boston: Allyn and Bacon.

References:

Baker, J. (1998). Are we missing the forest for the trees? Considering the social context of school violence. *Journal of School Psychology, 36,* 29–44.

Barton, E. A. (2000). *Leadership strategies for safe schools.* Arlington Heights, IL: SkyLight Professional Development.

Beyer, L. (Ed.). (1996). *Creating democratic classrooms: The struggle to integrate theory and practice.* New York: Teachers College Press.

Bosch, K. (1999). *Planning classroom management.* Arlington Heights, IL: SkyLight Professional Development.

Burke, K. (Ed.). (1995). *Managing the interactive classroom: A collection of articles.* Glenview, IL: SkyLight Training and Publishing.

Cangelosi, J. S. (2004). Classroom management strategies: Gaining and maintaining students' cooperation (5th ed.). Hobeken, NJ: Wiley.

Caplan, J. (1997). *Literature review of school-family partnerships.* North Central Regional Educational Laboratory.

Chavkin, N. (Ed). (1993). *Families and schools in a pluralistic society.* Albany, NY: State University of New York.

Coloroso, B. (1994). *Kids are worth it!* Toronto: Somerville House Publishing.

Duke, D., & Trautvetter, S. (2001). *Reducing the negative effects of large schools.* Washington, DC: National Clearing House for Educational Facilities

Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal, 91*(3), 289–305.

Fay, J., & Funk, D. (1995). *Teaching with love and logic.* Golden, CO: The Love and Logic Press.

Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can save them.* New York: Free Press.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century.* New York: Basic Books.

Gardner, H. (1999). T*he disciplined mind: What all students should understand.* New York: Simon and Schuster.

Glasser, W. (1990). T*he quality school: Managing students without coercion.* New York: Harper and Row.

Hagstrom, D. (2004). *From outrageous to inspired: How to build a community of leaders in our schools.* San Francisco: Jossey-Bass.

House, S. (2003). *Behavior intervention manual.* Columbia, MO: Hawthorne Educational Service.

Johnson, D., & Johnson, R. (1995). *Reducing school violence through conflict resolution.* Alexandria, VA: Association for Supervision and Curriculum Development.

Kerr, M., Nelson, M. (2002). *Strategies for addressing behavior problems in the classroom.* Upper Saddle River, NJ: Merrill Prentice Hall.

Kohn, A. (1990). *The brighter side of human nature: Altruism and empathy in everyday life.* New York: Basic Books.

Kohn, A. (1996). *Beyond discipline: From compliance to community.* Alexandria, VA: Association for Supervision and Curriculum Development.

Landau, B. M. (2004). *The art of classroom management: Building equitable learning communities* (2nd ed.). Upper Saddle River, NJ: Pearson.

Lane, K., & Beebe-Frankenberger, M. (2004). *School-based interventions.* Columbia, MO: Hawthorne Educational Service.

Levine, M. (2003). Celebrating diverse minds. *Educational Leadership, 62*(2), 12–18.

Manning, M. L., & Bucher, K. T. (2003). *Classroom management: Models, applications, and cases.* Upper Saddle River, NJ: Merrill.

Marchesani, R. J. (2007). *The field guide to teaching: A handbook for new teachers.* Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Marzano, R., & Marzano, J. (2003). The key to classroom management. *Educational Leadership, 61*(1), 6–13.

Moore-Hart, P. (2004). Creating learning environments that invite all students to learn through multicultural literature and information technology. *Childhood Education, 81*(2), 87–94.

Mumper, M. (2000). *Teaching kids to care and cooperate.* New York: Scholastic.

Nations, S., & Boyett, S. (2002). *So much stuff, so little space: Creating and managing the learner centered classroom.* Gainesville, FL: Maupin House Publishing.

Nelson, R. (1996). Designing schools to meet the needs of students who exhibit disruptive behavior. *Journal of Emotional and Behavioral Disorders, 4,* 147–161.

Noguera, P. (2004). Transforming high schools. *Educational Leadership, 61*(10), 26–32.

Noguera, P. (1995). Preventing and producing violence: A critical analysis of responses to school violence. *Harvard Educational Review, 65,* 189–212.

Perkins-Gough, D. (2003/2004). Creating a timely curriculum: A conversation with Heidi Hayes Jacobs. *Educational Leadership,* 12–17.

Schmuck, R., & Schmuck, P. (2001). *Group processes in the classroom* (8th ed.). Boston: McGraw-Hill.

Schwartz, L. (2001). *Taking steps toward tolerance and compassion: Creative projects to help kids make a difference.* New York: Learning Works.

U.S. Department of Education. (1997). *Achieving the goals: Goal 8, parental involvement and participation.* Washington, DC: Author.

U.S. Department of Education. (1997). *America goes back to school: The partnership for family involvement in education.* Washington, DC: author.

U.S. Department of Education. (1998). *Partnership for family involvement in education. Community update.* Washington, DC: Office of Intergovernmental and Interagency Affairs.

U.S. Department of Education. (1994). *Strong families, strong schools: Building community partnerships for learning.* Washington, DC: Author.

Watson, S., & Steege, M. (2003). *Conducting school-based functional behavior assessments.* Columbia, MO: Hawthorne Educational Service.

Williams, D. L., Jr. (1992). Parental involvement teacher preparation: Challenges to teacher education. N L. Kaplan (Ed.), *Education and the family.* Boston: Allyn and Bacon.

Wolfgang, C. (1999). *Solving discipline problems.* Needham Heights, MA: Allyn and Bacon.

Wong, H., & Wong, R. (2004). *The first days of school: How to be an effective teacher.* Mountain View, CA: Harry K. Wong Publications.

