

# Memorandum

**To:** General Faculty

**Date:** January 22, 2014

**Regarding:** Agenda, Faculty Senate Meeting, January 24 at 3:00 p.m., TLC 1-303

The agenda for the January 24, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for the December 6th meeting ([see Addendum I](#))
4. Committee reports

**Committee I: Undergraduate Programs Committee (James Mayer, Chair)**

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

A) College of Arts & Humanities

1) Department of Arts

a) ART 3100 Art Abroad: (Destination of Travel)

Request: Add

Action: Approved

b) ART 3150 Studio Research Methods And Strategies

Request: Add

Action: Approved

c) ART 3151 Studio Studies Abroad: (Destination of Travel)

Request: Add

Action: Approved

d) ART 4408 Materials & Methods in Graphic Design

Request: Add

Action: Approved

B) College of Education

1) Department of Leadership and Instruction

a) Bachelor of Science with a Major in Sport Management

Request: Modify course requirements

Action: Approved

- C) College of Social Sciences
  - 1) Department of Anthropology
    - a) Certificate in Cultural Resource Management  
Request: Add prebaccalaureate certificate program  
Action: Approved
    - b) ANTH-3170 Religion in America: The Shakers and Other Utopian Societies  
Request: Add  
Action: Approved
  - 2) Department of Political Science
    - a) POLS-4504 International Political Economy  
Request: Modify prerequisites (Note: prerequisites in RCOB)  
Action: Approved
  - 3) Department of Criminology
    - a) Bachelor of Science with a Major in Criminology  
Request: Modify course requirements  
Action: Approved as amended
- D) Richards College of Business
  - 1) Department of Economics
    - a) Bachelor of Arts with a Major in International Economics  
Request: Modify course requirements  
Action: Approved

**Information Items:**

- 1) XIDS Courses approved by XIDS Subcommittee
  - a) XIDS-2002  
What Do You Really Know About: Acting

**Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)**

**Action Items: (see Addendum III)**

- A) College of Education
  - 1) Department of Collaborative Support and Intervention
    - a) CEPD 6135 Applied Counseling Theories  
Request: Add  
Action: Approved
    - b) CEPD 7105 Counseling Across the Lifespan  
Request: Add  
Action: Approved
    - c) CEPD 7141 Professional Orientation and Ethics in Counseling

- Request: Add  
Action: Approved
- d) Course: CEPD 7153 Crisis Intervention  
Request: Add  
Action: Approved
- e) CEPD 7158 Counseling in the Military Community  
Request: Add  
Action: Approved
- 2) Department of Learning and Teaching
- a) SPED 8783 Readings in Research  
Request: Modify  
Action: Approved
- b) Course: SPED 8784 Research Seminar  
Request: Modify  
Action: Approved
- B) College of Social Sciences
- 1) Department of Psychology
- a) Psychology, Ph.D. in Psychology: Consciousness and Society  
Request: Modify  
Action: Approved
- b) PSYC 7004 Historical Foundations of Psychology  
Request: Modify (renumbering of PSYC 8003 as PSYC 7004)  
Action: Approved
- C) Richards College of Business
- 1) Accounting and Finance
- a) ACCT 6242 Strategic Information Systems  
Request: Add  
Action: Approved
- b) ACCT 5242 Strategic Information Systems and Risk Management  
Request: Delete  
Action: Approved

**Information item:**

- A) The creation of an Office of Graduate and International Admissions [OGIA] was approved by President Marrero and the Deans at the end of 2013. The Office will report directly to the Associate Vice President for Enrollment Management John Head, who is leading organization efforts. A search is currently underway for a Director for the Office.

## **Committee XII: Budget Committee (Paul Rutledge, Chair)**

### **Information Items:**

(Note to faculty: the following document summarizes the decisions made in the Budget Committee regarding salary equity, and also an affirmation of the Budget Narrative. Please let Dr. Rutledge know if you have questions. He will not be able to attend the meeting due to the Provost Search, but will have a representative available; BC members will also be in attendance to answer questions.)

The FS Budget Committee met on December 6, 2013. At that meeting, the topics that were discussed were the UWG Budget Narrative to be presented to the Board of Regents, as well as the continued work to implement equity adjustments. The following decisions were made by the committee to bring before the Senate.

#### **1. Budget Narrative**

The committee was provided with the budget narrative developed by the President in cooperation with the VP's and Deans. The committee unanimously approved the budget narrative.

#### **2. Salary Equity Implementation**

The budget committee was asked a series of questions regarding salary equity implementation. President Marrero recommitted to continued implementation of equity adjustments, with the goal being 100% of the median. However, the process will take several years to accomplish. Among the discussion and decisions made by the committee, as well as some questions that remain are the following:

- a) Promoted faculty should be brought to the 85% level of his/her new rank market median. For years in which we are at greater than 85% of the median, promoted faculty should be brought to the new percentage of his/her new market median.
- b) While Sibson's CUPA sample provided the groundwork for equity adjustments, we should rely on a larger and broader CUPA sample (over 600 Masters large and comprehensive universities). The reasons for this decision are to provide appropriate coverage in the sample for all of our academic disciplines, some of which did not have sufficient coverage in the smaller Sibson CUPA sample. Additionally, the CUPA data is updated annually, whereas the Sibson analysis was a snapshot in time.
- c) CUPA medians will be pulled to analyze our salaries in comparison to market every two years.
- d) Faculty will be matched to their four digit code according to the discipline within which teaching responsibilities are held, rather than according to degree.
- e) Faculty will be rewarded for successful post-tenure review. The reward is yet to be decided.
- f) Salary equity adjustments should also apply to those holding administrative positions. Further analysis is required for Chair salaries.
- g) Future equity adjustments will be made according to contract dates.
- h) Merit increases will be taken into account with future equity adjustments. Salary dollars that were earned by merit will be carried over to the next merit level. For example, if a person earned a merit increase of \$3,000 above the 85% level now, the faculty member would continue to be \$3,000 above the 90% level when the institution moves to the new equity level.

- i) The President stated that funding equity adjustments is an institutional priority, and should not therefore be a complete burden of the academic budget or the vacancy pool.
- j) Newly hired faculty should be brought in at no less than 85% of the market median, with some flexibility for department chairs and deans to make appropriate offers.

5. Announcements

6. Adjournment

# Addendum I

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

**December 6, 2013**

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Jeff Johnson, Chair at 3:01 p.m.

2. Roll call

*Present*

Butler, DeFoor, DeSilva, Erben, Gant, Geisler, Griffith, Halonen-Rollins, Haynes, Hooper, Insenga, Johnson, Boldt (substitute for Kassis), Keim, Kilpatrick, Kramer, Lloyd, Mayer, Moffeit, Noori, Packard, Ponder, Popov, Robinson, Rutledge, Samples, Sanders, Schroer, Skott-Myhre, Stanfield, Steere, Thompson, Vasconcellos, Welch, Willox, Woodward

*Absent*

Banford, Basu-Dutt, Blair, Farmer, Faucette, Hannaford, Pencoe, Van Valen, Velez-Castrillon, Xu, Yeong

3. Minutes: a motion was made and seconded to approve the minutes of November 15.  
*Item approved unanimously by voice vote.*

4. Committee reports

**Committee IV: Academic Policies Committee (Vickie Geisler, Chair)**

**Information Item:**

A) Recommendations sent to the VPAA's office and his response

In the discussion, the Committee agreed to work with the Provost's office to add language that offers flexibility to faculty in the times that proctored online finals may occur, augmenting the designated times.

**Committee V: Faculty Development Committee (Michael Keim, Chair)**

**Action Item:**

A) Faculty Handbook: language changes to section 103.0602, Instruments for Evaluating Teaching

In the discussion on this item, Senator Hooper expressed dissatisfaction with removing language about the self-evaluation *mode* as a method of measurement (i.e., changing "three modes" to "two modes"). The Faculty Senate Chair explained that removal of the self-evaluation *form* was

previously approved by the Faculty Senate; the motion on the floor was directed to the removal of the language about that form.

*Item approved by voice vote with four (4) objections noted and one (1) abstention.*

5. New business:

A) Returning to a full 15-week semester plus final exams (Mark Faucette)

Rationale: we now have the shortest semester in the USG. This makes it very difficult for those in STEM fields to provide adequate education to our students.

Although Dr. Faucette was not present to speak about this agenda item, Vicki Geisler, chair of the Academic Policies Committee, led discussion. She gave an overview of the committee's research and discussion on this topic. She studied the USG calendar across the system and discovered that UWG has 41 MWF classes, whereas others have 42-45 because UWG does not make up for Labor Day in the fall semester and MLK Jr. Day in the spring. There are not the same number of MW classes as TTh because of the shortage from this one Monday. UWG does not have a reading day (typically Wednesday of finals week); there are five consecutive days of finals. Senator Geisler said that these issues are more important than whether we should have a 15- or 16-week semester.

The faculty survey of Fall 2010 was mentioned in the discussion, in which the faculty expressed a strong preference for the 15-week schedule over the 16-week schedule. [Secretary's note: changing the academic calendar according to the most popular option in the survey was approved by the Faculty Senate at the November 12, 2010 meeting, as recorded in the minutes. An additional survey was conducted in Fall 2011, but it regarded a change to class slots available for scheduling, not a change to the length of the semester. Someone in the present meeting mentioned that the faculty had confirmed its approval of the 15-week calendar in a survey conducted after its implementation, but this is not the case. In Spring 2012, department heads and faculty were invited to send feedback on the 15/16 semester to Academic Policies in anticipation of the possibility of revisiting the issue. The Chair of the AP the following year, David Leach, compiled these results and forwarded them to the provost. At that time, opinion was basically evenly split amongst respondents. Thanks to former AP Chair Robert Kilpatrick for providing this detail.]

Dr. Geisler and Jon Anderson emphasized that we have to look at the data of student success in relation to the calendar and do what leads to increased RPG. The implication is that the need to use this methodology outweighs the possible desire of faculty for a shorter work calendar.

Senator Kramer spoke about the desire of the Department of Music faculty to communicate to the Faculty Senate their dissatisfaction with the 15-week schedule. It has been "very difficult" for the music faculty because their collaborative learning and performance-based curricula do not easily adapt to the shorter schedule. Dr. Kramer elaborated on some of the difficulties; e.g., performance venues are heavily booked at the times that recitals are needed. The music faculty are in favor of returning to a 16-week schedule.



Regarding the QEP and its emphasis on writing, it was noted that it would be helpful to have an extra week. President Marrero commented that when we lost the week, Housing and Food Service did not reduce the cost to students by a week. If we add a week back, these units will absorb the costs. It was also mentioned that not fully utilizing building spaces on Fridays has been an issue and should be considered.

B) Students parking in faculty parking spaces in the evenings (Mark Faucette)

Rationale: even faculty lots which have signage designating them as faculty only 24/7/365 frequently have students parked in them in the evenings. Some faculty return to campus to work in the evenings when the buildings are quieter and parking spaces are needed at those times.

In the discussion on this item, it was theorized that the parking on Back Campus Drive (between the business school and the library, around the math/geosciences area) is what Senator Faucette thinks is a problem, due to the elimination of the gate at the entrance, increased student traffic with the East Commons, etc. It was noted that Parking & Transportation Services will be enforcing the parking codes more, and hopefully that will alleviate the problem.

6. Announcements: none.

7. The meeting adjourned at 3:54 p.m.

Respectfully submitted,

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

# **Addendum II**

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Art Department		College of Arts and Humanities		Samples, Clint		
Department		College		Originator		
<b>Action</b>		<b>Modifications</b>				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Information Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
ART	3100	ART 3100, Art Abroad: (Destination of Travel)				
Prefix	Number	Course Title				
<p>The course will discuss some aspects of the local history and art as related to the travel program. The relationship between politics, culture and their impact on artistic styles is emphasized. The discipline of history gives us a global perspective of political and social events and as well as the evidence of the underlying causes of those events. Art tells us the style, the change, the expression of people witnessing or affected by these events and possibly contributing to them. This class brings those two disciplines together to show how history changed art or how art changed history. Course may be repeated for up to 16 credit hours.</p>						
Course Catalog Description						
3	0	3	Summer - 2014	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
All Art Foundation Classes Art 1006, Art 1007, Art 1008, Art 1009, Art 2201, Art 2202, or by permission of instructor.			None			
<b>Rationale</b>						
To streamline study abroad courses and to move students away from study abroad courses away from special topics courses. This will comply with the rule that courses taught more than three times be developed into full courses.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Is this a SACS substantive change? <input type="text" value="NO"/> <a href="#">(See Policy)</a> Present or Projected Annual Enrollment: <input type="text" value="10-20"/>						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
<b>Randy J. Hendricks</b> [APPROVED 2014-01-07] Dean, College of Arts and Humanities			N/A Chair, Cross Listed Department			
<b>Kevin Shunn</b> [APPROVED 2013-12-05] Chair, Course Department			N/A Associate Dean, Cross Listed College			
<b>Other Approvals</b>			<b>Final Approval</b>			
<b>James R. Mayer</b> [APPROVED 2014-01-22] Chair, Undergraduate Academic Programs Committee			<b>Jon Anderson</b> [REQUIRED] Final Approver			

## **ART 3100, Art Abroad: (Destination of Travel)**

### **Sample Syllabi**

#### **Instructor:**

Instructor Name, Email, Phone, Office Location

#### **Office hours:**

Hours or by appointment

#### **Material:**

Per instructor and destination

#### **Course Description/Objective:**

The course will discuss some aspects of the local history and art as related to the travel program. The relationship between politics, culture and their impact on artistic styles is emphasized. The discipline of history gives us a global prospective of political and social events and as well as the evidence of the underlying causes of those events. Art tells us the style, the change, the expression of people witnessing or affected by these events and possibly contributing to them. This class brings those two disciplines together to show how history changed art or how art changed history.

#### **General policy**

Students will complete all homework, classroom, and comprehensive exams and quizzes as assigned by the instructor.

#### **Grades**

Grading will be comprised of exams, quizzes, portfolios, and will be based on the following:

*A- 90-100%*

*B- 80 – 89%*

*C: 70 – 79%*

*D- 60 – 69%*

*F-59% or lower*

*Students will not have the opportunity to retake quizzes or exams after the deadline. This class will require self-discipline from the students. Reading and understanding the class material available on a regular basis is the key to success. Do not get behind. The homework is designed to make sure that students read class material on a regular basis. If students need academic help, they should contact the instructor using their official my.westga.edu email address.*

A portfolio will be due at the end of the course and will represent the five favorite places the students have visited during the trip. Students will write an essay explaining why

they chose these places (200 words per site), with an introduction and a conclusion. Students will include at least one photograph per site within the text.

### **Learning outcomes**

- Acquiring knowledge on the history of the region being traveled to.
- Acquiring familiarity with works of art found in the region.
- Acquiring a deep understanding of the influence of history on the works of art presented in the course.
- Acquiring an understanding of how the art influenced the culture.

### **Schedule for quizzes/examinations**

Instructor and destination will determine the schedule and will be listed as part of the syllabus. Quizzes and examinations will not be postponed.

### **Policy on cheating - Academic misconduct**

If a student is caught cheating on an examination, he/she will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. This class is linked to the trip and students have to follow basic rules and appropriate conduct while traveling (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the application form for the trip). If a student were to not follow the rules while in class, he/she would receive a grade of F for this class.

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Art Department <small>Department</small>	College of Arts and Humanities <small>College</small>	Samples, Clint <small>Originator</small>				
<b>Action</b> <b>Modifications</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Information Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
ART <small>Prefix</small>	3160 <small>Number</small>	STUDIO RESEARCH METHODS AND STRATEGIES ABROA <small>Course Title</small>				
This course will focus on the means to collect data or materials, which can be utilized in the initiation of the creative process-essentially, the gathering of ones own experiences to influence the creation of physically tangible works of art. Course may be repeated for up to 16 credit hours.						
<b>Course Catalog Description</b>						
2 <small>Lec Hrs</small>	2 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Summer - 2014 <small>Effective Term</small>	Summer <small>Frequency</small>	Letter Grade <small>Grading</small>	
<b>Prerequisites</b>				<b>Corequisites</b>		
All Art Foundation Classes Art 1006, Art 1007, Art 1008, Art 1009, Art 2201, Art 2202, or by permission of instructor.				Art 3051		
<b>Rationale</b>						
To streamline study abroad courses and to move students away from study abroad courses away from special topics courses. This will comply with the rule that courses taught more than three times be developed into full courses.						
<b>Planning Info</b>				<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 10-20						
<b>College Approvals</b>				<b>Cross Listing Approvals</b>		
Kevin Shunn [APPROVED 2013-12-06] <hr/> Chair, Course Department				N/A <hr/> Chair, Cross Listed Department		
Randy J. Hendricks [APPROVED 2014-01-07] <hr/> Dean, College of Arts and Humanities				N/A <hr/> Associate Dean, Cross Listed College		
<b>Other Approvals</b>				<b>Final Approval</b>		
James R. Mayer [APPROVED 2014-01-22] <hr/> Chair, Undergraduate Academic Programs Committee				Jon Anderson [REQUIRED] <hr/> Final Approver		

**ART 3150:  
STUDIO RESEARCH METHODS AND STRATEGIES ABROAD: (Destination of  
Travel)**

**Sample Syllabi**

**Instructor:**

Instructor Name, Email, Phone, Office Location

**Office hours:**

Hours or by appointment

**Material:**

Per instructor and destination

**Course Description**

This course will focus on the means to collect data or materials, which can be utilized in the initiation of the creative process-essentially, the gathering of ones own experiences to influence the creation of physically tangible works of art.

**Course Objective**

Students will be presented with a variety of potential perspectives from which to conduct observation. Students' are encouraged to conduct observations, which examine the 5W's (Who, What, Where, When, and Why) of their surroundings. The practices of journaling, sketching, and photography/ videoing will be utilized to record and catalog experiences/ data gathered for effective future access. This course further focuses on the preparation and collection of materials and data prior to and during the students travel experience. This course must be taken in conjunction with Art 3151.

**Assignments**

Prior to the departure date, students will present on two various components regarding the upcoming travel or scheduled stops. These presentations could be on works of art or locations to be visited.