Professional Organizations and Other Web Sites

A Positive Classroom Climate http://cte.udel.edu/TAbook/climate.html
Bullies, Aggressive Victims, and Victims: Are They Distinct Groups?
Classroom Climate http://www.ibiblio.org/schools/rls/garner/teacher/climate.pdf
Classroom Management: Behavior Management
Classroom Organization http://www.mea-mft.org/assist/classroom_org.html
Classroom Organization: Problem Solving Sheet
Classroom Organization: The Physical Environment
http://teacher.scholastic.com/professional/futureteachers/classroom_organization.htm
Creating a Climate for Learning: Effective Classroom Management Techniques
http://www.education-world.com/a_curr/curr155.shtml
Education World Lesson Planning: Teaching and Tolerance
Get Help Teaching Special Needs Students
Global Village School for Peace and Diversity Studies
Learning Disabilities OnLine: Social Skills
Managing Classroom Tech Resources
Managing Technology: Tips from the Experts
Managing Technology in the Classroom (links)
http://www.techteachers.com/managingtech.htm
Multiple Intelligences http://www.thomasarmstrong.com/multiple_intelligences.htm
http://orthomolecular.org/library/articles/webach.shtml
Positive Approaches to Challenging Behavior for Young Children with Disabilities
Project Zero: Howard Gardner http://pzweb.harvard.edu/PIs/HG.htm
Scholastic: School Involvement Series http://scholastic.com/
Social Competencies: Problem Solving
The Teacher Movie http://www.teachermovie.com/
Teachers' Net http://teachers.net
Teachers.net: Lesson Bank http://www.teachers.net/lessons/search.html
Teaching Resources: Teaching Social Skills http://home.att.net/~clnetwork/socialsk.htm
Teaching Tolerance http://www.tolerance.org/teach/

Teaching Your Child Tolerance
Teachnology Web Tools for Educators: Rubric, Rubrics Makers http://www.teach-nology.com/web_tools/rubrics/
Teamworks Module: Problem Solving—Lesson 2: Conflict-based Problem Solving

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. The focus of this course is to evaluate the theoretical constructs for designing curriculum, instruction, and classroom management. Also, students will develop knowledge, skills, and dispositions for making appropriate decisions through problem solving strategies. In addition, students will demonstrate their skills and attitudes for managing learning environments with diverse learners. Finally, students are expected to demonstrate achievement in several areas related to the College of Education's conceptual framework.

Activities and Assessments:
Students are expected to:

1. *Class Participation:* Students are expected to participate in all class activities and complete all assignments including, but not limited to, locating and retrieving information related to identified topics and participating in discussion board activities.
   (GFT Domain 3; knowledge, skills, disposition; observation)

2. *Weekly Assignments:* Students will respond to discussion prompts provided by the instructor by reviewing, summarizing, and applying weekly reading assignments and/or video segments in relation to theory and self practice of Classroom Management. Assignments of application will be at the discretion of the instructor and will vary according to the weekly topic. For example, students may be requested to submit a video or podcast to demonstrate theory and practice of weekly topic.
   (GFT Domain 3; knowledge, skills, disposition; rubric)

3. *Action Research Project:* Students will plan, implement, and evaluate an Action Research Project. The project will consist of 3 different parts which will be due at intervals during the semester. Students will document the implementation of their Action Research Project using distance technologies. Evaluation and analysis of the Action Research Project will consist of a critical review of the plan and future implications. This portion of the plan will be submitted in paper format using strict APA guidelines.
   (GFT Domain 3; knowledge, skills, disposition; rubric)

Action Research Project:

Part 1: Planning the Inquiry

a. Problem Statement (15 points)
b. Annotated Bibliography (25 points)
c. Advocated Solutions (15 points)

Part 2: Implementing the Inquiry
- a. Implementation Plan (45 points)
- b. Record of Progress (40 points)

Part 3: Analyzing and Evaluating the Inquiry
- a. Reflective Assessment (45 points)
- b. Reference List (15 points)
- c. Appendix (25 points)

Evaluation Procedures:
You will be graded and evaluated based on the Rubric.
- a. Weekly Class Participation 100 points
- b. Weekly Assignments 100 points
- c. Action Research Project 225 points

Grading Policy: Total Points Possible: 425
383-425 points = A
340-382 points = B
298-339 points = C
297 or below = F

Rubric for Evaluating Online Course Assignments

	Basic Level Work	**Basic Level Work**	**Advanced Level Work**	**Advanced Level Work**
	0-6 points	**7-8 points**	**9 points**	**10 points**
Synthesize/Apply/Reflect	Demonstrates little or no understanding of key concepts; integrates little or no key ideas Concepts are not applied in the assignment Lack of organization and structure	Demonstrates minimal understanding of key concepts; integrates some key ideas Concepts minimally applied Organization and structure are weak Reflections show a lack of processing to look at strengths, weaknesses, and areas for change	Demonstrates a clear understanding of key concepts; integrates many key ideas Concepts adequately applied Organized Reflections show adequate strengths, weaknesses, and areas for change/growth	Demonstrates an exceptional understanding of key concepts; integrates and extends key ideas Concepts expertly applied Well organized Reflections show critical analysis of crucial strengths, weaknesses, and areas for change/growth

	0-6 points	7-8 points	9 points	10 points
Level of Discussion: Quality and quantity of participation and interaction	Demonstrates little or no understanding of key concepts; integrates little or no key ideas Did not contribute to online class work Minimal online participation; posts 1 response to question	Demonstrates minimal understanding of key concepts; integrates some key ideas Contributed little to online class work Minimally added additional information and insight on the discussion topic(s) Nominal participation; posts 1 or 2 responses, occasionally following up on responses of others	Demonstrates a clear understanding of key concepts; integrates many key ideas Contributed positively to the online class work Added some additional information and insight on the discussion topic(s) Consistent participation; posts 2 or more responses with frequent interaction with others	Demonstrates an exceptional understanding of key concepts; integrates and extends key ideas Contributed positively to the online class work Frequently added high-level information and insight on the discussion topic(s) Active participation; posts 3 or more responses, interacts weekly with follow-ups on others' ideas

Action Research Project Rubric

	0-9 points	10-11 points	12–13 points	14–15 points
Problem Statement	The problem statement is unfocused and/or unclear; there is no clear sense of intent in the solution statement. The settings	More than one element is insufficiently focused or specific. The instructor has a sense that the student has some idea of what is	At least one element is insufficiently specific. For example, the student has provided a problem OR a solutions	Problem statement form has an appropriately informative setting which clearly articulates information

	statement seems unclear or contains irrelevant information.	necessary, but renders information with too much generalization and irrelevant information.	statement with too much or too little information, OR the setting includes irrelevant or inappropriate information. The instructor has a sense that the student is on the right track, but needs clarity and/or focus.	about the student community, the school atmosphere, and the teacher. The problem statement is focused and specific as is the solution statement.
	0-17 points	**18-19 points**	**20-22 points**	**23-25 points**
Annotated Bibliography	Annotations are summaries of the citation rather than descriptive or evaluative; there is little attempt to inform the reader of the relevance, accuracy, and quality of most of the citations. Little or no attempt to offer a variety of resources.	Annotations tend to be as much summary as descriptive and/or evaluative with insufficient attempt to inform the reader of the relevance, accuracy, and quality of several citations (there may be quantity over quality). Obvious imbalance of resources.	Annotations may not be quite sufficiently descriptive and evaluative, or may not inform the reader of the relevance, accuracy, and quality of some of the citations. There might be an imbalance of resources.	Annotations are appropriate, descriptive, and evaluative and appropriately inform the reader of the relevance, accuracy, and quality of the source cited. There is a good variety of resources.
	0-9 points	**10-11 points**	**12–13 points**	**14–15 points**

Advocated Solutions (AS) Form	Proposed solutions seem pedestrian; little or no analysis of the solutions. Problems or barriers missing or barely adequate. In general, little evidence of reasoning or thoughtful inquiry.	Proposed solutions offer little creativity or insight; analysis of solutions is adequate. Problems or barriers haphazard. Some evidence of reasoning OR thoughtful inquiry.	Proposed solutions have some elements of creativity and insight, and appropriate analysis. Problems or barriers may seem a bit haphazard. Some evidence of reasoning and thoughtful inquiry.	Proposed solutions show creativity, insight, and analysis. Problems or barriers are real and appropriate, and solutions sound and reasonable. Evidence of clear reasoning and thoughtful inquiry.
	0-31 points	**32–35 points**	**36–40 points**	**41–45 points**
Implementation Plan	The plan summary includes all or most of the elements—the problem statement, the goals, the solutions, the preparatory steps, and the expected outcomes for the action research project, though some are not clear and many are not specific. The weekly plans are not clear, have limited creativity, and are adequately appropriate with limited evidence of insight and planning.	The plan summary includes all of the elements—the problem statement, the goals, the solutions, the preparatory steps, and the expected outcomes for the action research project, most of which are somewhat clear and somewhat specific. The weekly plans are fairly clear, adequately creative, and generally appropriate with evidence of some insight and some planning.	The plan summary restates the problem statement with perhaps more focus; the specific goals, which are mostly measurable; the specific solutions you have chosen for this project; the preparatory steps; and the expected outcomes for the action research project. The weekly plans are mostly clear, somewhat creative, and mostly appropriate with evidence of insight and planning.	The plan summary clearly articulates a focused problem statement; the specific goals, which are measurable; the specific solutions you have chosen for this project; the preparatory steps; and the expected outcomes for the action research project. The weekly plans are clear, creative, and appropriate with evidence of insight and thoughtful planning.
	0-27 points	**28–31 points**	**32–35 points**	**36–40 points**
Record of Progress	Record of progress identifies a few events with little or limited	Record of progress identifies some significant events with limited	Record of progress identifies significant events with some	Record of progress clearly identifies the significant events with clear

	correlations and references to implemented strategies and solutions. Subjective and limited presentation of successes and failures.	correlations and references to implemented strategies and solutions; not always clear precisely what happened in and with an event. Adequate presentation of successes and failures, though not always objective.	correlations and references to implemented strategies and solutions; not always clear precisely what happened in and with an event. Adequate presentation of successes and failures.	correlations and references to the implemented strategies and solutions. Clear and objective presentation of the successes and the failures.
	0-31 points	**32–35 points**	**36–40 points**	**41–45 points**
Reflective Assessment	Narrative makes few connections with the initial problem statement work and the implementation plan. Discussion of implementation plan is insufficient. Includes adequate points for peer review.	Narrative makes some adequate connections with the initial problem statement work and the implementation plan. Discussion of implementation plan is adequate. Includes adequate and generally appropriate points for peer review.	Narrative makes some appropriate connections to and with the initial problem statement work and the implementation plan. Discussion of implementation plan is appropriate, but not particularly insightful, thoughtful, nor comprehensive. Includes adequate yet appropriate points for peer review.	Narrative makes clear connections to and with the initial problem statement work and the implementation plan. Discussion of implementation plan is insightful, thoughtful, concise, and comprehensive. Includes appropriate and insightful points for peer review.
	0-9 points	**10-11 points**	**12–13 points**	**14–15 points**
Reference List	Minimal variety of resources; format generally incorrect.	Some variety of resources; format has several noticeable errors.	Adequate variety of resources; format is mostly correct.	Good variety of resources; format is correct.
	0-17 points	**18–19 points**	**20–22 points**	**23–25 points**
Appendix	Presentation of materials used or referenced in implementation, though perhaps sporadic or	Adequate presentation of materials used or referenced in implementation—some key	Acceptable presentation of materials used or referenced in implementation; format is mostly	Clear and usable presentation of materials used or referenced in implementation; format is correct.

	unclear; format generally incorrect.	materials missing or misrepresented or unclear; format has several noticeable errors.	correct.	

Professionalism and Participation:

A University of West Georgia graduate should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form. This is especially true for educators. Therefore, all formal assignments should be proofread for Standard English grammar, spelling, capitalization, punctuation, and proper citations according to APA (5th) guidelines. Written work must be completed in a typed, double-space format, with Times/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated.