The main emphasis of the course will be the implementation of a variety of observational methods to be completed incrementally (daily) in a field sketchbook/journal. The first entry requires an abbreviated summation of student's current interests, artwork content, materials, and techniques. This will serve as a basis or foundation for inquiry and individual development within the course. Daily journaling and sketches are required to examine and/or reflect on daily observations.

**Grades**

30%- Presentations and Course Discussions

50%- Completion of Field-book /\*Journal

10%- Individual meetings and discussions

10%- Course Compliance and Appropriate conduct

\*- Entries are judged on comprehensive coverage and depth of thought.

## Learning outcomes

- Acquiring knowledge on the history of the region being traveled to the creation of ones own artwork
- Acquiring familiarity with works of art found in the region to the creation of ones own Artwork
- Acquiring an understanding and knowledge on how one conducts research while traveling abroad.
- Acquiring an understanding of how culture influences one's own artwork.

## Schedule for discussion/ presentations/ and critiques

Instructor and destination will determine the schedule and will be listed as part of the syllabus.

## Academic and Appropriate Conduct

This class is linked to the travel experiences and thus, requires students to follow basic ethical and etiquette rules and appropriate conduct while traveling (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the travel application form and provided by the instructor). If a student were to not follow the rules while in class, he/she will receive a grade of F for the class.

## The Field-book:

The field-book is configured to facilitate the following three categories for inquiry:

- Museums
- Historic and/or relevant sites
- Ethnographic observations (on the street).
  - Space
  - Actors
  - Activities
  - Objects
  - Acts
  - Events
  - Time
  - Goals
  - Feelings

Each area has specific expectations regarding the amount of 'data' collected and type of methods implemented however the following three items apply to all categories:

- Everyday's entry/ sketches start w/ date, location, and time at the top of each page.
- Students will always travel with their journal, camera, and misc implements.
- Students will write a minimum of one page reflective journal entry paper at the end of each day based on notes photos, sketches etc.
- *The general daily number of expected entries is at least five (this includes the daily reflective writing).*

## Ethnography/Everyday Observations:

- *What do you notice about*



- **People:** behavior, tradition, diet, infrastructure, customs, and organization. How do people interact?
- **Place:** What is each place about? What is its history and function? What is important about each place? Does the place affect or influence behavior?
- **You:** Were you surprised by something? Did your 'outsider' status influence something? What did you eat? Etc...

*\*Be objective but sensitive and aware. Try new things and expand your cultural identity. How has the experience changed or reinforced a part of you?*

*\*On "open days" entries are still required.*

- **Methods:** Journaling, sketching, photographing, videoing (when allowed), Misc./ rubbings etc., *collecting ephemera or other materials.*
- **Ethnography/Everyday Expectation:** One entry (journaling/sketching) per day.

#### **Assignment for Museums:**

Choose a minimum of three artworks per venue (or per day) for further research at a future date -record all presented info incl. Artist, date, period, style. Write on your observations/reflections. What interests you about the piece? Is the piece related to your artwork or work you'd like to explore? What is at stake with the artwork? Why is it significant/ in a museum? Sketch for future reference.

- **Museum Expectation:** Three artwork entries (journaling/sketching) per day. *(Plus-Ethnographic entry- Plus - ½-1 page daily reflective writing.)*

#### **Assignment for Monuments/Historic sites:**

- **Record:** Day, Time, Place (get into the habit) Describe what is being recognized, celebrated, or 'preserved'. How did you feel being at the location and why? What do you think the designer's intention was? What does the building or site serve? Was there a pedagogical component? (Was I trying to be taught something?) How did you feel that other people were responding to the same site as you? Where were they from?
- **Monuments/Historic sites Expectation:** Three site entries (journaling/sketching) per day. NOTE: Some days may include both sites and museums. In this case you will be expected to conduct a minimum of three journal entries and the expectation is still the same except you will choose the ratio of artwork to site entries.

#### **Additional items and Definitions:**

**Entry:** Sketching and/or journaling. One entry = One Page (minimum).

**Journaling:**

The 5 w's, note-taking. Recording your responses and curiosities. Write as if you were involved in casual dialogue (ie talking to yourself). Ask questions for future consideration.

**Reflective Writing:**

An end-of-day recollection of the day's more noteworthy events/features/realizations.

**Photos:**

Documentation and collecting images, which record daily experiences or events. All digital images should be backed-up on a thumb drive and turned in at the end of the semester.

**Interest/Artist Statement:**

Much of the trip will involve exposure to and the discovery of new things. However; it will also be necessary to establish a basic perceptive framework or point of reference from which research methods and analysis can be informed. Include: artwork that currently interests you? Why? What social, religious, technological, scientific, or other issues do you follow? What materials do you currently use for art making? What has some of your work been about to date?

## Course Update Request (Add, Delete, Modify)

<b>Course Update Request (Add, Delete, Modify)</b>						
<b>Originator</b>						
Art Department Department		College of Arts and Humanities College			Samples, Clint Originator	
<b>Action</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Information Item"/> <input type="button" value="(See Procedure)"/>				
<b>Course Details</b>						
ART Prefix	3151 Number	ART 3151: STUDIO STUDIES ABROAD: (Destination of Tra Course Title				
<p>This course will focus on the processing of the material or data gathered to initiate and support content development within a student's artwork and overall development. Students will be presented with a variety of potential perspectives from which to conduct content development from observations, and the culmination of data collected in the creation of a student's own artwork. Course may be repeated for up to 16 credit hours.</p>						
Course Catalog Description						
2 Lec Hrs	2 Lab Hrs	3 Credit Hrs	Summer - 2014 Effective Term	Yearly Frequency	Letter Grade Grading	
<b>Prerequisites</b>				<b>Corequisites</b>		
All Art Foundation Classes Art 1006, Art 1007, Art 1008, Art 1009, Art 2201, Art 2202, or by permission of instructor.				Art 3150		
<b>Rationale</b>						
To streamline study abroad courses and to move students away from study abroad courses away from special topics courses. This will comply with the rule that courses taught more than three times be developed into full courses.						
<b>Planning Info</b>				<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  is this a SACS substantive change? NO <input type="button" value="(See Policy)"/> Present or Projected Annual Enrollment: 10-20						
<b>College Approvals</b>				<b>Cross Listing Approvals</b>		
<u>Kevin Shunn</u> [APPROVED 2013-12-06] Chair, Course Department				<u>N/A</u> Chair, Cross Listed Department		
<u>Randy J. Hendricks</u> [APPROVED 2014-01-07] Dean, College of Arts and Humanities				<u>N/A</u> Associate Dean, Cross Listed College		
<b>Other Approvals</b>				<b>Final Approval</b>		
<u>James R. Mayer</u> [APPROVED 2014-01-22] Chair, Undergraduate Academic Programs Committee				<u>Jon Anderson</u> [REQUIRED] Final Approver		

## **ART 3151: STUDIO STUDIES ABROAD: (Destination of Travel)**

### **Sample Syllabi**

#### **Instructor:**

Instructor Name, Email, Phone, Office Location

#### **Office hours:**

Hours or by appointment

#### **Material:**

Per instructor and destination

#### **Course Description**

This course will focus on the processing of the material or data gathered to initiate and support content development within a student's artwork and overall development. Students will be presented with a variety of potential perspectives from which to conduct content development from observations, and the culmination of data collected in the creation of a student's own artwork.

#### **Course Objectives**

This course further focuses on the development of artwork during and following the students travel experience. The main emphasis of this course will be the implementation of research gathered in Art 3150 in the development of ones own artwork. When possible an exhibition of collective artworks will be presented by the entire class. This course must be taken in conjunction with Art 3150.

#### **Assignments**

Utilizing travel abroad research, artwork will reflect and portray a student's collected findings to include an artist statement, writings, artworks produced and final portfolio (All of which should be submitted on a CD/thumb-drive and include your 20 best images labeled with the appropriate information).

#### **Grades**

Grading will be based on the satisfactory completion of the above and will follow the scale below:

*A- 90-100%*

*B- 80 – 89%*

*C: 70 – 79%*

*D- 60 – 69%*

*F-59% or lower*

#### **Learning outcomes**

- Applying knowledge of the history of the region being traveled to in the creation of ones own artwork

- Applying familiarity with works of art found in the region to the creation of ones own artwork
- Applying an understanding and knowledge of how one conducts research while traveling abroad.
- Applying an understanding of how culture influences one's own artwork.

### **Schedule for dicussion/ projects/ exhibitions and critiques**

Instructor and destination will determine the schedule and will be listed as part of the syllabus.

### **Academic and Appropriate Conduct**

This class is linked to the travel experiances and thus , requires students to follow basic ethical and ediqute rules and appropriate conduct while traveling (be respectful, be on time, behave professionally, respect all the rules and regulations as stipulated in the travel application form and provided by the instuctor). If a student were to not follow the rules while in class, he/she will receive a grade of F for the class.

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Art Department	College of Arts and Humanities			Hestor, Cassie		
Department	College			Originator		
<b>Action</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<b>Modifications</b>				
		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Review Not Required"/> (See Procedure)				
<b>Course Details</b>						
ART	4408	Materials & Methods in Graphic Design				
Prefix	Number	Course Title				
<p>This is an advanced typography course dedicated to exploring unconventional forms of typographic expression through rigorous and thoughtful experimentation. Both digital and analog methodologies will be explored. Course is repeatable for up to 12 hours. Studio Art Flat Fee of \$75. ART 4408 Materials &amp; Methods in Graphic Design requires Permission of instructor Only in addition to the completion of the following courses with a minimum grade of C: ART 1006, 1007, 1008, 1009, 2201, and 2202.</p>						
Course Catalog Description						
0	6	3	Spring - 2014	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>				<b>Corequisites</b>		
<p>Permission of Instructor Only in addition to the completion of the following courses with a minimum grade of C: ART 1006, 1007, 1008, 1009, 2201, and 2202.</p>						
<b>Rationale</b>						
<p>The introduction of ART 4408 Materials &amp; Methods in Graphic Design will further enhance the Graphic Design program by providing a course dedicated to exploring contemporary methods and practices in graphic design in the pursuit of dynamic and expressive design artifacts. The course will also explore and encourage the synthesis of analog and digital methods of making—a topic very relevant to contemporary design practice.</p>						
<b>Planning Info</b>				<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="text"/> (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="15"/>						
<b>College Approvals</b>				<b>Cross Listing Approvals</b>		
<u>Kevin Shunn [APPROVED 2013-10-15]</u> Chair, Course Department				<u>N/A</u> Chair, Cross Listed Department		
<u>Randy J. Hendricks [APPROVED 2014-01-07]</u> Dean, College of Arts and Humanities				<u>N/A</u> Associate Dean, Cross Listed College		
<b>Other Approvals</b>				<b>Final Approval</b>		
<u>James R. Mayer [APPROVED 2014-01-23]</u> Chair, Undergraduate Academic Programs Committee				<u>Jon Anderson [REQUIRED]</u> Final Approver		

## **ART 4408: MATERIALS + METHODS IN GRAPHIC DESIGN**

3 hours. This is an advanced typography workshop dedicated to exploring unconventional forms of typographic expression through rigorous and thoughtful experimentation. Both digital and analog methodologies will be explored.

### **COURSE OBJECTIVES**

- + define *experimental* as it relates to the context and practice of graphic design
- + develop an understanding of how materiality changes the way we interact with and understand typography and the written word
- + develop an understanding of how context/location changes the way we perceive and interact with typographic design
- + develop methods for combining both digital and analog forms of making into design practice
- + develop an awareness of current tools, techniques, and processes

### **LEARNING OUTCOMES**

After completing this course, the student will be able to

- + demonstrate sensitivity to context/location in designing artifacts
- + understand the aesthetic issues involved in combining type and image
- + understand the aesthetic issues involved in utilizing digital and analog forms of making
- + display the ability to make judgements concerning their own work as well as the work of others based on a functional knowledge of composition, typeface selection, visual hierarchy and the use of type as "voice"
- + express, in critique situations, the proper use of design vocabulary to formally analyze composition, use of positive and negative space, and other formal considerations
- + work knowledgeably with the predictable stages of the creative process as it applies to design and work flow

### **NATURE OF THE COURSE**

The class atmosphere is inquisitive and serious. Students are expected to be present and prepared for class/individual meetings on time and to become immediately engaged in the problem at hand.

Throughout the semester, I will check on progress through individual and group critique. This class is supplemented with lectures, critiques, and exercises.

It is imperative that students consider design as an activity requiring discipline, intelligence, patience, diverse thinking, and self motivation. Solutions to design problems emerge from the design process, and can only be successfully realized through dedication and motivated effort.

Overall work habits, participation, attendance, professionalism, attitude and willingness to accept constructive criticism will be taken into consideration when assigning final grades for the course.

### **PORTFOLIO SUBMISSION**

You will be expected to submit a final portfolio that consists of all projects and process work completed for this class.

### **NOTE TO STUDENT**

By choosing to remain in this class, you agree to abide by the standards set forth in this syllabus.

## CLASS RULES

I will keep a blog at [www.westga.edu/hester](http://www.westga.edu/hester). The blog is not a class record, but a place to share links, documents, and important information. It is your responsibility to periodically check the blog every single day. I recommend that you check it at least twice a day—in the morning and evening.

Similarly, it is your responsibility to periodically check your email every single day. I recommend that you check it at least twice a day—in the morning and evening.

If you miss information because you failed to check the blog/your email, your negligence will negatively impact your grade.

You are required to keep a class blog and update it every week by 10.30 AM on Sunday. I suggest [wordpress.com](http://wordpress.com).

Bring all tools/materials to each class period unless otherwise instructed.

It is essential that you print your work for formal and informal critiques. *I will not critique work on a screen.*

Do not interrupt the instructor when engaged in individual critique with another student; patiently wait your turn.

Smelly and/or noisy foods are not allowed. Beverages in sealable containers are allowed.

Cell phones are to be turned off/silenced and put away at all times.

Laptops/computers will be put away/put to sleep during all lectures, critiques, and presentations.

No headphones/earbuds allowed.

Failure to observe any of these rules will negatively impact the student's grade.

## LAB RULES

Students are given 24-hour access to classrooms and the computer lab two weeks into the semester. Once class rosters are submitted to Public Safety, students can enter classrooms by swiping the door entry system with their ID cards. I will inform you when Public Safety activates the card entry system for the class. Keep in mind that rooms are shared with other classes.

Students are not allowed to use the classroom or lab when it is reserved for another class.

Students must be currently enrolled in a graphic design class in order to have access to the lab.

Do not leave files on computer desktops and expect that they will still be there when you return. Always back-up work before leaving the lab. Get in the practice of periodically burning completed files to DVDs for extra security.

The facilities—both the physical spaces and the computer desktops—are to be kept clean and tidy. Name, label, and organize your files into a folder on the desktop, throw away/recycle your trash, etc.

**No food or drink of any kind—including water—in the computer lab for any reason. No exceptions. Eat and drink in some other location.**

Never prop the door open.

Do not change printer preferences.

No headphones/earbuds allowed.

When you leave the lab, make sure the lab is secure and the doors are closed.

Students are expected to work on assignments in the computer lab. Do not surf, check facebook, etc. during class time. Failure to use the computers /time wisely will have a negative impact on the student's grade.

The print lab is an awesome privilege and is not to be abused. I expect students to conserve materials and treat the machines with respect. Spell check, double-check, triple-check, and have a classmate review your design before printing. Do small test prints. Do not engage in wasteful printing habits.

**If you fail to comply with these rules, your lab privileges will be revoked.**



## PROFESSIONAL CONDUCT

In addition to following all of the other rules set forth in this syllabus, students are expected to conduct themselves in a professional manner in every aspect of this course.

All correspondence should be composed with care and follow proper letter etiquette (even emails). e.g., *Dear...*, *Greetings...*, *Hello...*, and *Please, Thank You, All the best, etc.* Students are also required to use proper grammar, spelling, and paragraph format.

All printed correspondence should be composed and designed with care in InDesign. If contextually appropriate, printed correspondence should follow proper letter etiquette.

If a student's verbal skills are lacking, it is his/her responsibility to establish a relationship with the UWG Writing Center (678.839.6513).

Evidence of sincere and significant progress is expected at each and every meeting. Students are expected to work hard in and out of class.

Students are expected to be dedicated and self-motivated. Design education must be supplemented with self-directed research. Therefore, students are expected to exercise critical thinking skills, edit, troubleshoot/problem solve, research, seek software tutorials when necessary, etc. of their own volition.

Students must understand that excellent design solutions are the product of diligent, intelligent process. Process cannot be rushed. An exceptional design may require 20 hours of hard work or 100. Either way, it is the responsibility of the designer to work until excellence is achieved.

Students are expected to be resourceful and exercise time management skills. (e.g., It is unacceptable cite printing/technical issues. Students should begin printing with plenty of time to spare for unexpected problems and troubleshoot to meet objectives. (Note: There is a print lab assistant. Visit the lab to find hours and contact information.))

If a student neglects to attend a class/meeting and/or arrives unprepared, the student is not allowed to "catch up" during office hours. Students must accept responsibility for tardiness and/or absences and failing to meet deadlines and/or objectives.

In this course, the professor will address you in a manner consistent to the way in which an art director/client will speak to a designer. Design—an applied artistic discipline—requires more direct critique. Emotions are inappropriate in critiques.

A positive, professional attitude is required at all times. Similarly, students are expected to accept and follow constructive criticism.

Upon occasion, the professor may be late to class to attend to objectives requiring immediate attention. Students are to use their time wisely while they patiently wait for the instructor. If class is cancelled, you will be notified via email or blog.

Failure to observe any of these rules will negatively impact the student's grade.

## ATTENDANCE POLICY

Attending all class sessions is *mandatory*. Class time plays a significant role in your education and this policy is strictly upheld. In-class experiences cannot be substituted or replicated in any other way. All absences count equally regardless of cause (including illness).

Consistent and prompt attendance develops responsible professional behavior and insures that students have access to the full range of experiences and information necessary to complete class assignments and acquire the skills and knowledge emphasized in a university education.

Students should be informed that the allotted absences are to accommodate routine illness, weddings, car trouble, etc. Doctor appointments, advisor conferences, trips to supply stores and labs, employment, etc., should not be scheduled to conflict with class.