Throughout the professional literature, it is documented that effective teachers are knowledgeable, responsible, enthusiastic, energetic, interactive, cooperative, attentive, and participatory and have a sense of efficacy. These same professional behaviors will be expected of students enrolled in this course. **Students are expected to participate in ALL class sessions and are accountable for all materials covered.** Attendance will be taken every class session. You are responsible for all information and changes in the course content that may occur. No make-up tests will be allowed. **Projects and papers are due on the designated date.** No late assignment will be accepted.
Extra credit will not be allowed and work completed for another class will not be acceptable in this course.

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.*

CLASS OUTLINE:

Week	Class Activities	Reading Assignments or Topic
Week 1	**Introduction and Overview**	Syllabus
Week 2		Issues in Classroom Management
Week 3	**Problem Statement Due**	Theories of Classroom Management
Week 4		Researchers in Classroom Management
Week 5		Setting the climate
Week 6		Teaching the social skills
Week 7	**Implementation Plan Due**	Students who have trouble accepting responsibility
Week 8		Students with weak interpersonal skills
Week 9		Students with behavior problems
Week 10	**Record of Progress Due**	Students with special needs
Week 11		Understanding student's basic psychological needs
Week 12		Establishing positive student-teacher relationships
Week 13		Working with parents
Week 14		Increasing student motivation
Week 15		School wide student management systems
Week 16 (Final)	**Project Due**	Action Research Project

Course or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

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

Action
☐ Course ☑ Program

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

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

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):

Prerequisite(s) _____

Present or Projected Enrollment: 6 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2009
Term/Year

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

Approval:

Rebecca Hanard 10-7-08
Department Chair Date Department Chair (if cross listed) Date

Lynne O. Stokes 10/14/2008
Dean of College Date Dean of College (if cross listed) Date

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

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

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date 10/21/08

Vice President for Academic Affairs Date

Revised 1/09/02

Rationale for Proposed Changes to Ed.D. in Professional Counseling and Supervision Program

The original program (see attached) was approved by FGC 11-05-2007, by COGS 11-14-2007, and by Faculty Senate 12-7-2007. The program that was approved was based on the proposal submitted to the Board of Regents. A program sheet had not been developed at that time. The program sheet with the following proposed changes is attached. The changes to the original approved program:

1. **Course numbers of newly developed courses are changed to be consistent with university and COE guidelines:**

Original Course #/title	**changed to**	**Current Course #/title**
CEPD 9851 Doctoral Internship		CEPD 9186 Doctoral Internship
CEPD 8831 Doctoral Counseling Seminar		CEPD 9184 Doctoral Counseling Seminar
CEPD 9971 Program Evaluation		CEPD 9171 Program Evaluation
CEPD 9951 Directed Doctoral Research		CEPD 9183 Directed Doctoral Research
CEPD 9955 Doctoral Practicum in Supervision		CEPD 9187 Doctoral Practicum in Supervision
CEPD 9999 Dissertation		CEPD 9199 Dissertation
CEPD 8197 Counseling Program Development		CEPD 9145 Counselor Education
EDUC 9961 Research Process for Change		EDUC 9961 Research Process for Change

2. **The inclusion of CEPD 8197 (Counseling Program Development) in the original proposal was an error. It is an existing course in the current Ed.S. program. CEPD 9145 (Counselor Education) is proposed to be added in place of CEPD 8197. CEPD 9145 is required in order to meet new 2009 CACREP doctoral standards.**
3. **The existing courses in the original program proposal are all part of the current M.Ed. or Ed.S. program which has not changed. Any candidate for admission must have a master's degree in counseling from a CACREP accredited program (or equivalent) and an Ed.S. in counseling from an accredited institution.**

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:_____

Course or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix CEPD **Course** 9145 **Title** COUNSELOR EDUCATION **Hours:** 3 / 0 / 3 **Lecture/Lab/Total**

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

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

CEPD 9145 COUNSELOR EDUCATION 3 / 0 / 3

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

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

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.

Prerequisite(s) None

Present or Projected Enrollment: 6 (Students per year) Effective Date*: Fall /2009 Term/Year

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

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

Approval:

Rebecca Stewart 10-7-08

Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 10/14/2008

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

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

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

Chair, Undergraduate Academic Programs Committee Date Charles W. Clark Chair, Committee on Graduate Studies 10/21/08 Date

Vice President for Academic Affairs Date

Revised 1/09/02

Rationale for Adding Courses for Professional Counseling and Supervision Program.

This course is part of the approved program of studies and meets CACREP Standards required for the training of doctoral students in Professional Counseling and Supervision.

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 Student Handbook.

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 or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix CEPD **Course** 9171 **Title** PROGRAM EVALUATION **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action
☑ Course ☐ Program

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

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
CEPD	9171	PROGRAM EVALUATION	3 / 0 / 3

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

This course 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.

Prerequisite(s) NONE

Present or Projected Enrollment: 6 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: FALL / 2009 (Term/Year)

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

Approval:

Rebecca Sanad 10-7-08
Department Chair Date Department Chair (if cross listed) Date

Lynne P. Gaskin 10/14/2008
Dean of College Date Dean of College (if cross listed) Date

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

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

Chair, Undergraduate Academic Programs Committee Date

Linda W. Clark 10/21/08
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Adding Courses for Professional Counseling and Supervision Program.

This course is part of the approved program of studies and meets CACREP Standards required for the training of doctoral students in Professional Counseling and Supervision.

CEPD 9171

PROGRAM EVALUATION

3 Semester Hours

Semester

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Help Desk:
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 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. 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 models, methods, and theoretical bases of program evaluation and their current applications (Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T.K., 2006) (CACREP, Doctoral standard IV.E.4);

2. demonstrate the ability to create and implement a program evaluation design (Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T.K., 2006) (CACREP, Doctoral standard IV.F.6);

3. demonstrate the necessary advanced skills, knowledge, and experience to conduct summative and formative evaluations of counseling services and counselor educations programs (Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T.K., 2006);

4. demonstrate an ability to critically analyze outcomes of applied institutional strategies in specific counseling situations (individual, group, organizational) and to make recommendations for development and/or remediation (Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T.K., 2006) and,

5. understand legal, ethical, and multicultural issues associated with program evaluation (Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T.K., 2006).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Text:

Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T.K. (2006). *Program evaluation: An introduction (4th ed.)*. Pacific Grove, CA, Brooks-Cole.