Faculty cannot be placed in the position of determining which absences are excusable and which are not. Absences are absences regardless of the reason, so it is not necessary for you to provide doctor's notes.

If there are documented special circumstances that the instructor needs to take into consideration, it is the student's responsibility to inform the instructor in a timely fashion.

Prolonged illness should be verified by a physician and may require the student to withdraw from class if he/she cannot complete work in a comprehensive and timely manner.

Summer classes are short and intense. That said, *absences should not exceed one for the semester*.

Tardiness is defined as being late for classes/meetings and/or departing before classes/meetings have been formally dismissed by the instructor. Tardiness that exceeds 20 minutes will be counted as an absence. Two tardies are counted as one absence.

At two absences, the student's grade will be lowered by one full letter.

If the student accrues three or more absences, he/she may be withdrawn from the class with a W or a WF, depending on the university withdrawal date.

Students are responsible for any material missed due to tardiness or an absence. Students should contact classmates to get missed information *before* arriving to the next class. Do not expect classmates to use class time to tell you what you missed. Do not ask the instructor to review what you missed. Do not use absence(s) as an excuse for not being on schedule with assignments.

If you are unable to attend class on a critique/deadline day, it is your responsibility to inform the professor of your absence via email before class and in a timely fashion. It is also your responsibility to either email your document(s) for grading or have a classmate submit your assignment(s) *before* class. Absences are not a valid excuse for falling behind and/or failing to meet deadlines.

## FINAL GRADE CRITERIA

60% Projects  
20% Exercises  
20% Daily Performance

## EVALUATION

Grades are based on the ability to effectively complete assigned projects and exercises. Your overall work habits, classroom participation, attendance, professionalism, attitude and willingness to accept constructive criticism will be taken into consideration when assigning your final grade for the course.

Projects will be evaluated with specifically designed grading sheets. These sheets will be returned to you with your assignment. At the end of the semester, all grades will be tallied and given the correct proportional weight in your final grade.

If you are unable to attend class on a critique/deadline day, it is your responsibility to inform the professor of your absence via email before class and in a timely fashion. It is also your responsibility to either email your document(s) for grading or have a classmate submit your assignment(s) before class. Absences are not a valid excuse for falling behind and/or failing to meet deadlines.

Projects are due promptly at the beginning of class on their due date. Any project turned in late will no longer be eligible to receive an A and will automatically lose 10 points. Projects, even if late, must be turned in on the same day they are due. Late projects will not be accepted after 5 pm on the due date and a zero will be assigned.

## GRADE SCALE

### A/Excellent

All work is completed as assigned and reflects outstanding achievement both in quantity and quality as well as an outstanding ability to communicate and execute ideas. The student displays an exceptional attitude in critique participation, response to criticism, and professional conduct.  
*Very difficult to attain.*

### B/Above Average

All work is completed as assigned and reflects above-average achievement both in quantity and quality. The student displays a positive attitude in critique participation, response to criticism, and professional conduct. Student displays an above-average ability to communicate and execute ideas.  
*Difficult to attain.*

### C/Average

All work is completed as assigned and reflects acceptable achievement both in quantity and quality. The student displays a positive attitude in critique participation, response to criticism, and professional conduct. Student displays an acceptable ability to communicate and execute ideas.  
*Most students receive this grade.*

### D/Unsatisfactory

Student achievement is below average in quality and/or quantity. Student response to criticism, professional conduct, and participation in critique is below acceptable standards or reflects an indifferent attitude. Student work reflects an inability to satisfactorily communicate and execute ideas.

### F/Unsatisfactory

Student work and attitude reflect an unsatisfactory level of achievement both in quantity and quality. Student exhibits an unsatisfactory ability to communicate and execute ideas and a pattern of low productivity. Student attendance record may be unacceptable. Student's lack of participation in critiques, poor response to criticism, and inappropriate professional conduct will result in a failing grade.

### W/Withdrawal-Passing

A student may request a "W" grade for any reason, any time, up to the deadline set by admissions. A "W" will be initiated by the instructor in cases of excessive absence of more than three absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

### WF/Withdrawal-Failing

A student will be given a "WF" grade for any reason, any time after the last deadline for Withdrawal determined by the Registrar. A "WF" will be initiated by the instructor in cases of excessive absence of more than three absences, disruptive or otherwise unacceptable behavior in the classroom. The student will receive one warning prior to withdrawal by instructor.

### I/Incomplete

This grade is reserved exclusively for cases in which severe illness, serious injury, or personal tragedy results in the inability of the student to complete the course work by the end of the semester. The instructor must be informed of the situation as soon as possible and arrangements made to complete the course requirements at a later date. The student must be in good standing in the course prior to the event causing the request for an Incomplete.

**SAMPLE GRADE SHEET**

Cassie Hester Student Name  
ART 4406 Project Name

/// 10 pts///Professionalism & Motivation  
(possible 5 pts each)

90-100 A \_\_\_ willingness to accept constructive criticism

80-89 B \_\_\_ consistent progress (in and out of class)

70-79 C Total \_\_\_

60-69 D

0-59 F 30 pts///Process  
(possible 7.5 pts each)

\_\_\_ research

\_\_\_ ideation/conceptualization

\_\_\_ sketching/prototyping/experimentation

\_\_\_ process documentation

Total \_\_\_

40 pts///Realization  
(possible 10 pts each)

\_\_\_ overall concept

\_\_\_ overall composition

\_\_\_ typographic subtlety

\_\_\_ fulfillment of objectives

Total \_\_\_

20 pts///Execution  
(possible 5 pts each)

\_\_\_ digital record

\_\_\_ printing craft

\_\_\_ mounting craft

\_\_\_ overall attention to detail

Total \_\_\_

Total Points \_\_\_

Final Grade \_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### TENTATIVE CALENDAR

CLASS 1	M JUN 3	review syllabus gather required materials review semester-long project
CLASS 2	T JUN 4	LAST DAY OF DROP/ADD review first project begin readings
CLASS 3	W JUN 5	first project
CLASS 4	R JUN 6	first project process critique
CLASS 5	F JUN 7	no formal class/work day
<hr/>		
CLASS 6	M JUN 10	critique review second project
CLASS 7	T JUN 11	second project
CLASS 8	W JUN 12	second project
CLASS 9	R JUN 13	W/WITHDRAWAL DEADLINE second project process critique
CLASS 10	F JUN 14	no formal class/work day
<hr/>		
CLASS 11	M JUN 17	critique review third project
CLASS 12	T JUN 18	third project
CLASS 13	W JUN 19	third project
CLASS 14	R JUN 20	third project process critique
CLASS 15	F JUN 21	no formal class/work day
<hr/>		
CLASS 16	M JUN 24	critique
CLASS 17	T JUN 25	informal critique
	R JUN 27	FINAL EXAM

This calendar is tentative and subject to change. Attendance is required at all of the events/dates to be announced (listed above) as well as any events announced during the semester.

## TEXTBOOKS

### Required Texts

*Popular Lies About Graphic Design* by Ward

*Flow: The Psychology of Optimal Experience* by Csikszentmihalyi

### Recommended Texts

*Graphic Design + Architecture* by Poulin

## TOOLS/MATERIALS

external harddrive/USB storage devise (32 GB minimum)

16/32 GB USB drive for portfolio submission

wordpress blog

lynda.com subscription

—  
high quality inkjet paper

low quality inkjet paper

standard laserjet paper

—  
various materials of choice

—  
envelope/binder

\*dura-tote portfolio with handles 14" × 20"

\*economy art folio 23" × 26"

technical pencils (HB lead)

black felt-tip markers (thin and wide)

black and white vinyl erasers

t-square 12"

t-square 24"

triangles 30°/60° and 45°

metal ruler 18"

x-acto knife (#11 blades)

extra #11 blades

cutting surface

scissors

drafting tape

tracing pad 11" × 14"

pad of smooth, 2-ply bristol board 11" × 14"

—  
letterhead/stationery box

\*supplies available through dickblick.com

## **SAFETY**

Students working late at night in studios can have Public Safety escort them back to their vehicles. To get an escort, call the Public Safety emergency number: **678.839.6000**. Make a note that this is also the number to call in case of an emergency and/or to get in touch with Campus Police. Take a moment to save this number to your phone.

## **RELEASE OF STUDENT INFORMATION**

The University may not release to third parties any educational records or personally identifiable information without the written consent of the affected student except as is consistent with the Family Education Rights and Privacy Act (FERPA).

## **AMERICANS WITH DISABILITIES ACT**

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

## **UWG EMAIL POLICY**

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

## **CREDIT HOUR POLICY**

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

## **UNIVERSITY OF WEST GEORGIA HONOR CODE**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

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

Program View Request (Read-Only)	
<b>Originator</b>	
College of Education College	Leadership and Instruction Department
Butts, Frank Originator	
<b>Action</b>	<b>Modifications</b>
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Faculty Senate Review (See Procedure)
<b>Program Selection</b>	
College of Education College	Bachelor of Science with a Major in Sport Management Program
Bachelor of Science with a Major in Sport Management Program Name	On Campus Program Location
Bachelor of Science Degree Name	Undergraduate Degree Level
	Summer Effective Semester/Year
2014	
<b>Modification Details</b>	<b>Rationale</b>
A Special Topics course, SPMG 4685 was placed under the Professional Content option area and will be allowed to be repeated for credit. Students will now be able to select from a wider variety of courses to meet their basic 24 hour Professional Content requirement. Students will continue to be required to take the field based courses, SPMG 3670, 4585, and 4686. PHED 4603 was added as a possible elective under Professional Content. No net change in degree hours or the Core Curriculum were proposed.	This change in program sheet organization gives students more flexibility of course selection and allows them greater opportunity to take Special Topics courses in their Professional Content as uniquely talented professors can teach courses in their expertise and it can allow for timely courses to be offered under the name of Special Topics. Also, PHED 4603 was added as a possible section under Professional Content to support students interested in pursuing the fitness industry as a career.
(Max 4000 characters)	(Max 4000 characters)
<b>Planning Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 85	Attached is the proposed program sheet and the current program sheet.
	(Max 4000 characters)
<b>College Approvals</b>	<b>Cross Listing Approvals</b>
Frank Butts [APPROVED 2013-10-31] Chair, Course Department	N/A Chair, Cross Listed Department
Rebecca Stanard [APPROVED 2014-01-02] Associate Dean, College of Education	N/A Associate Dean, Cross Listed College
<b>Other Approvals</b>	<b>Final Approval</b>
James R. Mayer [APPROVED 2014-01-22] Chair, Undergraduate Academic Programs Committee	Jon Anderson [REQUIRED] Final Approver



**Advising Sheet for the B.S. in Sport Management**

**BACHELOR OF SCIENCE  
SPORT MANAGEMENT  
DEPARTMENT OF LEADERSHIP AND INSTRUCTION**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL	Hrs	Gr	Trf
<b>A. Essential Skills</b>	<b>9</b>			<b>Professional Content</b> (select any 24 hours below)	<b>24</b>		
1. ENGL 1101	3			PHED 4603 Adv Concepts Personal Training	3		
				SPMG 3660 Managerial Ethics & Gov in Sport <sup>2</sup>	3		
2. ENGL 1102	3			SPMG 3661 Sociology of Sport	3		
3. MATH 1111 (Recommended)	3			SPMG 3662 Mgt/Ldrsp Sport Organizations <sup>2</sup>	3		
<b>B. Institutional Priorities</b>	<b>4-5</b>			SPMG 3663 Sport Facility & Event Mgt <sup>2</sup>	3		
1. COMM 1110 (Recommended)	3			SPMG 3664 Economics & Finance in Sport <sup>2</sup>	3		
2. Elective course in B.				SPMG 3665 Communication in Sport	3		
<b>C. Humanities/Arts</b>	<b>6</b>			SPMG 4665 Sport Marketing & Promotion <sup>2</sup>	3		
1. XIDS 2100 (Recommended)	3			SPMG 4667 Legal Issues for Sport Mgt <sup>2</sup>	3		
2. Elective course in C.	3			SPMG 4685 Special Topics (may be repeated for credit with different titles)	3		
<b>D. Science, Math, Technology</b>	<b>10-11</b>			<b>Required Professional Content</b>	<b>18</b>		
1. BIOL 1010-1010L (Recommended)	4			SPMG 3670 Practicum <sup>2</sup> (take 1st term after admission to SPMG)	3		
2. Elective course in D.	3			SPMG 4584 Pre-Internship Seminar <sup>2</sup>	3		
3. Elective course in D.	3			SPMG 4686 Internship <sup>4</sup>	12		
<b>E. Social Sciences</b>	<b>12</b>						
1. HIST 1111 or 1112	3			<b>Related Content</b>	<b>18</b>		
2. HIST 2111 or 2112	3			University Approved Minor <sup>3</sup>			
3. POLS 1101	3			See Advisor for recommendations			
4. Elective course in E.	3			Accounting, Business Administration, Creative Writing, Economics, English,			
<b>F. Program Related Courses</b>	<b>18</b>			Finance, Management, Marketing, Mass Communications, Pre-Law, Psychology, Sociology			
1. SPMG 2600 Intro to Sport Mgt	3						
2. CISM 2201 Computer Applications <sup>1</sup>	0-3						
3. Elective	3						
4. Elective	3						
5. Elective	3						
6. Elective	3						
<b>Physical Education Requirement</b>	<b>3</b>			<b>Total Professional Content</b>	<b>60</b>		
1. PWLA 1600 Personal Wellness	2			<b>Total Core</b>	<b>60</b>		
2. PWLA PE Activity Course	1			<b>Total Program</b>	<b>120</b>		

<sup>1</sup>Or equivalent skills  
<sup>2</sup>Requires admission to SPMG major  
<sup>3</sup>See catalog  
<sup>4</sup>Must have all course work complete and a 2.5 GPA prior to enrollment

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**(current program sheet)**  
**Advising Sheet for the B.S. in Sport Management**

**BACHELOR OF SCIENCE  
SPORT MANAGEMENT  
DEPARTMENT OF LEADERSHIP AND INSTRUCTION**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

<b>CORE CURRICULUM</b>	<b>Hrs</b>	<b>Gr</b>	<b>Trf</b>	<b>PROFESSIONAL</b>	<b>Hrs</b>	<b>Gr</b>	<b>Trf</b>
<b>A. Essential Skills</b>	<b>9</b>			<b>Professional Content<sup>2</sup></b> (select any 24 hours below)	<b>42</b>		
1. ENGL 1101	3			SPMG 3660 Moral/Ethical Issues in Sport	3		
2. ENGL 1102	3			SPMG 3661 Sociology of Sport	3		
3. MATH 1111 (Recommended)	3			SPMG 3662 Mgt/Ldrsp Sport Organizations	3		
<b>B. Institutional Priorities</b>	<b>4-5</b>			SPMG 3663 Sport Facility & Event Mgt	3		
1. COMM 1110 (Recommended)	3			SPMG 3664 Economics & Finance in Sport	3		
2. Elective course in B.				SPMG 3665 Communication in Sport	3		
<b>C. Humanities/Arts</b>	<b>6</b>			SPMG 3670 Practicum	3		
1. XIDS 2100 (Recommended)	3			SPMG 4665 Sport Marketing & Promotion	3		
2. Elective course in C.	3			SPMG 4667 Legal Issues for Sport Mgt	3		
<b>D. Science, Math, Technology</b>	<b>10-11</b>			SPMG 4584 Pre-Internship Seminar	3		
1. BIOL 1010-1010L (Recommended)	4			SPMG 4686 Internship <sup>4</sup>	12		
2. Elective course in D.	3						
3. Elective course in D.	3						
<b>E. Social Sciences</b>	<b>12</b>			<b>Related Content</b>	<b>18</b>		
1. HIST 1111 or 1112	3			University Approved Minor <sup>3</sup>			
2. HIST 2111 or 2112	3			See Advisor for recommendations			
3. POLS 1101	3			Accounting, Business Administration,			
4. Elective course in E.	3			Creative Writing, Economics, English,			
<b>F. Program Related Courses</b>	<b>18</b>			Finance, Management, Marketing,			
1. SPMG 2600 Intro to Sport Mgt	3			Mass Communications, Pre-Law,			
2. CISM 2201 Computer Applications <sup>1</sup>	0-3			Psychology, Sociology			
3. Elective	3						
4. Elective	3						
5. Elective	3			SPMG 4685 Special Topics	3		
6. Elective	3						
<b>Physical Education Requirement</b>	<b>3</b>			<b>Total Professional Content</b>	<b>60</b>		
1. PWLA 1600 Personal Wellness	2			<b>Total Core</b>	<b>60</b>		
2. PWLA PE Activity Course	1			<b>Total Program</b>	<b>120</b>		

<sup>1</sup>Or equivalent skills

<sup>2</sup>Requires admission to SPMG major

<sup>3</sup>See catalog

<sup>4</sup>Must have all course work complete and a 2.5 GPA prior to enrollment

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program View Request (Read-Only)	
<b>Originator</b> College of Social Sciences      Anthropology Department      Steere, Benjamin <small>College      Department      Originator</small>	
<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<b>Modifications</b> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Faculty Senate Review      (See Procedure)
<b>Program Selection</b> College of Social Sciences      Anthropology Department <small>College      Department</small> Certificate in Cultural Resource Management      On Campus      Undergraduate <small>Program Name      Program Location      Degree Level</small> Certificate in Cultural Resource Management      Fall      2014 <small>Degree Name      Effective Semester/Year</small>	
<b>Modification Details</b> A complete description of the proposed certificate is attached.   <small>(Max 4000 characters)</small>	<b>Rationale</b> The justification for the proposed certificate is attached.   <small>(Max 4000 characters)</small>
<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO      (See Policy) Present or Projected Annual Enrollment: 30	<b>Comments</b>   <small>(Max 4000 characters)</small>
<b>College Approvals</b>  <u>Amber Smallwood [APPROVED 2014-01-10]</u> Coordinator, COSS Executive Committee  <u>Lisa Gezon [APPROVED 2013-12-03]</u> Chair, Course Department	<b>Cross Listing Approvals</b>  <u>N/A</u> Chair, Cross Listed Department  <u>N/A</u> Associate Dean, Cross Listed College
<b>Other Approvals</b>  <u>James R. Mayer [APPROVED 2014-01-22]</u> Chair, Undergraduate Academic Programs Committee	<b>Final Approval</b>  <u>Jon Anderson [REQUIRED]</u> Final Approver

**Department of Anthropology**  
**Certificate in Cultural Resource Management**

**Justification**

Cultural Resource Management (CRM) is defined as anthropological and archaeological research carried out to document and preserve significant places, properties, and objects of cultural heritage. CRM offers high-quality employment opportunities for Anthropology graduates in the private sector and in federal, state, and local governments. Recent discussions with members of the Georgia Council of Professional Archaeologists, archaeologists for the U.S. Forest Service and National Park Service, archaeologists for private CRM firms, and archaeologists at other academic institutions indicate that employers are very interested in hiring students with knowledge and skills in CRM.