References:

Bamberger, M., Rugh, J., & Mabry, L. (2006). *Real world evaluation: Working under budget, time, data, and political constraints*. Thousand Oaks, CA: Sage.

Braden, J. P. (2007). Using data from high-stakes testing in program planning and evaluation. *Journal of Applied School Psychology, 23*(2), 129-150.

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

Cooksy, L.J. (2007). Ethical challenges scenario: Youth involvement in evaluation. *American Journal of Evaluation, 28*(3), 318-320.

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.

Gredler, M.E. (1996). *Program evaluation*. Upper Saddle River, NJ: Merrill.

Gysbers, N.C., Hughey, K.F., Starr, M., & Lapan, R.T. (1992). Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling and Development,* 70, 565-570.

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

McDavid, J.C. (2005). *Program evaluation and performance measurement: An introduction to practice*. Thousand Oaks: CA: Sage.

Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2003). *Evaluation: A systematic approach (7th ed.)*. Thousand Oaks, CA: Sage.

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.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

This course is highly experiential and focuses on the knowledge and skills required to perform program evaluations. At the successful completion of this course, students will have demonstrated achievement in the following conceptual framework descriptors: *knowledgeable:* students will understand models, methods, and theoretical bases of program evaluation and their current applications **(assignment 1,2),** create and implement a program evaluation design **(assignment 3, 4)** and demonstrate a thorough understanding of professional ethics associated with program design **(all assignments);** *leadership, collaboration, and proactive:* students will demonstrate the ability to work collaboratively to conduct a program evaluation and to develop strategies to improve services for consumers **(assignment 4),** and *culturally sensitive:* students will demonstrate knowledge of the needs of a culturally diverse population and conduct appropriate evaluations and design culturally appropriate interventions **(all assignments).**

Activities and Assessments

1. Attend class and participate in class discussions and activities. You are expected to attend class and participate in all group activities and discussions. *Course Objectives all (1-5);*
2. Interview an individual experienced in program evaluation. Prepare 2-4 page summary of the interview. *Course Objectives all (1-5);*
3. Identify a program/curriculum that you would like to evaluate. Complete the questions regarding "Focusing the Evaluation" on the Program Evaluation Worksheet (to be distributed in class). *Course Objectives all (1-5);*
4. Working as part of your assigned group, you will develop a program evaluation plan. This project will be tailored to the interests of your group and relevant to the work setting of one or more of the group members. The plan will include the following information: *Course Objectives all (1-5);*

Background

- What do you know about the project's (program) background, purpose, goals, etc.?
- Describe how you learned (and will learn more) about the program.
  - Who did/will you talk with?
  - What resources, documents did/will you review?
  - What prior findings for the literature or similar evaluations exist?

Sponsor, Clients, Stakeholders, Audience

- Description of sponsor (if any), client(s), stakeholders, and audience.
- How did/will you establish trust with these people?
- Describe your initial meetings with the program client, stakeholders, etc....
  What happened or what do you expect to happen when you meet these people?
- How do you plan to work with these individuals to establish trust and cooperation?

Purpose of the Evaluation

- Who did/would request the evaluation and why?
- What is the purpose of the evaluation and specific examples of evaluation questions?
- How did/will you work to integrate the varying perceptions of the program and its purpose and focus the evaluation?
- What type(s) of evaluation (needs assessment, formative, summative) will be used?

Evaluation Plan

- How do you plan to manage this evaluation project?
- Include a preliminary budget and timeline for project activities.
- What general evaluation approaches (models) do you plan to use?
- What types of data collection methods are planned and why are these most appropriate?
- Timeline and Budget
- How will the data gathered be used to inform (hopefully improve) the program?
- How will these findings be reported?
- What are the key findings (or expected findings)?

Evaluation Procedures:

Interview	20 points
Focusing the Evaluation	20 points
Program evaluation plan	100 points
TOTAL	**140 points**

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

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.

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	Assignments
Week 1 Introduction & Review of syllabus Role and purposes of evaluation History of Evaluation Overview of the Program Evaluation Process	Chapters 1
Week 2 Ethical, Legal, and Multicultural Issues in Program Evaluation	Chapter 2
Week 3 Approaches to Assessment	Handouts
Week 4 Needs Assessment	Chapter 3
Week 5 Qualitative methods in evaluation	Chapter 4 Assigned readings
Week 6 Formative and Process Evaluation	Chapter 5
Week 7 Single System Research Design	Chapter 6
Week 8 Goal Attainment Scaling	Chapter 7
Week 9 Client Satisfaction Studies	Chapter 8
Week 10 Group Research Designs	Chapter 9
Week 11 Cost Effectiveness and Cost Analysis	Chapter 10

Week 12 Measurement Tools and Strategies	Chapter 11
Measurement Instruments	Chapter 12
Week 13 Data analysis	Chapter 13
Week 14 Pragmatic Issues	Chapter 14
Reporting and Dissemination of Results	Chapter 15

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 Student Handbook.

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 or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix CEPD **Course** 9183 **Title** DIRECTED DOCTORAL RESEARCH **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action
- ☑ Course ☐ Program
- ☐ Modify ☑ Add ☐ Delete
  - ☐ Credit
  - ☐ Number
  - ☐ Title
  - ☐ Description
  - ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
CEPD	9183	DIRECTED DOCTORAL RESEARCH	3 / 0 / 3

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

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.

Prerequisite(s) NONE

Present or Projected Enrollment: 6 (Students per year)

Effective Date*: FALL /2009 (Term/Year)

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

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

Approval:

Rebecca Shumaker 10-7-08
Department Chair Date

Department Chair (if cross listed) Date

Lorraine O. Gaskin 10/14/2008
Dean of College Date

Dean of College (if cross listed) Date

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

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

Chair, Undergraduate Academic Programs Committee Date

Charles W. Clark 10/21/08
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Adding Courses for Professional Counseling and Supervision Program.