A certificate in CRM will provide students with the specific training necessary to be successful in the field, and will make them more attractive to potential employers. The completion of a certificate program will give our students an edge in today's highly competitive labor market.

The program will include courses in the Anthropology department, courses in other departments that teach skills relevant to CRM, and internship hours in a CRM setting. The training for the certificate program will encourage students to engage in interdisciplinary research and community outreach activities that are consistent with the university's strategic plan.

**Program**

*A. Eligibility*

A "Certificate in Cultural Resource Management" can be completed by either an Anthropology major or a non-Anthropology major who has completed the appropriate prerequisite or corequisite courses. Note that any student who completes the certificate program will also earn a minor in Anthropology. Students can formally apply to enroll in the certificate program in the Department of Anthropology.

Prerequisite or corequisite courses (6 credit hours):

- ANTH 1102 Introduction to Anthropology
- ANTH 2001 Introduction to Archaeology

*B. Course Requirements (19 credit hours)*

- ANTH 4181 Cultural Resources Management (3.00 credits).
- ANTH 4102 Archaeological Field Research (4.00 credits, offered in the Summer semester).
- ANTH 4186 Internship (3.00 credits).
- One additional 4000-level anthropology course relevant to CRM (3.00 credits, see Appendix A).

- One skills course in business, management, or policy (3.00 credits, see Appendix B), or a related course approved by an Anthropology Department faculty advisor.
- One skills course in history, biology, or geosciences (3.00 credits, see Appendix C), or a related course approved by an Anthropology Department faculty advisor.

### *C. Certification*

The Registrar will be notified by the Anthropology Department Chair after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Anthropology Department.

#### **Appendix A.**

##### Anthropology courses relevant to CRM

ANTH 4105 Environmental Archaeology  
 ANTH 4120 Indians of the Southeastern U.S.  
 ANTH 4125 Forensic Anthropology  
 ANTH 4201 Artifact Analysis  
 ANTH 4202 Rise and Fall of Ancient Civilizations  
 ANTH 4203 Indigenous Archaeology  
 ANTH 4885 Special Topics (if subject is relevant to CRM)

#### **Appendix B.**

##### Skills courses in business, management, or policy relevant to CRM

ABED 3100 Business Communication  
 ACCT 2101 Principles of Accounting  
 MGNT 3600 Management  
 MGNT 3630 Environmental Law  
 MKTG 3803 Principles of Marketing  
 MKTG 4808 Marketing Research  
 MKTG 4861 Services Marketing  
 PLAN 3701 Intro to Urban & Regional Planning  
 PLAN 3702 Land Use Planning & Controls  
 PLAN 4722 Environmental Planning  
 POLS 4209 Environmental Policy

#### **Appendix C.**

##### Skills courses in biology, geosciences, or history relevant to CRM

BIOL 3226 Natural History of Vertebrates  
 BIOL 3231 Comparative Vertebrate Anatomy  
 BIOL 3232 Vertebrate Evolution  
 GEOG 2553 Intro to GIS and Mapping Science  
 GEOG 3563 Introduction to Remote Sensing  
 GEOG 4103 Geography of Soils and Water

GEOG 4553 Geographic Information Systems  
GEOL 3003 Field Methods  
GEOL 3004 Field Geology and Geologic Mapping  
GEOL 3043 Optic Mineralogy & Petrography  
GEOL 3603 Environmental Geology  
GEOL 4003 Geomorphology  
GEOL 4014 Geochemistry  
GEOL 4033 Stratigraphy and Geochronology  
GEOL 4034 Sedimentation and Stratigraphy  
MATH 1401 Introduction to Statistics  
HIST 4400 Introduction to Public History  
HIST 4403 Intro to Museum Studies

## Course Update Request (Add, Delete, Modify)

## Originator

Anthropology Department  
DepartmentCollege of Social Sciences  
CollegeSnipes, Marjorie  
Originator

## Action

 Add  Modify  Delete

## Modifications

 Prerequisites  Description  Title  Credit  See Comments  (See Procedure)

## Course Details

ANTH 3170 Religion in America: The Shakers and Other Utopian Societies  
Prefix Number Course Title

This hands-on religion course will focus on the practice of religion in historical and contemporary Utopian societies in the U.S. By examining the development and legacy of one of America's most quintessential religious communities, the United Society of Believers in Christ's Second Appearing (known as the Shakers), students will gain a wide range of skills and opportunities to explore diverse approaches to religion, theory, and methodology in anthropology. We will also examine other Utopian religious societies as comparative examples. There will be a class travel component and additional Course Fees associated with this course during most semesters.

## Course Catalog Description

3	0	3	Spring - 2016	Other	Letter Grade
Loc Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

## Prerequisites

None

## Corequisites

None

## Rationale

This is a new 3000-level course.

## Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 21

## Comments

## College Approvals

Lisa Gezon [APPROVED 2013-12-03]

Chair, Course Department

Amber Smallwood [APPROVED 2013-12-06]

Coordinator, COSS Executive Committee

## Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

## Other Approvals

James R. Mayer [APPROVED 2014-01-22]

Chair, Undergraduate Academic Programs Committee

## Final Approval

Jon Anderson [REQUIRED]

Final Approver

# RELIGION IN AMERICA

## The Shakers & Other Utopian Societies

Class: Anthropology 3170/01  
Time: T/Th 9:30-10:45  
Place: Anth Bdg., Room 12  
Phone: 678-839-6453

Professor: Dr. Marjorie M. Snipes  
Office: Anth Bdg., Room 11  
Office Hours: T/Th 8-9:30; Wed. 8-12  
e-mail: msnipes@westga.edu

This course will be focused on hands-on learning, integrating an intellectual and manual arts approach to the subject of religion and the creation of utopian communities in the U.S. By examining the development and legacy of one of America's most quintessential religious communities, the United Society of Believers in Christ's Second Appearing (known as the Shakers), students will gain a wide range of skills and opportunities to explore diverse approaches to religion, theory, and methodology in anthropology. The class will focus heavily on the Shakers and include various other Utopian religious societies in the US as comparative material (such as the Oneida, Amana, Koinonia, etc.). There will be a class travel component to Pleasant Hill, Kentucky and some closer sites, such as Koinonia (on rotation and periodically, depending on cost).

The purpose of this course, which has a Course Fees component also submitted during this calendar year, is to provide students with a way of examining a religion in depth from various perspectives – they will be able to read and analyze sacred texts, but also visit actual sites, see the sacred layout of space, and recreate artifacts from a particular group in order to understand the relationship between society/culture and belief.

### Learning Outcomes:

- understand and be able to apply cultural relativism – the attitude of anthropology
- evaluate an historical religious community through a modified form of participant observation
- identify major perspectives and theories in the study of Utopian societies
- analyze religion through artifacts, architecture, and modified restoration
- demonstrate an applied understanding of emic and etic perspectives in anthropology

### Required Course Materials:

- (a) Andrews, Edward Deming, 1967 [1940]. *The Gift to be Simple: Song, Dances and Rituals of the American Shakers*. New York: Dover Pub.
- (b) Snipes, Marjorie. NP. *The Utopian Primer, a Course Reader*.
- (c) Snipes, Marjorie. NP. *The Shaker Manual Arts Workbook*.
- (d) Stein, Stephen J. 1992. *The Shaker Experience in America*. New Haven: Yale University Press.
- (e) Sturm, Ann Black. 1981. *The Shaker Gift of Song: A Book of Shaker Songs*. Frankfurt, KY: Ann Black Sturm.
- (f) Sturm, Ann Black. 1980/1. *The Shaker Gift of Song* (CD). Frankfurt, KY: Ann Black Sturm.

### Course Evaluation:

- **Travel Project (25%):** As part of this course, students will travel to Shaker Village of Pleasant Hill and the Abbey of Gethsemane. During the trip, students will be required to complete various academic exercises as a way of gaining knowledge and experiencing the invaluable opportunity to be “present” in a Utopian community. Some of these exercises will occur within the Shaker Manual Arts Workbook and others will be in the students’ journals. In addition, a portion of this grade will be assigned through participation in activities at both places. Together, the quality of the materials submitted and the active participation in travel will constitute this portion of the grade.
- **Community Projects (15%):** During class (and with some work also outside of class), students will learn a manual skill by working in pairs. The ongoing willingness, creativity and ingenuity as well as productivity, of studying, experimenting, and applying a manual skill will constitute this portion of the grade. At the completion of the class, students should have various examples of material artifacts that they have produced *with their own hands and artistic skill*. Class requirement is that the student produces his/her own artifact, in addition to experimenting with at least three other artifacts/skills being taught by fellow class members.



- **Research Paper (20%):** Students will be required to produce a scholarly paper that derives from involvement in their primary community project. They will do background research on the manual art they are assigned and do research on the importance of this craft/skill for the Shaker community. This paper will be from 8-12 pages in length, based on an approved thesis topic, and will utilize full scholarly citation and reference. The professor will provide access to some bibliographic materials.
- **Journals (20%):** As part of the experience of learning about a religious community, students will be required to produce a journal. Activities will be prompted by class assignment, but the student is encouraged to work within the journal as much as they wish. Journals **MUST** be hand-written and should be personalized in some specific way. Journals will be reviewed by the professor periodically.
- **Homework Assignments (20%):** Class assignments will be varied and will not always be announced on the syllabus in advance. However, this portion of the grade will be calculated by means of the following criteria: (a) timely completion of assigned reading material and accompanying questions, which may involve additional class activities and quizzes (as well as accompanying journal and workbook activities) and (b) effective preparation for class activities (including song). Late assignments will not be accepted.

## COURSE OUTLINE

### **Week 1            First Gathering: Meeting the Historical Shakers**

Readings:            Stein, S. *The Shaker Experience*. Preface. Pp. xiii-xvi; Part 1: A New and Strange Religion: The Age of the Founders. Pp. 2-38.

### **Week 2            In Our Backyard: The Shakers of Georgia (Glynn County and Camden County)**

Readings:            Anderson, Russell H. 1966. "The Shaker Communities in Southeast Georgia," *Georgia Historical Quarterly* 50:162-172.

                              Vanstory, Burnette. 1959. "Shakerism and the Shakers in Georgia." *Georgia Historical Quarterly* 43:352-364.

                              Stein, S. *The Shaker Experience*. Part 2: Gathering and Building of the Church: The Establishment of the United Society 1787-1826. Pp. 40-87.

### **Week 3            A Call to Order: The Gathering of the First Utopian Communities in the U.S.**

Readings:            Stein, S. *The Shaker Experience*. Part 2: Gathering and Building of the Church: The Establishment of the United Society 1787-1826. Pp. 87-118.

### **Week 4            "Go West!" The Consolidation and Expansion of Shakerism onto the "Frontier"**

Readings:            Andrews, Edward Deming. *The Gift to Be Simple*. Pp. 2-21.

                              Stein, S. *The Shaker Experience*. Part 3: Too Much of the Wind, Fire, and Earthquake: The Maturation and Revitalization of the Society: 1827-1875. Pp. 120-165.

### **Week 5:            Religious Routinization: Creation of Utopian Religious Institutions**

Readings:            Stein, S. *The Shaker Experience*. Part 3: Too Much of the Wind, Fire, and Earthquake: The Maturation and Revitalization of the Society: 1827-1875. Pp. 166-200.

                              Andrews, Edward Deming. *The Gift to Be Simple*. Pp. 21-82.

### **Week 6:            Religious Revitalization: Change and Adaptation within Utopian Societies**

Readings:            Stein, S. *The Shaker Experience*. Part 3: Too Much of the Wind, Fire, and Earthquake: The Maturation and Revitalization of the Society: 1827-1875. Pp. 200-237.

Andrews, Edward Deming. *The Gift to Be Simple*. Pp. 83-142.

**Week 7: Comparing Communities: The Catholic Monastic Tradition**

Readings: Hillery, George A., Jr. 1969. "The Convent: Community, Prison, or Task Force?" *Journal for the Scientific Study of Religion* 8(1):140-151.

Winthrop, Robert H. 1985. "Leadership and Tradition in the Regulation of Catholic Monasticism." *Anthropological Quarterly* 58(1):30-38.

**Week 8: The End of Expansion and the Beginning of Reformation**

Readings: Stein, S. *The Shaker Experience*. Part 4: In the Van of an Advancing Host: The Transformation of the Society 1876-1947. Pp. 240-272.

**Week 9: Travel to Pleasant Hill, Kentucky (Workbook Activities – 4 Days)**

**Week 10: "Shakers on the Shelf": the Commoditization of Religious Artifacts**

Readings: Stein, S. *The Shaker Experience*. Part 5: I Almost Expect to Be Remembered as a Chair: The Rebirth of Shakerism, 1948 to the Present. Pp. 356-442

**Week 11: Religious Artifacts: The Role of Symbols and Meaning in Utopian Religions**

Readings: TBA

**Week 12: Work in Manual Arts Pairs**

**Week 13: Work in Manual Arts Pairs**

**Week 14: Final Class Presentations**

Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
Political Science Department <small>Department</small>	College of Social Sciences <small>College</small>	Dixon, Greg <small>Originator</small>			
<b>Action</b> <b>Modifications</b>					
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		<input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>			
<b>Course Details</b>					
POLS	4504	International Political Economy			
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>			
This course analyzes the politics of international economic relations, investigating the roots and evolution of the international political economy since World War II, and focusing on the rise and implications of global economic governance and globalization. The course will address the interplay between politics and economics in a range of different issue areas, including the international financial system, international trade, and attempts at regional economic integration.					
<small>Course Catalog Description</small>					
3.00		3.00	Fall - 2014	Other	Letter Grade
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>		
POLS 1101 Minimum Grade: D					
<b>Rationale</b>					
The course does not require prior coursework in Economics. The requirement for a prior course in Economics should be removed. The material in the course does not include material that relies on prior coursework in Economics and students do not need such coursework to excel in the class.					
<b>Planning Info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <b>NO</b> <a href="#">(See Policy)</a> Present or Projected Annual Enrollment: <b>30</b>			This course is taught in a rotation of courses in International Relations and will be taught every two years, so the projected annual enrollment number is for the years in which the course is offered.		
<b>College Approvals</b>			<b>Cross Listing Approvals</b>		
<u>Robert Schaefer</u> <b>[APPROVED 2013-11-06]</b> <small>Chair, Course Department</small>			<u>N/A</u> <small>Chair, Cross Listed Department</small>		
<u>Amber Smallwood</u> <b>[APPROVED 2013-11-08]</b> <small>Coordinator, COSS Executive Committee</small>			<u>N/A</u> <small>Associate Dean, Cross Listed College</small>		
<b>Other Approvals</b>			<b>Final Approval</b>		
<u>James R. Mayer</u> <b>[APPROVED 2014-01-22]</b> <small>Chair, Undergraduate Academic Programs Committee</small>			<u>Jon Anderson</u> <b>[REQUIRED]</b> <small>Final Approver</small>		

Program View Request (Read-Only)	
<b>Originator</b> College of Social Sciences      Criminology Department      Johnson, Mike <small>College      Department      Originator</small>	
<b>Action</b> <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<b>Modifications</b> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Faculty Senate Review <a href="#">(See Procedure)</a>
<b>Program Selection</b> College of Social Sciences      Bachelor of Science with a Major in Criminology <small>College      Program</small> Bachelor of Science with a Major in Criminology      On Campus      Undergraduate <small>Program Name      Program Location      Degree Level</small> Bachelor of Science      Spring      2014 <small>Degree Name      Effective Semester/Year</small>	
<b>Modification Details</b> Separate 9 upper division supporting course credits from the 48 required major course credits, leaving 39 major course credits. Allow upper division supporting course credits to be shared with course credits taken in a minor.  <small>(Max 4000 characters)</small>	<b>Rationale</b> This is to correct an oversight during last year's program modification. Including the 9 upper division supporting course credits as part of the major course credits unnecessarily prevents criminology majors from completing a minor, since minor courses cannot be shared with major courses (university policy).  <small>(Max 4000 characters)</small>
<b>Planning info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <a href="#">(See Policy)</a> Present or Projected Annual Enrollment: 500	<b>Comments</b> Please see attached edited catalog description.  <small>(Max 4000 characters)</small>
<b>College Approvals</b>  <u>Amber Smallwood [APPROVED 2013-10-11]</u> Coordinator, COSS Executive Committee  <u>David Jenks [APPROVED 2013-10-02]</u> Chair, Course Department	<b>Cross Listing Approvals</b>  <u>N/A</u> Chair, Cross Listed Department  <u>N/A</u> Associate Dean, Cross Listed College
<b>Other Approvals</b>  <u>James R. Mayer [APPROVED 2014-01-22]</u> Chair, Undergraduate Academic Programs Committee	<b>Final Approval</b>  <u>Jon Anderson [REQUIRED]</u> Final Approver

## B.S. Degree with a Major in Criminology

To be admitted into the B.S. program in Criminology, students must first complete Core Areas A-E with a GPA of 2.0. To graduate with a degree from this program students MUST receive a grade of "C" or better in [CRIM 3240](#), [CRIM 4284](#), [CRIM 4000](#) and [CRIM 4003](#). The B.S. in Criminology is also offered online.

### Learning Outcomes for Criminology Students

- Knowledge of the main theories in criminology that offer various ways of understanding why people commit crime.
- Knowledge of the basic research methods in the social sciences.
- Knowledge of career options in criminology/criminal justice, including the pursuit of advanced degrees.

Requirement	Hours
<a href="#">Core Areas A, B, C, D, E</a>	42
Core Area F – Major Specific Courses	18
<a href="#">CRIM 1100</a>	3
CRIM 2000 and one of the following: <a href="#">ANTH 1102</a> , <a href="#">PSYC 1101</a> , <a href="#">SOC 1160</a> ,	6
Three of the following: <a href="#">CRIM 2245</a> , <a href="#">CRIM 2272</a> , <a href="#">CRIM 2273</a> , <a href="#">CRIM 2274</a>	9
Major Courses:	4839
<a href="#">CRIM 4000</a> , <a href="#">CRIM 3240</a> , <a href="#">CRIM 4284</a>	9
<a href="#">CRIM 4003</a>	3
One course from each area below:	15
a. Global: <a href="#">CRIM 4911</a> , <a href="#">CRIM 4248</a> ,	
b. Diversity: <a href="#">CRIM 4231</a> , <a href="#">CRIM 4279</a> , <a href="#">CRIM 4650</a>	
c. Justice: <a href="#">CRIM 3241</a> , <a href="#">CRIM 4293</a> , <a href="#">CRIM 4712</a> , <a href="#">CRIM 4277</a>	
d. Violence: <a href="#">CRIM 4233</a> <a href="#">CRIM 4232</a> , CRIM 4200	
e. Ethics: <a href="#">CRIM 4230</a> <a href="#">CRIM 4211</a>	
Upper Division Criminology Courses	12
<a href="#">Non-Criminology Courses at 3000 or 4000 level (may be shared with a minor)?<del>Upper Division Supporting Courses</del></a> <del>(subject to departmental approval)</del>	9
Electives	12
<b>TOTAL</b>	<b>120</b>

No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major.

Program View Request (Read-Only)	
<b>Originator</b> Richards College of Business      Economics      Boldt, David J. <small>College      Department      Originator</small>	
<b>Action</b> <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<b>Modifications</b> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <small>Faculty Senate Review   (See Procedure)</small>
<b>Program Selection</b> Richards College of Business      Bachelor of Arts with a Major in International Economics <small>College      Program</small> Bachelor of Arts with a Major in International Economics      On Campus      Undergraduate <small>Program Name      Program Location      Degree Level</small> Bachelor of Arts      Fall      2014 <small>Degree Name      Effective Semester/Year</small>	
<b>Modification Details</b> 1) Elimination of ECON 4455 as a major course option (course no longer offered by ECON Dept.) 2) Replacement of ECON 3458/4470 with 3000/4000 Econ electiv 3) Replacement of GEOG 3253, POLS 3401 and POLS 3501 with International or Comparative Politics Elective 4) Addition of International Business selective 5) Elimination of business language option (courses no longer offered) The new program sheet is attached. <small>(Max 4000 characters)</small>	<b>Rationale</b> 1) The changes clean up the program by removing courses no longer offered by various departments 2) the changes provide more flexibility to students in course selection 3) the changes add an international business course requirement <small>(Max 4000 characters)</small>
<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO      (See Policy) Present or Projected Annual Enrollment: 40	<b>Comments</b> <small>(Max 4000 characters)</small>
<b>College Approvals</b> David J. Boldt [APPROVED 2013-09-25] Chair, Course Department Faye McIntyre [APPROVED 2013-11-13] Dean, RCOB	<b>Cross Listing Approvals</b> N/A Chair, Cross Listed Department N/A Associate Dean, Cross Listed College
<b>Other Approvals</b> Hilde Patron [APPROVED 2013-10-04] RCOB Undergraduate Program Committee Chair James R. Mayer [APPROVED 2014-01-22] Chair, Undergraduate Academic Programs Committee	<b>Final Approval</b> Jon Anderson [REQUIRED] Final Approver

# University of West Georgia

**Bachelor of Arts**

**Major: International Economic Affairs**

Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Requirements Met \_\_\_\_\_  
 U.S. & GA History \_\_\_\_\_  
 U.S. & GA Const \_\_\_\_\_  
 U. S. Perspective \_\_\_\_\_  
 Global Perspective \_\_\_\_\_  
 Critical Thinking \_\_\_\_\_

Course & No.	Hrs	Comp	Rem
<b>CORE CURRICULUM</b>			
<b>A. COMM AND QUANT SKILLS</b>		<b>9 HOURS</b>	
ENGL 1101	3		
ENGL 1102	3		
MATH 1111 or other approved math	3		
<b>B. INSTITUTIONAL PRIORITIES</b>		<b>5 HOURS</b>	
ORAL COMM	3		
Institutional Elective	2		
<b>C. HUMANITIES/FINE ARTS/ETHICS</b>		<b>6 HOURS</b>	
Fine Arts Select	3		
Humanities Select	3		
<b>D. NAT SCIENCES/MATH/TECH</b>		<b>10 HOURS</b>	
LAB SCI	4		
NON-LAB SCI	3		
MATH/SCI/Quant Tech. Elective	3		
<b>E. SOCIAL SCIENCES</b>		<b>12 HOURS</b>	
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
Elective	3		
<b>F. MAJOR SPECIFIC COURSES</b>		<b>18 HOURS</b>	
ECON 2105	3		
ECON 2106	3		
FORL 1001, 1002, 2001, 2002	3		
FORL 1001, 1002, 2001, 2002	3		
FORL 1001, 1002, 2001, 2002	3		
CISM 2201	3		

Course & No.	Hrs	Comp	Rem
<b>◇ MAJOR COURSES</b>		<b>30 HOURS</b>	
ECON 3410	3		
ECON 3411	3		
ECON 4410	3		
ECON 4450	3		
Econ Elective (3000-4000 level)	3		
ECON 4484	3		
Internship/Global Elective	3		
Foreign History	3		
International or Comparative Politics	3		
International Business (FINC 4521, MGNT 3627, 4625 or MKTG 4866)	3		
<b>◇ SUPPORTING COURSES</b>		<b>12 HOURS</b>	
ECON 3402	3		
GEOG 1013	3		
ANTH 1102 or XIDS 2301 or SOCI 1160	3		
FORL 2002 or upper division FORL course	3		
<b>◇ ELECTIVES or MINOR *</b>		<b>18 HOURS</b>	
Elective	3		
Elective	3		
Elective	3		
Elective	3		
Elective	3		
Elective	3		
<b>TOTAL</b>	<b>120 HOURS **</b>		

\*No more than 15 hours of elective courses may be taken in traditional business subjects (ACCT, CISM, FINC, MGNT, MKTG or RELE).

\*\*Minimum of 39 semester hours of courses numbered 3000 or above are required.

EFFECTIVE FALL 2014

# Addendum III



Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Collaborative Support and Intervention <small>Department</small>		College of Education <small>College</small>		Parrish, Mark <small>Originator</small>		
<b>Action</b> <b>Modifications</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="checkbox"/> Senate Review Not Required <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
CEPD <small>Prefix</small>	8135 <small>Number</small>	Applied Counseling Theories <small>Course Title</small>				
An application of selected, prominent counseling theories with emphasis placed upon short-term therapies. Focus is on the practical application of foundational theories and skill building through practice and feedback to develop professional strengths in applying the counseling theories/techniques/skills to practical situations.						
<b>Course Catalog Description</b>						
3 <small>Lec Hrs</small>		3 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2014 <small>Effective Term</small>	Every Term <small>Frequency</small>	Letter Grade <small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/8/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: 100						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
Michael T. Garrett   [APPROVED 2013-11-19] <small>Chair, Course Department</small>			N/A <small>Chair, Cross Listed Department</small>			
Rebecca Stanard   [APPROVED 2013-12-09] <small>Associate Dean, College of Education</small>			N/A <small>Associate Dean, Cross Listed College</small>			
<b>Other Approvals</b>			<b>Final Approval</b>			
Elizabeth Kramer   [APPROVED 2014-01-22] <small>Chair, Graduate Programs Committee</small>			Jon Anderson   [REQUIRED] <small>Final Approver</small>			

**Rationale:** The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings.

The attached chart summarizes changes made to course syllabi that reflect the newly approved plans of study.

### Summary Chart of Course Modifications/Additions

Course #	Course Description	Req.	Req.	Elective	Add	Modified	Modifications	Approval Required	
		CMHC	SCH					Senate	Provost
6131	Counseling Theories	X	X			X	Learning outcomes		X
6135	Applied Counseling Theories	X			X			X	
6140	Basic Counseling Skills	X	X			X	Name; Learning outcomes		X
6141	Principles of Clinical Mental Health Counseling	X				X	Name; Learning outcomes; Description		X
6151	Assessment & Appraisal in Counseling	X	X			X	Name; Learning outcomes; Description		X
6160	Group Counseling	X	X			X	Learning outcomes; Description		X
6180	Principles of Professional School Counseling		X			X	Name; Learning outcomes		X
6182	Internship	X	X			X	Learning outcomes; Description		X
6188	Practicum	X	X			X	Learning outcomes; Description		X
7105	Counseling Across the Lifespan	X	X		X			X	
7111	Diagnosis and Treatment of Mental and Emotional Disorders	X				X	Name; Learning outcomes; Description		X
7112	Career Theory and Intervention	X	X			X	Name; Learning outcomes; Description		X
7134	Couples and Family Counseling			X		X	Name; Learning outcomes		X
7136	Counseling Children and Adolescents	X					Name; Learning outcomes		X
7138	Multicultural Counseling	X	X			X	Learning outcomes		X
7141	Professional Orientation and Ethics in Counseling	X	X		X			X	
7145	Advocacy and Leadership	X	X			X	Learning outcomes		X
7152	Research and Program Evaluation	X	X			X	Learning outcomes; Pre-requisites		X
7153	Crisis Intervention	X			X			X	
7155	Substance Counseling	X	X			X	Name; Learning outcomes		
7158	Counseling in the Military Community			X	X			X	

## PROPOSED SYLLABUS

### CEPD 6135 APPLIED COUNSELING THEORIES

**Semester/Year**

**Time/Location  
Instructor**

**Office Location**

**Office Hours**

**Online Hours  
Telephone**

**Email**

**Online Support**            **ITS Service Desk, 678-839-6587 (Help Line)**

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

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

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

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

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

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

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

**Note: All course related communication must be through CourseDen email.**

#### **COURSE DESCRIPTION**

An application of selected, prominent counseling theories with emphasis placed upon short-term therapies. Focus is on the practical application of foundational theories and skill building through practice and feedback to develop professional strengths in applying the counseling theories/techniques/skills to practical situations.

#### **CONCEPTUAL FRAMEWORK**

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

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

### APPROACHES TO INSTRUCTION

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.

This course will be delivered approximately **51%** online. This requires the online equivalent of **1100** minutes of instruction (seat-time) and an additional **1150** minutes of supporting activities.

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

Activity	Instructional Equivalent
Discussion posts	100 minutes
Audio/video instruction	600 minutes
Online assignments	400 minutes

Additionally, it is anticipated that students will need to work independently for three times the number of minutes listed above to complete the online activities.

### COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:	CACREP	CMHC	SC
1. demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling; (Corey, 2013a; Corey, 2013b; Corsini and Wedding, 2010; James and Gilliland, 2003; <i>Decision Makers, Knowledgeable, Lifelong Learners, Reflective</i> ;		B.1.	
2. applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders; (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003); <i>Culturally Sensitive, Empathetic, Knowledgeable, Reflective</i> ;		D.2.	
3. demonstrates the ability to use procedures for assessing and managing suicide risk; (Corey, 2013a; Corey, 2013b; Corsini and Wedding, 2010; James and Gilliland, 2003; <i>Decision Makers, Knowledgeable, Lifelong Learners, Reflective</i> ;		D.6.	
4. provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders; (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003); <i>Adaptive, Culturally Sensitive, Knowledgeable, Proactive, Reflective</i> ;		D.8	
5. demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (Corey, 2013a;); <i>Knowledgeable, Proactive, Empathetic</i> ;		D.9.	

6.	demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations; (Corey, 2013a; Corey, 2013b; Corsini and Wedding, 2010; James and Gilliland, 2003; <i>Decision Makers, Knowledgeable, Lifelong Learners, Reflective</i> ;		F.3.	
7.	demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management; (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003); <i>Culturally Sensitive, Empathetic, Knowledgeable, Reflective</i> ; and		D.1.; G.3.; H.2.; I.3.	
8.	applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care; (Corey, 2013a; Corey, 2013b; James and Gilliland, 2003; <i>Culturally Sensitive, Empathetic, Knowledgeable, Reflective</i> .		H.4.	

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text(s):

Corey, G. (2013a). *Theory and practice of counseling and psychotherapy* (9<sup>th</sup> ed.). Brooks/Cole, Thomson Learning, Inc. (ISBN: 0840028547)

### Suggested Texts:

Corey, G. (2013b). *Student manual: Theory and practice of counseling and Psychotherapy* (9<sup>th</sup> ed.). Brooks/Cole, Thomson Learning, Inc. (ISBN: 1133309348)

Corey, G. (2013c). *Case approach to counseling and psychotherapy* (8<sup>th</sup> ed.). Brooks/Cole, Thomson Learning, Inc. (ISBN: 1111841764)

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### Required Instructional Resource: Tk20 Subscription

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

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

### Course References:

Corsini, R., & Wedding, D. (2010). *Current psychotherapies* (9<sup>th</sup> ed.). Belmont, CA: FE Peacock.

James, K., & Gilliland, B. (2003). *Theories and strategies in counseling and psychotherapy* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

Murdock, N. (2012). *Theories of counseling and psychotherapy: a case approach* (3<sup>rd</sup> ed.) . Upper Saddle River, NJ: Pearson Prentice Hall

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

The expectation is held that students will demonstrate mastery of all course objectives through:

- All CourseDen assignments must be submitted in Microsoft Word 2010 format by 5:30 pm on the assigned due date.
- Grading rubrics can be accessed on CourseDen.

**1. Treatment Team and Treatment Planning Development (50 points):** Students will be divided into groups of three (3) to form a "treatment team". Each student will participate in the multiple roles of "counselor, client and observer" as they

practice the application of the primary theoretical approaches to clinical mental health counseling. They will separately act as the “treatment team” as the identified “client case” progresses through the clinical activities as defined by the instructor.

As a “team”, a treatment plan will be developed based on the “Case Study” and “intake” which is developed by each team member. This consists of a formal “intake form” and “treatment plan form” completion on each case study client. The instructor will provide a suggested format for both forms. They will be submitted in CourseDen Drop Box as specified in the Course Schedule. *Course Objectives 1, 2, 3, 4, 6, 8*

## **2. Case Study Development (50 points)**

Each student will develop a case study for a client who is dealing with a minor/major life problem (s) and is seeking clinical mental health services. The student will develop a comprehensive case study which reflects the presenting issues of the client along with all relevant background information related to the client’s social, cultural, vocational, psychological, biological, etc., domains. Each student will use this case information to assist in learning how to conceptualize the “client” from the various theoretical orientations that will be practiced, and in the student’s “role play as the client” during the practical application activities throughout the course. This Case Study should be written in APA format and submitted in CourseDen Drop Box as specified in the Course Schedule. *Course Objectives 1, 2*

**3. Clinical Practice Demonstration Requirements (100 points):** All clinical practice demonstration requirements will be performed by each student within the treatment team, and will be video recorded for classroom observation and discussion. These include:

- Intake interview video
- Informed consent video
  - Each student will prepare and submit a 5-minute video to introduce him/herself to potential clients. In this video, the standard elements of informed consent will be covered including a brief intro of the counselor, counselor credentials (aspirational) and training, a definition of counseling, limits of confidentiality, benefits and risks of counseling, expectations of both counselor and client, parameters of the relationship, policies (when applicable) related to payment, cancellations, and others as designated by the instructor.
- Counseling/intervention video sessions
  - Instructor identified theoretical approaches for each
    - Suicidal ideation session video
    - Substance abuse session video
    - Trauma and crisis session video
    - Diversity session video
    - Treatment planning session video
    - Treatment team assessment session video

*Course Objectives 1, 3, 4, 7*

## **4. Final Reflective Paper on the Clinical Practice and Treatment Team Process (50 points)**

This paper is reflective in nature and includes insights gained through your clinical practice, treatment planning and treatment team process for the semester:

- Strengths and weaknesses of each of the counseling theories as they relate to meeting the needs of your client;
- The theories and interventions you believe to be most appropriate for your client, and rationale for that conclusion;
- The theories and interventions that are most congruent with your style and why;
- The theories and interventions that are least congruent with your style and why
- Reflect upon a theoretical orientation which seems to best fit your personal concept of counseling (may be a single theoretic approach or a combination of theoretical approaches)...discuss the “kind of counselor” you wish to be.
- This paper should be **no more than 8 pages long**. ***Paper should be consistent with format outlined in the Publication Manual of the American Psychological Association (6th Ed.) including title page, running head, abstract, reference page and citations.*** (Recommended APA format sites: <http://www.apastyle.org/faqs.html>, [http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796)).
- **IMPORTANT TK20 ASSESSMENT NOTICE:** EACH STUDENT WILL SUBMIT THE “FINAL REFLECTIVE PAPER ON THE CLINICAL PRACTICE AND TREATMENT TEAM PROCESS” TO TK20 AS THE “KEY ASSESSMENT” FOR THIS COURSE. FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME

**DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF "0" FOR THE ENTIRE ASSIGNMENT (-30 POINTS). Course Objectives 1, 2, 3, 4, 5, 6, 7, 8**

**Evaluation Procedures**

Assignment	Points	Assessment Tools	Method
1. Treatment Team and Treatment Planning Development	10	Rubric	Instructor Observation
2. Case Study Development	10	Rubric	CourseDen Submission
3. Clinical Practice Demonstration	40 (8 video session x 5pts. each)	Rubric	Instructor Observation
4. Final reflective paper	30	Rubric	CourseDen Submission
6. Class participation	10	Rubric	Instructor Observation
<b>Total Points</b>	<b>100</b>		

**Grading**

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

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**1. ACADEMIC HONESTY**

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

**2. ATTENDANCE**

Attendance is required. Students are expected to attend each class session, to be on time, and to be present for the full class session. Unexcused absences or repeated tardiness (or leaving class early) may lower a student's grade or require that the student complete additional, assigned make-up material. Should an absence be necessary, the student is responsible for all notes, activities, assignments, etc. missed. This information should be obtained from a class member. Make-up tests, when they are given, may be essay, short answer, objective or a combination, and may or may not be the same instrument taken in class.