This course is part of the approved program of studies and meets CACREP Standards required for the training of doctoral students in Professional Counseling and Supervision.

CEPD 9183

DIRECTED DOCTORAL RESEARCH

3 Semester Hours

Semester

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Help Desk:
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

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, 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. identify two possible programs that may be evaluated and select one as a dissertation topic (Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R., 2004) (CACREP, Doctoral Standard IV.F.6);
2. determine which kind of program evaluation would be effective for the dissertation (Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R., 2004) (CACREP, Doctoral Standard IV.E.4) ;
3. place the topic in a chapter 1 dissertation format Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R., 2004);
4. conduct a review of literature on the dissertation topic (Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R., 2004);
5. select a research design for the dissertation (Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R., 2004); and
6. outline probable means for analyzing and interpreting data (Fitzpatrick, J. L., Sanders, J.R., & Worthen, B.R., 2004).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Text:

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

References:

Bamberger, M., Rugh, J., & Mabry, L. (2006). *Real world evaluation: Working under budget, time, data, and political constraints*. Thousand Oaks, CA: Sage.

Braden, J. P. (2007). Using data from high-stakes testing in program planning and evaluation. *Journal of Applied School Psychology, 23*(2), 129-150.

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

Cooksy, L.J. (2007). Ethical challenges scenario: Youth involvement in evaluation. *American Journal of Evaluation, 28*(3), 318-320.

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

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

Gredler, M.E. (1996). *Program evaluation.* Upper Saddle River, NJ: Merrill.

Gysbers, N.C., Hughey, K.F., Starr, M., & Lapan, R.T. (1992). Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling and Development, 70,* 565-570.

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

McDavid, J.C. (2005). *Program evaluation and performance measurement: An introduction to practice.* Thousand Oaks: CA: Sage.

Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2003). *Evaluation: A systematic approach (7th ed.).* Thousand Oaks, CA: Sage.

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.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

At the successful completion of this course, students will have demonstrated achievement in the following conceptual framework descriptors: The assignment, a dissertation proposal, will demonstrate *knowledge:* in program evaluation design and will demonstrate *Collaboration; and leadership* as the design is approved by the onsite authorities.

Assignment: Develop a four chapter dissertation proposal with the fourth chapter being a brief outline.

Evaluation Procedure: Final proposal 100 points.

Grading Policy:
A = 90% to 100%
B = 80% to 89%
C = 70% to 79%
F = less than 70%

CLASS POLICIES

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/ may not be provided 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

Week 1 Introduction and overview of course.

Week 2 Review of the kinds of program evaluation
Assignment-select two possible programs for consideration for evaluation

Week 3 On line report of assignment using report template.

Week 4 Explore the two options for a dissertation topic and select one.
Review specifics for chapter 1
Assignment-develop a draft of chapter 1.

Week 5 On line report of assignment using chapter 1 template.

Week 6 Review and develop 2nd draft of chapter 1.
Introduce literature review and focus of chapter 2.
Assignment-develop an outline of literature review

Week 7 On line report of outline of literature review

Week 8 Refine outline for chapter 2
Identify key stakeholders in the process of the dissertation study and explore ways to engage and get buy in of those stakeholders.

Week 9 Online report on chapter 2

Week 10 Review of chapter 3 and refinement of chapter 2.

Week 11 Online report of outline for chapter 3.

Week 12 Review of chapter 3 outline

Week 13 Online report on chapter 3 draft

Week 14 Introduce chapter 4 and review chapter 3 draft

Week 15 Online submission of proposal draft.

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 Student Handbook.

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 or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix CEPD **Course** 9184 **Title** DOCTORAL COUNSELING SEMINAR **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action
☑ Course ☐ Program

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

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
CEPD	9184	DOCTORAL COUNSELING SEMINAR	3 / 0 / 3

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

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

Prerequisite(s) NONE

Present or Projected Enrollment: 6 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: FALL / 2009 (Term/Year)

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

Approval:

Rebecca Lunart 10-7-08
Department Chair Date Department Chair (if cross listed) Date

Lynne P. Gaskin 10/14/2008
Dean of College Date Dean of College (if cross listed) Date

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

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

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 10/21/08 Date

Vice President for Academic Affairs Date

Rationale for Adding Courses for Professional Counseling and Supervision Program.

This course is part of the approved program of studies and meets CACREP Standards required for the training of doctoral students in Professional Counseling and Supervision.

CEPD 9184

DOCTORAL COUNSELING SEMINAR

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 a special topics seminar structured to address current issues and trends 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. 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 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

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

Link to Conceptual Framework

The focus of this course is on special topics including professional or practice issues in counseling. 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 (**All assignments**); *empathetic*: developing sensitive for, understanding of, and appropriate responding to relevant issues (**Assignments 3, 4**); *knowledgeable*: demonstrating knowledge of and ability to contribute professional and personal insights on a variety of topics. (**All assignments**); and *reflective*: demonstrating ability to use critical thinking skills (**All assignments**).

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 readings.
   Course Objective: 1-4

3. Develop a program proposal for presentation at a professional counseling

conference. The topic should be a current topic of interest in the profession. You will submit the proposal and develop a presentation based upon the proposal and present it in class. *Course Objectives: 3*

4, Prepare a manuscript suitable on a current issue in counseling and submit to a professional journal. The topic must be approved in advance which will include an outline; 10-12 pages. This will be the final exam/project.
Course Objectives: 4

Evaluation Procedures:

Discussion Questions	50
Professional Presentation	50
Professional Manuscript (final)	100
TOTAL	200

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/ 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 Professional Identity Issues
Week 2	Contemporary legal and ethical Issues
Week 3	Issues related to crisis and trauma counseling
Week 4	Technology in counseling
Week 5	Multiculturalism, advocacy and social justice
Week 6	Working with clients with disabilities
Week 7	Diagnosis and psychopharmacology

Week 8	Counseling as a global profession
Week 9	Presentations
Week 10	Presentations
Week 11	Presentations
Week 12	Presentations
Week 13	Presentations
Week 14	Presentations
Week 15	Synthesis, future directions

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 Student Handbook.

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 or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix CEPD **Course** 9186 **Title** DOCTORAL INTERNSHIP **Hours: Lecture/Lab/Total** 1-6 / 0 / 1-6

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

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
CEPD	9186	DOCTORAL INTERNSHIP	1-6 / 0 / 1-6

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

This course entails a minimum of 600 clock hours of supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). Specific area of concentration is determined by advisor and student. Course must be taken twice to fulfill requirements of program.

Prerequisite(s) NONE

Present or Projected Enrollment: 6 (Students per year) Effective Date*: Fall / 2009 (Term/Year)

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

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

Approval:

Rebecca Stanard 10-7-08
Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 10/14/2008
Dean of College Date Dean of College (if cross listed) Date

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

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

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 10/21/08 Date

Vice President for Academic Affairs Date

Rationale for Adding Courses for Professional Counseling and Supervision Program.

This course is part of the approved program of studies and meets CACREP Standards required for the training of doctoral students in Professional Counseling and Supervision.

CEPD 9186

DOCTORAL INTERNSHIP

Semester Hours: 1-6

Semester/Year:

Instructor:

Office Location:

Office Hours:

E-mail:

Fax: (678) 839-6099

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 600 clock hours of supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). Specific area of concentration is determined by advisor and student. Course must be taken twice to fulfill requirements of program.

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, knowledgeable, proactive, and reflective, culturally sensitive, empathetic,) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principals (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-evaluation 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. understand the major roles, responsibilities and activities of counselor educators and supervisors, with emphasis on student's individually determined area of concentration (Gladding, 2009)

   (*Knowledgeable, Reflective; CACREP Doctoral Standards IV C. 1);*

2. demonstrate knowledge of theory and methods relevant to counselor education and supervision, with emphasis on student's individually determined area of concentration (Gladding, 2009)

   (*Knowledgeable, Reflective; CACREP Doctoral Standards IV C. 2);*

3. understand ethical, legal, and multicultural issues associated with counselor education and supervision, with emphasis on student's individually determined area of concentration (Gladding, 2009)

   (*Knowledgeable, Reflective, Culturally Sensitive; CACREP Doctoral Standards IV C. 3);*

4. develop and demonstrate a personal philosophy of counselor education and supervision, with emphasis on student's individually determined area of concentration (Gladding, 2009)

   (*Knowledgeable, Reflective; CACREP Doctoral Standards IV D. 1);*

5. demonstrate design, delivery, and evaluation methods appropriate to the practice of counselor education and supervision, with emphasis on student's individually determined area of concentration (Gladding, 2009)

   (*Knowledgeable, Reflective; CACREP Doctoral Standards IV D. 2); and*

6. demonstrate ability to assess needs of clients/counselors/students and develop techniques to help, as related to counselor education and supervision, with emphasis on student's individually determined area of concentration (Gladding, 2009)

   (*Knowledgeable, Reflective, Culturally Sensitive; CACREP Doctoral Standards IV.C.3)*

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts: None required

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

Link to Conceptual Framework: The focus of this course is on understanding and demonstrating the knowledge base, skills, and practices of counselor education and supervision. At the successful completion of this course, students will have demonstrated achievement in the following conceptual framework descriptors: *knowledgeable*: demonstrating knowledge about roles, responsibilities, theory, and methods of counselor education and supervision **(Assignments 1,2)**; *reflective:* demonstrating ability to critically think about effective practice **(Assignments 1,2)**; and *culturally sensitive:* demonstrating ability to consider individual and group differences in the practice of counselor education and supervision **(Assignment 1)**.

Assignments:

1. Develop and implement an internship plan/contract that accounts for a minimum of 600 clock hours and includes the following:
    a. experiences in counselor education and supervision that are individually determined by the advisor and student based on experience and training;
    b. specific learning objectives and activities that incorporate most of the activities of a regularly employed professional in the setting;
    c. 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.

NOTE THAT THIS ASSIGNMENT MUST BE COMPLETED, IN CONSULTATION WITH THE ADVISOR, BEFORE THE COURSE BEGINS. PLAN/CONTRACT IS DUE THE FIRST DAY OF CLASS.
Course Objectives: 1,2,3,4,5,6

2. Develop a portfolio with materials that would be conducive for job interviews and evaluation.
Course Objectives: 1,2,3,4,5,6

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.

Grading Policy
A grade of S (satisfactory) or U (unsatisfactory) will be earned based on fulfillment of all course requirements and demonstration of counselor education and supervision knowledge and skills beyond entry-level program expectations, as judged by the course instructor.

CLASS POLICIES

1. 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.

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 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.

3. 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 unless specified by the instructor. Tardiness to class will not be tolerated and will result in a reduction of points from your final grade.

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 Disability 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/.

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

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	Portfolio and Final Self-assessment

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses ore 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 Student Handbook.

Methods of Instruction

Instruction in this course is delivered through the use of class discussion, readings, large and/or small group experiences, tapes for supervision purposes, online activities, student presentations, case studies, laboratory experiences, role pays, individual and/or group supervision, and library resources.

Course or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix CEPD **Course** 9187 **Title** DOCTORAL PRACTICUM IN SUPERVISION **Hours:** 3 / 0 / 3 **Lecture/Lab/Total**

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

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
CEPD	9187	DOCTORAL PRACTICUM IN SUPERVISION	3 / 0 / 3

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

This course 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.

Prerequisite(s) _____

Present or Projected Enrollment: 6 (Students per year) Effective Date*: FALL /2009 (Term/Year)

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

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

Approval:

Rebecca Stanard 10-1-08

Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 10/14/2008

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).

Charles W. Clark 10/21/08

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

Vice President for Academic Affairs Date

Rationale for Adding Courses for Professional Counseling and Supervision Program.

This course is part of the approved program of studies and meets CACREP Standards required for the training of doctoral students in Professional Counseling and Supervision.