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

**4. METHODS OF INSTRUCTION**

This course will be interactive and use a variety of instructional strategies including lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

**Student participation:** When called upon students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

**Assignments**

**Late assignments will be assessed a 10% reduction in the earned grade for each day late** unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care.

**Test information:** Acceptable performance on quizzes will require a thorough reading of your textbook, student manual, handouts, additional readings, etc., prior to attending class. Students will be evaluated on all assigned material, including material not discussed in class. Quizzes will be multiple-choice and be administered online with an adequate “open” to allow the student flexibility in preparing and taking the quiz. **“Make-up quizzes” for online quizzes will not be approved.**

**Extra Credit:** No extra credit opportunities will be offered for this class.

### 5. PROFESSIONAL CONDUCT

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

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

**Cell phones & Electronic Equipment:** The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. Any non-class-related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

### 5. STUDENT EMAIL POLICY

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information, however, *for the purposes of this course you will be required to communicate with the instructor via CourseDen email.*

## CEPD 6131-01 COUNSELING THEORIES CLASS OUTLINE

Class Session	Class/Activities Topic	Assignments Due (all assignments due at 5:30pm on the date shown)
1	Welcome; introduction to course; syllabus; explanation of assignments; overview of requirements and clinical technology	
2	Case study discussion; Treatment team formation/assignment; Intake/informed consent discussion	<ul style="list-style-type: none"> <li>• <i>Case Study Due</i></li> </ul>
3	Clinical Practice session #1 & #2	<ul style="list-style-type: none"> <li>• <i>Intake interview video</i></li> <li>• <i>Informed consent video</i></li> </ul>



4	Psychoanalytic Approaches	<ul style="list-style-type: none"> <li><i>Theoretical Application Video</i></li> </ul>
5	Clinical Practice session #3; and Treatment Team session	<ul style="list-style-type: none"> <li><i>Treatment planning session video</i></li> </ul>
6	Humanistic Approaches	<ul style="list-style-type: none"> <li><i>Theoretical Application Video</i></li> <li><i>Treatment team assessment session video</i></li> </ul>
7	Clinical Practice session #4; and Treatment Team session	<ul style="list-style-type: none"> <li><i>Substance abuse session video</i></li> <li><i>Treatment Team session</i></li> </ul>
8	Cognitive Behavioral Approaches	<ul style="list-style-type: none"> <li><i>Theoretical Application Video</i></li> </ul>
9	Clinical Practice session #5; and Treatment Team session	<ul style="list-style-type: none"> <li><i>Diversity session video</i></li> <li><i>Treatment Team session</i></li> </ul>
10	Post-Modern Approaches	<ul style="list-style-type: none"> <li><i>Theoretical Application Video</i></li> </ul>
11	Clinical Practice session #6; and Treatment Team session	<ul style="list-style-type: none"> <li><i>Suicidal ideation session video</i></li> <li><i>Treatment Team session</i></li> </ul>
12	Special Competencies	<ul style="list-style-type: none"> <li><i>Theoretical Application Video</i></li> </ul>
13	Clinical Practice session #7; and Treatment Team session	<ul style="list-style-type: none"> <li><i>Trauma and crisis session video</i></li> </ul>
14	Clinical Practice session #8; and Treatment Team session	<ul style="list-style-type: none"> <li><i>Theoretical Application Video</i></li> </ul>
15	Course Evaluation & Wrap-up	<ul style="list-style-type: none"> <li><i>Final Reflective Paper Due</i></li> </ul>

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Collaborative Support and Intervention <small>Department</small>		College of Education <small>College</small>		Parrish, Mark <small>Originator</small>		
<b>Action</b> <b>Modifications</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments		Senate Action Item <span style="float: right;">(See Procedure)</span>		
<b>Course Details</b>						
CEPD <small>Prefix</small>	7105 <small>Number</small>	Counseling Across the Lifespan <small>Course Title</small>				
This graduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being's interactions with the environment. Special emphasis is placed on the development characteristics of school age youth within a multicultural and diverse society.						
<small>Course Catalog Description</small>						
3 <small>Loc Hrs</small>		3 <small>Lab Hrs</small>	Fall - 2014 <small>Effective Term</small>	Every Term <small>Frequency</small>	Letter Grade <small>Grading</small>	
<b>Prerequisites</b>				<b>Corequisites</b>		
<b>Rationale</b>						
The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.						
<b>Planning Info</b>				<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Is this a SACS substantive change? <b>NO</b> <span style="float: right;">(See Policy)</span> Present or Projected Annual Enrollment: <b>150</b>						
<b>College Approvals</b>				<b>Cross Listing Approvals</b>		
<b>Michael T. Garrett</b> [APPROVED 2013-11-19] <hr/> <small>Chair, Course Department</small>  <b>Rebecca Stanard</b> [APPROVED 2013-11-22] <hr/> <small>Associate Dean, College of Education</small>				<b>N/A</b> <hr/> <small>Chair, Cross Listed Department</small>  <b>N/A</b> <hr/> <small>Associate Dean, Cross Listed College</small>		
<b>Other Approvals</b>				<b>Final Approval</b>		
<b>Elizabeth Kramer</b> [APPROVED 2014-01-22] <hr/> <small>Chair, Graduate Programs Committee</small>				<b>Jon Anderson</b> [REQUIRED] <hr/> <small>Final Approver</small>		

**Rationale:** The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings.

The attached chart summarizes changes made to course syllabi that reflect the newly approved plans of study.

### Summary Chart of Course Modifications/Additions

Course #	Course Description	Req.	Req.	Elective	Add	Modified	Modifications	Approval Required	
		CMHC	SCH					Senate	Provost
6131	Counseling Theories	X	X			X	Learning outcomes		X
6135	Applied Counseling Theories	X			X			X	
6140	Basic Counseling Skills	X	X			X	Name; Learning outcomes		X
6141	Principles of Clinical Mental Health Counseling	X				X	Name; Learning outcomes		X
6151	Assessment & Appraisal in Counseling	X	X			X	Name; Learning outcomes		X
6160	Group Counseling	X	X			X	Learning outcomes		X
6180	Principles of Professional School Counseling		X			X	Name; Learning outcomes		X
6182	Internship	X	X			X	Learning outcomes		X
6188	Practicum	X	X			X	Learning outcomes		X
7105	Counseling Across the Lifespan	X	X		X			X	
7111	Diagnosis and Treatment of Mental and Emotional Disorders	X				X	Name; Learning outcomes		X
7112	Career Theory and Intervention	X	X			X	Name; Learning outcomes		X
7134	Couples and Family Counseling			X		X	Name; Learning outcomes		X
7136	Counseling Children and Adolescents	X					Name; Learning outcomes		X
7138	Multicultural Counseling	X	X			X	Learning outcomes		X
7141	Professional Orientation and Ethics in Counseling	X	X		X			X	
7145	Advocacy and Leadership	X	X			X	Learning outcomes		X
7152	Research and Program Evaluation	X	X			X	Learning outcomes		X
7153	Crisis Intervention	X			X			X	
7155	Substance Counseling	X	X			X	Name; Learning outcomes		
7158	Counseling in the Military Community			X	X			X	

**CEPD 7105 COUNSELING ACROSS THE LIFESPAN****Semester/Year****Time/Location****Instructor****Office Location****Office Hours****Online Hours****Telephone**Direct Line:  
Department Line:**Email****Online Support**D2L Home Page  
<https://westga.view.usg.edu/>D2L UWG Online help  
<http://uwgonline.westga.edu/students.php>D2L 24 hour Help  
<https://d2lhelp.view.usg.edu/>UWG Distance Learning  
<http://uwgonline.westga.edu/>Distance Learning Library Services  
<http://libguides.westga.edu/content.php?pid=194430>Resources for Distance & Off-Campus Students  
<http://libguides.westga.edu/content.php?pid=194459>Ingram Library Services  
<http://www.westga.edu/library/>University Bookstore  
<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION**

This graduate course is a study of human growth and development from birth through aging and death. The course focuses on areas of physical, cognitive, social, personality, and emotional development as a series of progressive changes resulting from the biological being's interactions with the environment. Special emphasis is placed on the development characteristics of school age youth within a multicultural and diverse society.

**CONCEPTUAL FRAMEWORK**

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

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

### APPROACHES TO INSTRUCTION

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.

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

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

Activity	Instructional Equivalent
Discussion posts	350 minutes
Audio/video instruction	950 minutes
Online assignments	950 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities."

The course instruction will be directed at providing an overview of developmental counseling as a way of enhancing human potential through therapeutic intervention focused on relational growth. By definition: *Developmental counseling involves recognizing potential transitional counseling issues and identifying strategies (individual, group, family, and community) for facilitating healthy, optimum development of diverse individuals over the life span.* Emphasis is placed upon the major developmental theories as well as developmental issues and tasks associated with various life stages in the context of diversity understood through Relational-Cultural Theory. Various topics and critical contexts related to human growth and development are addressed through relational development, critical thinking, and the central theme of how disconnection and shame play into development. Central issues include identity development, women and men's development, gay and lesbian issues, trauma and abuse, grief and loss, family development, addiction, spiritual development, and resilience. Implications for practice are discussed, giving students the opportunity to contextualize material from both traditional and relational models of development.

### COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:	CACREP	CMHC	SC
1. theories of individual and family development and transitions across the life span; (Comstock, 2005); <i>knowledgeable, inquisitive</i>	G.3.a.	G.1., D.2., E.1	
2. theories of learning and personality development, including current understandings about neurobiological behavior; <i>knowledgeable, inquisitive</i>	G.3.b.		E.1., L.1.
3. the effects of crises, disasters, and other trauma-causing events on persons of all ages; (Comstock, 2005); <i>knowledgeable, reflective</i>	G.3.c.	A.9., C.6.	C.6., M.7.
4. theories/models of individual, cultural, couple, family, and community resilience; (Comstock, 2005); <i>culturally sensitive, empathetic</i>	G.3.d.	C.8., D.5., E.5.	M.1., M.5.

5. exceptional abilities and strategies for differentiated interventions; (Comstock, 2005); (Comstock, 2005); <i>decisive, adaptive</i>	G.3.e.	F.3.	L.3.
6. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; (Comstock, 2005); <i>knowledgeable, reflective, inquisitive</i>	G.3.f.	E.3.	A.6., C.3., D.3.
7. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; (Comstock, 2005); <i>knowledgeable, reflective, decisive, adaptive</i> ; and	G.3.g.	A.6., C.4., D.8., G.4., H.3.	G.2.
8. Theories for facilitating optimal development and wellness over the life span. (Comstock, 2005); <i>knowledgeable, reflective, inquisitive, adaptive</i>	G.3.h.	D.3.	C.1., C.2., E.2.

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text(s)

Comstock, D. (Ed.). (2005). *Diversity and Development: Critical Contexts that Shape Our Lives and Relationships*. Belmont, CA: Thomson Brooks/Cole.

### Suggested Text(s)

- American Psychological Association (Producer). (2009). *Systems of psychotherapy: Judith V. Jordan—relational-cultural therapy* [Motion Picture]. (Available from the American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242)
- Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling and Development, 86*, 279-287.
- Furr, S. R., & Carroll, J. J. (2003). Critical incidents in student counselor development. *Journal of Counseling and Development, 81*, 483-489.
- Garrett, M. T., & Garrett, J. T. (2002). Ayeli: Centering technique based on Cherokee spiritual traditions. *Counseling and Values, 46*, 149-158.
- Garrett, M. T., Brubaker, M. D., & Torres-Rivera, E., & West-Olaunji, C., Conwill, W. (2008). The medicine of coming to center: Use of the Native American centering technique—Ayeli—to promote wellness and healing in group work. *Journal for Specialists in Group Work, 33*, 179-198.
- Ivey, A. E., Ivey, M. B., Myers, J. E., & Sweeney, T. J. (2004). *Developmental Counseling and Therapy: Promoting Wellness Over the Lifespan*. Boston: Houghton Mifflin/Lahaska.
- Miller, J. B. (1986). *Toward a new psychology of women*. Boston: Beacon.
- Silverstein, S. (1964). *The giving tree*. New York: Harper Collins.

### Required Instructional Resource: Tk20 Subscription

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

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

1. **Class participation.** Since this course focuses on experiential learning of awareness, knowledge, and skills through lecture, discussion, small group exercises, and process group, you must attend and actively participate in class. Each unexcused absence (not approved by the instructor prior and not involving urgent personal or family crises or an instructor-approved professional development activity related to course content) will result in a **5-point deduction** from your overall grade for a maximum of 10 points.
2. **Developmental Thoughts to Live By.** Each class session will begin with *“Developmental Thoughts to Live By”* that consists of a thought, quote, insight, memory, brief poem, or joke that relates to developmental issues. This component will be led by the discussion group facilitators for that particular date. In addition, at the end of the class lecture/discussion segment, the facilitators will offer *Final Thoughts* consisting of a summary of significant thoughts and statements made during class thus far that relate back to the original thoughts to live by and overall class topic for that day.
3. **Class Presentation on Theory.** You will serve on a small “panel of experts” for a developmental theory assigned to you by the instructor, with which you will do a brief presentation on that theory for the class during a designated time/period, then answer any questions posed by the class or instructor. **Due: See Course Outline. Course Objectives 1, 2, 4, 6, 8**
4. **Discussion/Growth Group Facilitation.** You will be assigned to a chapter and corresponding date, then, using process questions at the beginning of the chapter for that topic, you will co-lead an open discussion/growth group once during the semester intended to process awareness and understanding of the issue for participants. According to Gladding (2003), processing is conceptualized as four interrelated steps: (a) Identifying critical incidents of importance to members; (b) Examining the event and member reactions; (c) Deriving meaning and self-understanding from the event; (d) Applying new understanding toward personal change (p. 14). You are expected to utilize process skills, observational skills, offer feedback, use immediacy, use sensitivity and empathy, assess group process, demonstrate initiative and appropriate facilitation, particularly emphasizing application of RCT concepts and developmentally-focused techniques and skills (e.g., *“How does this issue affect who you were in the past, who you are now, and who you are becoming in the future?”*) In essence, you will want to remember to do five basic things as a facilitator of the group:

- **Make connections** between members (e.g., *“How does everyone relate to what was just said?”*)
- **Show appreciation** for group members and their willingness to take risks (e.g., *“Thank you (name) for saying that.”*)
- **Reflect feeling** to show that you understand the emotional experience of group members and encourage them to do the same
- **Identify themes** and summarize (e.g., *“What I’m hearing so far is some commonality around the issue of trust....”*)
- **Use immediacy** to focus on the here-and-now experience (e.g., *“I’m sensing some tension in the group, what is that about?”*)
- **Use go-arounds** to check-in with members or to solidify themes, insights, goals, and connections (e.g., *“Let’s do a go-around, and share with us if you would one thing that was most important to you from today’s conversation or one thing that you want to work on/do different based on today’s conversation.”*)

In addition to using the five basic group facilitation skills listed above, you will be expected to facilitate the group applying central concepts from RCT to the developmental topic for that session:

- Connection versus disconnection
- Obstacles to mutuality and authentic expression
- Internalized controlling images
- Effects of shame and isolation
- Transforming shame
- Mutual empathy and mutual empowerment

- “The five good things” – zest/energy, empowerment, clarity, sense of worth, desire for more relationships
- Chronic disconnections and strategies for disconnection
- Central relational paradox
- Relational images
- Relational competence and resilience

To assist with process, the following ten questions noted by Comstock et al. (2008) will help you apply RCT to the facilitation of the group in order to address developmental issues:

1. *What are your **strategies for disconnection**, and how are they exercised in relationships with others who are culturally different from yourself?*
2. *What do these strategies look like in your personal and counseling relationships?*
3. *What are some of your **relational and controlling images**, and what experiences have helped to shape these images?*
4. *How have these **images affected your capacity to create and maintain mutually empathic, growth-fostering relationships** with others who are culturally different from yourself?*
5. *What **parts of your authentic experiences** do you leave out of relationships?*
6. *In terms of authentic relationships, how do you **name and deconstruct obstacles to mutuality** in your personal and counseling relationships?*
7. *What are some **sociocultural influences** that have affected your capacity/ability to develop and maintain mutuality in your relationships?*
8. *In response to sociocultural influences, what **strategies have you used for survival? For resistance? For managing shame?***
9. *How does the **sociocultural makeup of various relational contexts** affect your sense of safety regarding authentic relating and mutual engagement?*
10. *What **relational strengths** do you possess?*

Remember that the purpose of this segment is to both give you practice with using group facilitation skills to address developmental issues, and to allow participants a deeper, firsthand exploration of the topic area as it pertains to them and their experience both as a person and as a counselor-in-training. **Also, please remember to respect and maintain confidentiality with your classmates regarding the group process and any class discussion involving self-disclosure!** Due: See Course Outline. Course Objectives 1, 2, 3, 4, 5, 6, 7, 8

#### **In-Class Experience as Discussion Group Participant:**

As part of helping your colleagues develop group facilitation skills, you will be participating as a group member in the class discussion group experience. This requirement is designed primarily to give first-hand experience as a group participant and group facilitator. You are expected to be yourself, self-disclosing honestly about your experiences and perceptions. You are free to decide the level of self-disclosure, involvement, and participation in the group discussion. **There are no points assigned for this aspect of the assignment** since this is simply an opportunity for you to experience a process group from the perspective of a participant.

5. **Critical Incident/Oral report.** According to Furr & Carroll (2003), examining *critical incidents* involves focusing on “those events that are catalysts for change, rather than on the nature of developmental change” per se (p. 484). As such, this autobiographical writing assignment provides an opportunity for you to reflect on a developmental event in your life and relate that event to at least three (3) developmental theories covered in class. Select a topic pertaining to some developmental issue which is personally relevant to you. Be conscious as you choose your incident that there are life-changing experiences we define as positive/negative that have either positive or negative outcomes or a mix of both; try to pick something for the sake of class that had positive outcomes for you. Review the literature in professional journals regarding your topic and complete the accompanying assignment template citing current research, interventions, and your own personal experiences in facing the issue that contributed in some way to development of your own resilience. You will briefly present your critical incident to the class on the scheduled date, covering the areas listed below **Due: See Course Outline.** Course Objectives 1, 2, 3, 4, 5, 6, 7, 8

Section	Content	Description
---------	---------	-------------



1.	Issue/Context	Brief description of developmental issue(s); events surrounding the critical incident, as well as relevant circumstances and cultural context including age, gender, ethnic background, family, socioeconomic status, oppression/privilege, and other pertinent issues
2.	Developmental Theories	Relation to at least three (3) developmental theories including stage(s) and implications for further development: <ul style="list-style-type: none"> <li>• Psychoanalytic Theory (Freud)</li> <li>• Early Feminist Voice (Horney)</li> <li>• Psychosocial Theory (Erikson)</li> <li>• Constructivist Model (Piaget)</li> <li>• Sociocultural Theory (Vygotsky)</li> <li>• Theory of Moral Judgment (Kohlberg)</li> <li>• Model of Ethic of Care (Gilligan)</li> <li>• Theory of Self-Actualization (Maslow)</li> <li>• Relational-Cultural Theory of Relational Development (Miller)</li> <li>• White Racial Identity Development Model (Hardiman)</li> <li>• Racial/Cultural Identity Development Model (Sue &amp; Sue)</li> <li>• Womanist Identity Development Model (Ossana et al.)</li> <li>• Feminist Therapy/Theory (Brown)</li> <li>• Theory of Grief (Kubler-Ross)</li> <li>• Stages of Faith (Fowler)</li> </ul>
3.	Outcome/Implications	Description of outcome of the critical incident in terms of resolution—what was learned, how it contributed to your overall development as a person and professional; and summary of implications for counseling with clients experiencing similar developmental issues, especially those who might be culturally different than you

6. **Exam.** The comprehensive exam at the end of the semester will consist of 100 multiple choice questions taken from topics covered in the textbook and class discussions (meets course objectives 1-8). **Due: See Course Outline.**

Typical Class Period Sequence:						
What	Thoughts to Live By	Chapter	Break	Process Group	Feedback	Final Thoughts
Who	Group Facilitators	Instructor		Group Facilitators	Observers	All Group Facilitators

### Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
1. Class Participation	10			
2. Developmental Thoughts to Live By	10			
3. Class Presentation	10			
4. Discussion Group Facilitation	10			
5. Critical Incident/Oral Report	10			
6. Final Exam	50			
<b>Total</b>	<b>100</b>			

**Note:** All papers are expected to be typed, double-spaced, carefully proofread, and consistent with APA 5<sup>th</sup> edition style when appropriate. You are expected to complete your assignments on time, and to abide by the UF Honor Code.

### Grading

Points	Grade
90-100	A
80-89	B
70-79	C
<70	F

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

**Attendance:** See assignments.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

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

**Late Work:** All work/assignments are due at the beginning of class on the scheduled due date as noted in the syllabus/class outline. No email submissions will be accepted unless otherwise agreed upon with the instructor.

**Professional Conduct:** All students are expected to maintain an exemplary level of professional, ethical and legal conduct as outlined by: (1) the policies of the University of West Georgia; (2) the American Counseling Association (ACA) Code of Ethics; (3) the American School Counseling Association (ASCA) Code of Ethics; and (4) local, state and national civil and criminal laws. It is the student's exclusive responsibility to become familiar with each of these directives for professional, ethical and legal conduct.

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

## CLASS OUTLINE (Tentative)

Date	Topic	Read	Group Mem	Discussion Group Facilitators	Group Center	Group Fdback	Assignmnt Due
	Introduction to Developmental Counseling						
	Traditional Models of Development	Ch. 1		All class members			[See chart below]
	Traditional Models of Development	Ch. 1	A	All class members	B	C	[See chart below]
	Relational-Cultural Theory <i>Relational-Cultural Therapy (DVD)</i>	Ch. 2	A		B	C	
	Critical Thinking about Lifespan Development	Ch. 3	A		B	C	
	Identity Development	Ch. 4	A		B	C	
	Discussion of Critical Incidents						Critical Incidents
	Discussion of Critical Incidents (cont.)						Critical Incidents
	Women's Development	Ch. 6	B		C	A	
	Men's Development	Ch. 7	B		C	A	
	LGBT Development	Ch. 8	B		C	A	
	Developmental Impact of Trauma	Ch. 9	B		C	A	
	Grief, Loss, and Death	Ch. 12	C		A	B	
	Familial and Relational Transitions	Ch. 13	C		A	B	
	Relational Impact of Addiction	Ch. 14	C		A	B	
	Spiritual Development	Ch. 15	C		A	B	
	Fostering Resilience	Ch. 16	C		A	B	
	Review and Wrap-Up						
	Final Exam						Exam

## Presentations—Traditional Models of Development

Developmental Theory	Chapter	Pages	Presenters
Sigmund Freud's Psychoanalytic Theory	1	5-7	
Karen Horney's Early Feminist Voice	1	7-8	
Erik Erikson's Psychosocial Theory	1	8-11	
Jean Piaget's Constructivist Model	1	11-12	
Lev Vygotsky's Sociocultural Theory	1	12-14	
Lawrence Kohlberg's Theory of Moral Judgment	1	14-16	
Carol Gilligan's Model of Ethic of Care	1	16-18	
Abraham Maslow's Theory of Self-Actualization	1	18-20	

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Collaborative Support and Intervention <small>Department</small>		College of Education <small>College</small>		Parrish, Mark <small>Originator</small>		
<b>Action</b> <b>Modifications</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
CEPD <small>Prefix</small>	7141 <small>Number</small>	Professional Orientation and Ethics in Counseling <small>Course Title</small>				
Studies that provide an understanding of professional roles and functioning of counselors and the application of ethical and legal considerations in professional counseling.						
Course Catalog Description						
3 <small>Loc Hrs</small>	 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2014 <small>Effective Term</small>	Every Term <small>Frequency</small>	Letter Grade <small>Grading</small>	
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="text" value="NO"/> <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: <input type="text" value="160"/>						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
Michael T. Garrett <b>[APPROVED 2013-11-19]</b> <hr/> <small>Chair, Course Department</small>			N/A <hr/> <small>Chair, Cross Listed Department</small>			
Rebecca Stanard <b>[APPROVED 2013-11-22]</b> <hr/> <small>Associate Dean, College of Education</small>			N/A <hr/> <small>Associate Dean, Cross Listed College</small>			
<b>Other Approvals</b>			<b>Final Approval</b>			
Elizabeth Kramer <b>[APPROVED 2014-01-22]</b> <hr/> <small>Chair, Graduate Programs Committee</small>			Jon Anderson <b>[REQUIRED]</b> <hr/> <small>Final Approver</small>			

**Rationale:** The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings.

The attached chart summarizes changes made to course syllabi that reflect the newly approved plans of study.

### Summary Chart of Course Modifications/Additions

Course #	Course Description	Req.	Req.	Elective	Add	Modified	Modifications	Approval Required	
								CMHC	SCH
6131	Counseling Theories	X	X			X	Learning outcomes		X
6135	Applied Counseling Theories	X			X			X	
6140	Basic Counseling Skills	X	X			X	Name; Learning outcomes		X
6141	Principles of Clinical Mental Health Counseling	X				X	Name; Learning outcomes		X
6151	Assessment & Appraisal in Counseling	X	X			X	Name; Learning outcomes		X
6160	Group Counseling	X	X			X	Learning outcomes		X
6180	Principles of Professional School Counseling		X			X	Name; Learning outcomes		X
6182	Internship	X	X			X	Learning outcomes		X
6188	Practicum	X	X			X	Learning outcomes		X
7105	Counseling Across the Lifespan	X	X		X			X	
7111	Diagnosis and Treatment of Mental and Emotional Disorders	X				X	Name; Learning outcomes		X
7112	Career Theory and Intervention	X	X			X	Name; Learning outcomes		X
7134	Couples and Family Counseling			X		X	Name; Learning outcomes		X
7136	Counseling Children and Adolescents	X					Name; Learning outcomes		X
7138	Multicultural Counseling	X	X			X	Learning outcomes		X
7141	Professional Orientation and Ethics in Counseling	X	X		X			X	
7145	Advocacy and Leadership	X	X			X	Learning outcomes		X
7152	Research and Program Evaluation	X	X			X	Learning outcomes		X
7153	Crisis Intervention	X			X			X	
7155	Substance Counseling	X	X			X	Name; Learning outcomes		
7158	Counseling in the Military Community			X	X			X	

**CEPD 7141 PROFESSIONAL ORIENTATION AND ETHICS IN COUNSELING****Semester/Year****Time/Location  
Instructor****Office Location****Office Hours  
Online Hours  
Telephone**Direct Line:  
Department Line:**Email****Online Support**D2L Home Page  
<https://westga.view.usg.edu/>D2L UWG Online help  
<http://uwgonline.westga.edu/students.php>D2L 24 hour Help  
<https://d2lhelp.view.usg.edu/>UWG Distance Learning  
<http://uwgonline.westga.edu/>Online Student Guide  
<http://uwgonline.westga.edu/>Distance Learning Library Services  
<http://libguides.westga.edu/content.php?pid=194430>Resources for Distance & Off-Campus Students  
<http://libguides.westga.edu/content.php?pid=194459>Ingram Library Services  
<http://www.westga.edu/library/>University Bookstore  
<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION**

Studies that provide an understanding of professional roles and functioning of counselors and the application of ethical and legal considerations in professional counseling.

**CONCEPTUAL FRAMEWORK**

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

improve schools and communities. National and state standards also are incorporated as criteria against which candidates are measured.

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

### APPROACHES TO INSTRUCTION

CEPD 7141 is a face-to-face course delivered in part via the Desire2Learn (D2L) platform, also referred to as CourseDen. Through interactive technologies and face-to-face meetings, students are expected to regularly and systematically engage in instructional activities such as group work, project development, presentations, discussions, quizzes, assigned readings, etc. Following the principles of the "flipped" classroom, assignments, readings, and other instructional supports (e.g. videos, lectures) are available through CourseDen and students are expected to have engaged with the assigned materials prior to attending class. Class time is dedicated to demonstration, practice, and application of key concepts.

### COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:	CACREP	CMHC	SC
1. The history and philosophy of the counseling profession (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge</i> ;	II.G.1.a.		
2. Professional roles, functions, and relationships with other human service providers and responsibilities as members of interdisciplinary teams (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Professional Excellence</i> ;	II.G.1.b., II.G.1.c.		
3. Professional organizations, including membership benefits, activities, services to members, and current issues (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Professional Excellence</i> ;	II.G.1.f.		
4. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Professional Excellence, Betterment of Society</i> ;	II.G.1.g.		
5. The role and process of the professional counselor advocating on behalf of the profession (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Betterment of Society</i> ;	II.G.1.h.		
6. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (Gladding, 2013; Wheeler and Bertram, 2012); <i>Knowledge, Professional Excellence</i> ;	II.G.1.j.		
7. Self-care strategies appropriate to the counselor role (Gladding, 2013; Wheeler and Bertram, 2012); <i>Professional Excellence</i> ;	II.G.1.d.		
8. Use of ethical decision-making model (Gladding, 2013; Wheeler and Bertram, 2012); <i>Professional excellence</i> ;	II.G.1.j.		

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

Gladding, S.T. (2013). *Counseling: A comprehensive profession* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.  
 Wheeler, A.M., Bertram, B. (2012). *The counselor and the law: A guide to legal and ethical practice*. Alexandria, VA: ACA.

**Required Instructional Resource: Tk20 Subscription**

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

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

**Course References :**

- American Counseling Association (2005). *ACA code of ethics*. Author.
- Calley, N.G. (2009). Promoting a contextual perspective in the application of the ACA code of ethics: The ethics into action map. *Journal of Counseling & Development, 87*, 476-482.
- Even, T.A. & Robinson, C. R. The impact of CACREP accreditation: A multiway frequency analysis of ethics violations and sanctions. *Journal of Counseling & Development, 91*, 26-34.
- Gladding, S.T. (2013). *Counseling: A comprehensive profession* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Granello, D.H. (2011). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development, 88*, 363-370.
- Henderson, D.A., & Montplaisir, B.F. (2013). From good to great: Examining exemplary counselor development. *Journal of Counseling & Development, 91*, 336-342.
- Herlihy, B., & Remley, T.P. ( )
- Lee, S.M., Cho, S.H., Kissinger, D., & Ogle, N.T. (2010). A typology of burnout in professional counselors. *Journal of Counseling & Development, 88*, 131-138.
- Mascari, J.B., & Webber, J. (2013). CACREP accreditation: A solution to license portability and counselor identify problems. *Journal of Counseling & Development, 91*, 15-25.
- Mellin, E. A., , Hunt, B., & Nichols, L.M. (2011). Counselor professional identify: findings and implications for counseling and interprofessional collaboration. *Journal of Counseling & Development 89*, 140-147.
- Neukrug, E. S., & Milliken, T. (2011). Counselors' perceptions of ethical behaviors. *Journal of Counseling & Development, 89*, 206-216.
- Roysircar, G. (2011). The big picture of advocacy: Counselor, heal society and thyself. *Journal of Counseling & Development, 87*, 288-294.
- Wheeler, A.M., Bertram, B. (2012). *The counselor and the law: A guide to legal and ethical practice*. Alexandria, VA: ACA.

**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING****Assignments****Assignment 1: Current Issues Group Project**

Students will be divided into six groups, each of which will develop a presentation for class on a contemporary issue or trend in counseling practice or research identified by the instructor. The 20 minute presentations will be made weekly based on the attached format (25 points). *Objectives 1, 2, 3, 4, 5, 6, 7, 8*

At the conclusion of each presentation, a list of unanswered questions about the topic will be generated and will be the focus of readings and online discussions to take place the following week in D2L (5 points per topic). Students will read a minimum of 3 related articles in a peer-reviewed journal (ACA and APA journals are good examples) in preparation for the online discussions.

**Assignment 2: Professional Disclosure Statement Video**



Each student will prepare and submit a 5-minute video to introduce him/herself to potential clients. In this video, the standard elements of informed consent will be covered including a brief intro of the counselor, counselor credentials (aspirational) and training, a definition of counseling, limits of confidentiality, benefits and risks of counseling, expectations of both counselor and client, parameters of the relationship, policies (when applicable) related to payment, cancellations, and others as designated by the instructor. *Objectives 2, 4, 6, 8*

### Assignment 3: Ethical Case Study Response

Students will be divided into five small groups and presented with an ethical dilemma case study. Using the 2005 Code of Ethics and relevant counseling literature, the team will develop a position on the dilemma and how it might best be resolved. The team **may not** use consultation with anyone outside the team to develop a response to the case. Each of the teams will develop a written response complete with citations and references in APA style to submit to the professor. Additionally, each of the teams will present their findings and recommendations through a formal, in-class presentation. Teams will use the Ethical Case Study Response Rubric to identify all of the required elements for the paper and the presentation. *Objectives 1, 2, 6, 8*

### **Evaluation Procedures**

Assessment	Points	Assessment Tools	Submit via:	Due Date
1. Current Issues Group Project	25	Rubric	D2L; Tk20	One group per week
2. Professional Disclosure Video (Informed Consent)	25	Rubric	D2L; Tk20	TBD
3 Ethical Case Study Response	25	Rubric	D2L	TBD
4. Contributions to and participation in the class	75	Group Participation Rubrics (25); Graded Topical Discussions (50)	D2L	On-going
Mid-term exam	25	Exam	In-class	TBD
Final Exam	25	Exam	In-class	TBD
Total	200			

### **Grading**

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

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

### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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

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

**Attendance:** The expectation is held that students will attend all classes and engage with online materials/assignments no fewer than three times per week. Students are expected to notify the instructor in advance if absences are unavoidable. Students are expected to notify the instructor as soon as possible following an absence due to illness or emergency. Note that a pattern of unexcused absences may result in the deduction of class participation points.

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

**Late Work:** Late assignments will only be accepted by prior arrangement with the professor, or, at the discretion of the instructor if no prior arrangement is possible.

**Professional Conduct:** The faculty expects students in all counseling programs to behave professionally, ethically, and responsibly at all times.

**Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. Additionally, communication about the course, coursework, assignments, etc. will take place through email, chat, and discussion functions available in D2L.

### CLASS OUTLINE

<b>Agenda</b>	<b>Assignments/Readings</b>
#1 Professional Counseling: The Field and the Professional	Gladding: Pages 4-54; Wheeler/Bertram; Pages 1-28
#2 Ethical and Legal Aspects	Gladding: Pages 55-79; Wheeler/Bertram; Pages 29-41
#3 Multicultural Competence	Gladding: pages 79-118 Wheeler/Bertram; Pages 42-76
#4 The Counseling Relationships Current Issues Presentation: Working with Minors	Gladding 120-177; Wheeler/Bertram; Pages 77-96
#5 Theories Current Issues Presentation: Boundary Violations	Gladding Pages 178-230 Wheeler/Bertram; Pages 99-108
#6 Group Work Current Issues Presentation: Confidentiality	Gladding Pages 231- 250 <i>Professional Disclosure Video Due</i>
#7 Mid-term Exam	Mid-term Exam covers readings and discussions classes 1-7 Wheeler/Bertram; Pages: 125-134
#8 Indirect Services Current Issues Presentation: Evidence-Based Practice	Gladding: Pages 251-307; Wheeler/Bertram; Pages: 135-149
#9 Career Counseling Current Issues Presentation: No Harm Contracts	Gladding: Pages: 310-334 Wheeler/Bertram; Pages: 151-164
#10 Marriage and Family Counseling Ethics Case 1	Gladding: Pages: 335-354 Wheeler/Bertram; Pages: 165-194
#11 Professional School Counseling Ethics Case 2	Gladding: Pages: 355-382
#12 College Counseling and Student-Life Ethics Case 3	Gladding: Pages: 383-401 Wheeler/Bertram; Pages: 195-204
#13 Abuse, Addictions, Disability Counseling Ethics Case 4	Gladding: Pages: 402-424
#14 Clinical Mental Health and Private Practice Counseling Ethics Case 5	Gladding: Pages: 425-440
#15 Final Exam	Final Exam covers readings and discussions classes 7-14

## Course Update Request (Add, Delete, Modify)

## Originator

Collaborative Support and Intervention

College of Education

Parrish, Mark

Department

College

Originator

## Action

 Add  Modify  Delete

## Modifications

 Prerequisites Description Title Credit See Comments

Senate Action Item

[\(See Procedure\)](#)

## Course Details

CEPD

7163

CRISIS INTERVENTION

Prefix

Number

Course Title

This course provides an introduction to the theory and practice of crisis intervention and trauma counseling. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced individual, family, or community level crises, disasters, or trauma.