CEPD 9187

DOCTORAL PRACTICUM IN SUPERVISION

3 Semester Hours

Term/Year

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

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. 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 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

Link to Conceptual Framework

The focus of this course is on the development of clinical supervision skills. At the successful completion of the course, students will have demonstrated achievement in the following conceptual framework descriptors: *knowledgeable decision makers:* students will demonstrate their ability to effectively apply the purpose, theory, models, and skills of clinical supervision in a *culturally sensitive, reflective, collaborative* manner **(Assignments 1, 2, 3)**; articulate and demonstrate a personal style of clinical supervision **(Assignments 1, 2, 3, 4)**; and practice within scope of ethical standards **(Assignments 1, 2, 3, 4)**.

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 POLICIES

1. 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.

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 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.

3. *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

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	

Methods of Instruction
Instruction in this course is delivered through the use of lecture, film/video/DVD, class presentations, and critique of clinical supervision skills.

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/.

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 Student Handbook.

Course or Program Addition, Deletion or Modification Request

Department: Counseling and Educational Psychology **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix CEPD **Course** 9199 **Title** DISSERTATION **Hours: Lecture/Lab/Total** 1-12 / 0 / 1-12

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

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

☑ Library resources are adequate ☐ Library resources need enhancement

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

Prefix	Course	Title	Hours: Lecture/Lab/Total
CEPD	9199	DISSERTATION	1-12 / 0 / 1-12

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

Prerequisite(s) None

Present or Projected Enrollment: 6 (Students per year) Effective Date*: Fall / 2009 (Term/Year)

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

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

Approval:

Rebecca Lunard 10-7-08
Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 10/14/2008
Dean of College Date Dean of College (if cross listed) Date

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

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

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date 10/21/08

Vice President for Academic Affairs Date

Rationale for Adding Courses for Professional Counseling and Supervision Program.

This course is part of the approved program of studies and meets CACREP Standards required for the training of doctoral students in Professional Counseling and Supervision.

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. 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. 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

Link to Conceptual Framework
The focus of this course is on the development of clinical supervision skills. At the successful completion of the course, students will have demonstrated achievement in the following conceptual framework descriptors: *knowledgeable decision makers:* students will demonstrate their ability to effectively apply the purpose, theory, models, and skills of clinical supervision in a *culturally sensitive, reflective, collaborative* manner **(Assignments 1, 2, 3)**; articulate and demonstrate a personal style of clinical supervision **(Assignments 1, 2, 3, 4)**; and practice within scope of ethical standards **(Assignments 1, 2, 3, 4).**

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

CLASS POLICIES AND OUTLINE

Working arrangements and policies will be determined by the instructor.

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.*

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 Student Handbook.

Addendum V

University System of Georgia Faculty Council Bylaws

Revised on: August 20, 2008

Drafted By:

Alberto, Paul (Georgia State University), Combier, Elizabeth (North Georgia College & State University), Hancock, Thomas (Georgia Gwinnett College), Johnson, Kerri (Darton College), Lightfoot, Robert (Waycross College), Settimi, John (Abraham Baldwin Agricultural College), Smith, Margaret (Bainbridge College), Turner, Craig (Georgia College & State University), Vencill, William (University of Georgia), West, Leanne (The Georgia Institute of Technology)

Section I: Name

The name of the body hereby constituted is the University System of Georgia Faculty Council (USGFC).

Section II: Mission

The purpose of the University System of Georgia Faculty Council is to promote and foster the welfare of system faculty, in non-collective bargaining issues, through the combined creativity and expertise of faculty representatives from system institutions.

Section III: Responsibilities and Functions

The USGFC will participate in the process of University System of Georgia governance by advising, recommending, and consulting with the Chancellor or the Chancellor's designee(s) concerning the establishment of rules and regulations deemed necessary or appropriate for the promotion of the general welfare of the University System of Georgia.

The USGFC will formulate and recommend to the Chancellor or the Chancellor's designee(s) University System of Georgia policies and procedures related to but not exclusive to system faculty.

The USGFC will develop and maintain a system-wide communications network to provide for efficient transmission of relevant information to faculty.

Section IV: Voting

1. Each institution within the USG shall have one vote on any matter brought before the USGFC and that vote shall be cast by the voting representative or designee.

2. A voting member may designate an alternate to a meeting that the member cannot attend.

3. Any decisions or recommendations by the USGFC must receive majority approval from each of the three institutional tiers (research, four-year, and two-year school) groupings.

4. Voting normally takes place during a meeting of the USGFC. However, voting may also take place by electronic communication or other means as determined by the officers in consultation with the membership of the USGFC.

Section V: Membership

Membership of the USGFC will be comprised of one voting representative from each participating system institution. The representative for a participating institution must be a member of that institution's faculty body and selected by a process determined by the faculty unit of that institution. In addition to attending USGFC meetings in person, the council also permits participation via video or phone conferencing methods.

Section VI: Officers and Duties

1. Officers: The officers of the USGFC shall be a Chair and a Chair-Elect, who shall become Chair the following year. The officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the USGFC.

2. Eligibility: Only voting members of the USGFC are eligible to serve as officers.

3. Nomination and Election: At any meeting the USGFC will nominate at least one candidate for any vacant office. The officers shall be elected as described above in Section IV.

4. Terms of Service: The term of service of an officer of the USGFC shall begin at the conclusion of the meeting at which (s)he is elected and end when his/her successor is named, and shall typically be one academic year.

5. Duties: The Chair shall preside at all meetings of the USGFC. The Chair-Elect shall prepare minutes of each meeting. The primary duty of the officers shall be to communicate recommendations and decisions to the USG Chancellor or Chancellor's designee. The chair and chair-elect shall prepare the agenda in consultation with the USGFC members.

Section VII: Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the USGFC in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the USGFC may adopt.

Section VIII: Amendments

Any proposal to amend or repeal these Bylaws shall be submitted to the officers in writing at least 30 days prior to the meeting of the USGFC at which they will be discussed. The voting shall be conducted in compliance with Section IV.