## Course Catalog Description

3

Lab Hrs

3

Credit Hrs

Fall - 2014

Effective Term

Every Term

Frequency

Letter Grade

Grading

## Prerequisites

## Corequisites

## Rationale

The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/8/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.

## Planning Info

 Library Resources are Adequate Library Resources Need EnhancementIs this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 100

## Comments

See Attachment

## College Approvals

**Michael T. Garrett** [APPROVED 2013-11-19]

Chair, Course Department

**Rebecca Stanard** [APPROVED 2013-11-22]

Associate Dean, College of Education

## Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

## Other Approvals

**Elizabeth Kramer** [APPROVED 2014-01-22]

Chair, Graduate Programs Committee

## Final Approval

**Jon Anderson** [REQUIRED]

Final Approver

**Rationale:** The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings.

The attached chart summarizes changes made to course syllabi that reflect the newly approved plans of study.

### Summary Chart of Course Modifications/Additions

Course #	Course Description	Req.	Req.	Elective	Add	Modified	Modifications	Approval Required	
		CMHC	SCH					Senate	Provost
6131	Counseling Theories	X	X			X	Learning outcomes		X
6135	Applied Counseling Theories	X			X			X	
6140	Basic Counseling Skills	X	X			X	Name; Learning outcomes		X
6141	Principles of Clinical Mental Health Counseling	X				X	Name; Learning outcomes		X
6151	Assessment & Appraisal in Counseling	X	X			X	Name; Learning outcomes		X
6160	Group Counseling	X	X			X	Learning outcomes		X
6180	Principles of Professional School Counseling		X			X	Name; Learning outcomes		X
6182	Internship	X	X			X	Learning outcomes		X
6188	Practicum	X	X			X	Learning outcomes		X
7105	Counseling Across the Lifespan	X	X		X			X	
7111	Diagnosis and Treatment of Mental and Emotional Disorders	X				X	Name; Learning outcomes		X
7112	Career Theory and Intervention	X	X			X	Name; Learning outcomes		X
7134	Couples and Family Counseling			X		X	Name; Learning outcomes		X
7136	Counseling Children and Adolescents	X					Name; Learning outcomes		X
7138	Multicultural Counseling	X	X			X	Learning outcomes		X
7141	Professional Orientation and Ethics in Counseling	X	X		X			X	
7145	Advocacy and Leadership	X	X			X	Learning outcomes		X
7152	Research and Program Evaluation	X	X			X	Learning outcomes		X
7153	Crisis Intervention	X			X			X	
7155	Substance Counseling	X	X			X	Name; Learning outcomes		
7158	Counseling in the Military Community			X	X			X	

**CEPD 7153 CRISIS INTERVENTION****Semester/Year****Time/Location  
Instructor****Office Location****Office Hours****Online Hours****Telephone**

Direct Line:

Department Line:

**Email****Online Support**

D2L Home Page

<https://westga.view.usg.edu/>

D2L UWG Online help

<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help

<https://d2lhelp.view.usg.edu/>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>**Note: All course related communication must be through CourseDen email.****COURSE DESCRIPTION**

This course provides an introduction to the theory and practice of crisis intervention and trauma counseling. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced individual, family, or community level crises, disasters, or trauma.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral

components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National, state, and CACREP standards also are incorporated as criteria against which candidates are measured.

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

### APPROACHES TO 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.

This course will be delivered approximately **51%** online. This requires the online equivalent of **1148** minutes of instruction (seat-time) and an additional **2296** minutes of supporting activities.

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

Activity	Instructional Equivalent
Online resources (videos, websites)	98 minutes
Online continuing education trainings	180 minutes
Online discussion board posts	390 minutes
Online PowerPoint lessons and live classrooms	480 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

### COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:	CACREP	CMHC	SC
1. knowledge of counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event; understands the operation of an emergency management system within clinical mental health agencies and in the community. ( <i>Allen, Burt, Bryan, Carter, Orsi, &amp; Durkan, 2002; Jackson-Cherry &amp; Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009</i> ); ( <i>Knowledgeable, proactive, collaborative, decisive, adaptive</i> )	IIG.1c	A10	
2. knowledge of the effects of crises, disasters, and other trauma-causing events on persons of all ages ( <i>Jackson-Cherry &amp; Erford, 2010; Kanel, 2007</i> ); ( <i>Knowledgeable, empathetic</i> )	IIG.3c		C6
3. knowledge of crisis intervention and suicide prevention models, including the ability to use procedures for assessing and managing suicide risk and the use of psychological first aid strategies ( <i>Jackson-Cherry &amp; Erford, 2010; Kanel, 2007; Neimeyer, Fortner &amp; Melby, 2001</i> ); ( <i>Knowledgeable, decisive, adaptive</i> )	IIG.5g	D6	C6
4. understanding of the impact of crises, disasters, and other trauma-causing events on people ( <i>Jackson-Cherry &amp; Erford, 2010; Kanel, 2007</i> ); ( <i>Knowledgeable, empathetic, culturally sensitive</i> )		A9	
5. understanding of the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.		C6	

	(Jackson-Cherry & Erford, 2010; Kanel, 2007); (Knowledgeable, empathetic, culturally sensitive)			
6.	understanding of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events (Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, proactive, collaborative, decisive, adaptive)			A7
7.	understanding of the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, empathetic, culturally sensitive, collaborative, decisive, adaptive)			C6
8.	knowledge of school and community collaboration models for crisis/disaster preparedness and response (Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, proactive, collaborative, decisive, adaptive)			M7

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text(s)

James, R. K., & Gilliland, B. L. (2013). *Crisis intervention strategies* (7<sup>th</sup> ed.). Belmont, CA: Cengage.  
9781111186777

Myer, R. A., James, R. K., & Moulton, P. (2011). *This is not a fire drill: Crisis intervention and prevention on college campuses*. Hoboken, NJ: Wiley.  
0470458046

Granello, D. H., & Granello, P. F. (2007). *Suicide: An essential guide for helping professionals and educators*. Boston, MA: Allyn & Bacon.  
0205386733

\*\*\*Students will either choose the Myer, James, & Moulton text OR the Granello & Granello text, respective of their program of study.\*\*\*

### Required Instructional Resource: Tk20 Subscription

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

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

### Course References

ACA code of ethics (2005). Available at:  
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Allen, M., Burt, K., Bryan, E., Carter, D., Orsi, R., & Durkan, L. (2002). School counselors' preparation for and participation in crisis intervention. *Professional School Counseling*, 6, 96-102.

American School Counselor Association (2007). *The professional school counselor: Crisis/critical incident response in the schools* (rev). Retrieved from [http://asca2.timberlakepublishing.com//files/PS\\_Crisis\\_Critical.pdf](http://asca2.timberlakepublishing.com//files/PS_Crisis_Critical.pdf).

Echterling, L. G., Prosbury, J. H., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times*. Upper Saddle River, NJ: Pearson.

- Jackson-Cherry, L. R., & Erford B. T. (2010). *Crisis intervention and prevention*. Upper Saddle River, NJ: Pearson.
- James, R. K. (2008). *Crisis intervention strategies* (6<sup>th</sup> ed). Belmont, CA: Brooks/Cole.
- Kanel, K. (2007). *A guide to crisis intervention* (3<sup>rd</sup> ed). Belmont, CA: Brooks/Cole.
- McAdams, C. R., III, & Keener, H. J. (2008). Preparation, action, recovery: A conceptual framework for counselor preparation and response in client crises. *Journal of Counseling & Development*, 86, 388-398.
- Neimeyer, R. A., Fortner, B., & Melby, D. (2001). Personal and professional factors and suicide intervention skills. *Suicide and Life-Threatening Behavior*, 31, 71-82.
- U. S. Department of Education. (2007). *Practical information on crisis planning: A guide for schools and communities*. Retrieved from: <http://222.ed.gov/admins/lead/safety/crisisplanning.html>.
- U. S. Department of Education. (2009). *Action guide for emergency management at institutions of higher education*. Retrieved from: <http://www.ed.gov/admins/lead/safety/emergencyplan/remaction-guide.pdf>.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

#### 1. Crisis & Trauma Resource Directory (5 points):

Develop a directory of both national trauma/crisis intervention service providers/resources and those within the county in which you intend to work. The directory should include name of the provider, address, phone number, fax, website, email, hours of operation and list of services. *Course Objectives 1, 2*

2. **Interview with a Provider (15 points):** Locate and interview one trauma/crisis counseling provider. The interview should take place face-to-face, preferably at the provider's place of service. Prepare a list of 10 to 12 questions. Suggested topics include types of services provided, legal and ethical challenges, organizational structure, training and certification/licensure requirements of personnel, work hours, types of stress experienced, challenges and benefits of crisis/trauma work, and activities to avoid burnout. Make sure to maintain a professional tone throughout the interview and avoid asking overly invasive questions. If you have concerns regarding the appropriateness of your questions, please present them to me for feedback prior to conducting your interview. Be sure to send a letter of appreciation to the provider following the interview. Submit to the D2L dropbox one document, which includes the following: 1) The provider's name, contact information, specialty, place of work, license type, and years of crisis/trauma experience; 2) A list of the questions you asked and a summary of the provider's responses; 3) A two page reflection regarding your response to the interview and anything you learned that was helpful in your professional development; 4) a copy of your letter of appreciation to the interviewee. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8*

3. **Book Club (6@ 4 points each=24 points):** Choose either the *Granello & Granello* OR *Myer, James, & Moulton* text, based on your program of study. With a group of 2 other students, you will form a book club. You will be responsible for gathering with your book club six times during the course of the semester and discussing six chapters from your respective text. Prior to your first book club meeting, you and your club members will determine the six chapters you will read and discuss. Following each book club meeting, your club will submit one list of the points you found most important/salient from the chapter. *Course Objectives 1, 2, 3, 4, 5, 6, 8)*

4. **Discussion Board Posts (13@2 points each=26 points):** Over the course of the semester, there will be ten online discussion boards (DBs). Participation on these boards is required. You are responsible for thoughtfully responding to questions regarding the assigned reading(s) for each respective DB; this includes responding to peer posts. The minimum requirement for each post (not including responses to peers) is 200 words. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8*

5. **Online Training Programs (3@5 points each=15 points):** You will be responsible for completing three online crisis/trauma continuing education courses, two of which have been pre-assigned. You are required to complete the Psychological First Aid (<http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp>) and the Trauma-Focused CBT (<http://tfcbt.musc.edu/>) trainings. Weblinks for these courses are also provided on D2L. You will choose the third online training course based on your career objectives or area of interest. Suggested trainings are offered on D2L and several types of courses can be accessed at <http://learn.nctsn.org/course/category.php?id=3>, but students may locate and complete a reputable crisis/trauma training of their choosing. This third training must be equivalent to at least 2 clock hours. Upload a copy of each training certificate to the D2L dropbox. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8*



6. **Treatment Plan (15 points):** Working in groups of three, students will be responsible for developing a treatment plan. Your identified client can be from a fictional source (e.g., book, movie, TV show) or can be created. This treatment plan should be comprehensive and should reflect a clear case conceptualization, specific treatment outcomes, evidence-based clinical interventions, and a clear evaluation method. Each aspect of this treatment plan should demonstrate an understanding of crisis/trauma and the ability to apply that knowledge to the clinical treatment of survivors. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8*

### Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
Crisis & Trauma Resource Directory	5	Rubric	D2L Dropbox & DB	
Interview with a Provider	15	Rubric	D2L Dropbox	
Book Club	6@4=24	Rubric	D2L Dropbox	
Discussion Board Posts	13@2=26	Rubric	D2L DBs	
Online Training Programs	3@5=15	Successful completion @ 80% or greater	D2L Dropbox	
Treatment Plan	15	Rubric	D2L Dropbox	
<b>Total</b>	<b>100</b>			

### Grading

A=90-100

B=80-89

C=70-79

F=&lt;70

A grade of Incomplete ("I") can be granted only in cases of non-academic emergency (i.e., illness, death in family, etc.). Prior permission from the instructor is required. Late assignments, if accepted, will be penalized at a rate of half credit.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](#) for details.) If there is reason revealed in class (including lab practice) for concern, the instructor will inform the student about the concern and the review procedure. Therefore, another exception to confidentiality is the student review process that will involve informing other CEP faculty members about the concern.

**Diversity:** The Department of Clinical and Professional Studies values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts, and materials, clinical practice and supervision, research, departmental administration, and policy formation.

To this end, CPS will not tolerate or condone any, actions, practices, or processes by any CPS faculty member, staff person, or student which discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

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

**Attendance:** Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each subsequent event. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence. No email submissions will be accepted unless otherwise approved by the instructor. Late submissions will be allowed only for valid university business and/or essential medical/dental care.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Class organization:** This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

**APA format:** All written assignments are to be completed using APA 6<sup>th</sup> edition format.

**Student participation:** When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

**Class handouts:** Handouts will generally be posted on Course, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

**Cell phones & Electronic Equipment:** The use of cell phones, including texting and internet, is not permitted in this class. If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. Any non-class-related use of computers is considered unprofessional and is not accepted in this class. If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

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

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

**Extra Credit:** No extra credit opportunities will be offered for this class.

**Late Work:** Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late assignments, if accepted, will be penalized at a rate of half credit.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

**Changes to The Syllabus:** This syllabus is subject to change with notice.

**CLASS OUTLINE (tentative; subject to change)**

<b>Class Date</b>	<b>To Prepare for Class</b>	<b>Class Activities &amp; Topics</b>	<b>Assignments Due</b>
Week 1	James & Gilliland, Chpts. 1, 2; Legal & Ethical Issues	1. Introductions, review of syllabus 2. Approaching Crisis Intervention 3. Culturally Effective Helping	DB #1 (due Sept. 1)
Week 2 <b>Online</b>	James & Gilliland, Chpts. 3, 4; Treating Trauma_Bicknell-Hentges and Lynch; Models of Trauma Tx; Briere and Scott_Assess. of Trauma	1. Intervention & Assessment Models 2. Tools of the Trade	DB #2 Book club #1 Due
Week 3 <b>Online</b>	James & Gilliland, Chpts. 5, 6	1. Crisis Case Handling 2. Telephone/Online Crisis Counseling	DB #3 PFA Training Due
Week 4 <b>Online synchronous</b>	James & Gilliland, Chpt. 7	1. PTSD 2. Guest speaker:	DB #4 Podcast: Veterans & PTSD Book club #2 Due
Week 5 <b>Online</b>	James & Gilliland, Chpt. 8; Granello: 12 Core Principles; ACA NSSI Article	1. Lethality	DB #5 Narrated PPT: PREVENT @ UWG Gatekeeper Training Podcast: Addressing Suicidal Clients CALM Training ( <a href="http://training.sprc.org/course/description.php#course3">http://training.sprc.org/course/description.php#course3</a> )
Week 6	James & Gilliland, Chpt. 9; Guide to Treating Child Sex Abuse	1. Sexual Assault 2. Guest speaker:	DB #6 Podcast: Child Forensic Interview Book club #3 Due
Week 7	James & Gilliland, Chpt. 10; Domestic Violence and Children	1. Partner Violence	DB #7 TF-CBT Training Due
Week 8 <b>Online</b>	James & Gilliland, Chpt. 11	1. Addiction	DB #8 Podcast: Chemical Dependency Assessment Third Training Due Book club #4 Due
Week 9	James & Gilliland, Chpt. 12; Stages of Grief	1. Loss and Grief	DB #9 Podcast: Grief Counseling Interview Due
Week 10	James & Gilliland, Chpts. 13, 14	1. Crisis in Schools 2. Violent Behavior in Institutions 3. Guest speaker:	DB #10 Podcast: Cyberbullying Book club #5 Due
Week 11	James & Gilliland, Chpt. 15; Active Shooter Booklet	1. Crisis/Hostage Negotiation	DB #11 Resource Directory Due
Week 12 <b>Online</b>	James & Gilliland, Chpt. 17; Debriefing	1. Disaster Response	DB #12 Podcast: Trauma Responders Treatment Plan Due Book club #6 Due
Week 13	James & Gilliland, Chpt. 16	1. Burnout, Vicarious Trauma, Compassion Fatigue	DB #13
Week 14		Final Exam Day	

\*\*\*All required materials are listed. Additional materials are available on D2L for your reference.\*\*\*

### ASSIGNMENT RUBRICS

See D2L for Point Levels

#### Crisis & Trauma Resource Directory:

Criterion	Possible Points	Earned Points
Directory is well organized and clearly presented.	1	
Directory includes at least 10 national providers/resources.	1	
Directory includes at least 10 local providers/resources.	1	
For each provider/resource, the following information is provided: contact, hours of operation, and list of services.	1	
Directory reflects a broad range of resources to meet varied client needs (i.e., food, shelter, healthcare, clothing, counseling, medical, spiritual, etc.)	1	

#### Interview with a Provider:

Evaluation Rubric	Possible Points	Earned Points
Provide evidence that you have conducted an interview with a crisis/trauma counseling provider.	3	
A list of the questions you asked is provided. Questions are professional and appropriate in tone. Interviewee answers to all questions are summarized.	3	
Reaction paper demonstrates a thoughtful analysis of the interview and what you learned that was helpful in your professional development.	3	
Reaction paper is written clearly, is grammatically correct, well organized, and APA compliant. Reaction paper does not exceed maximum required length (2 pages, double spaced), but is not less than 1 ½ pages long.	3	
Include a copy of your letter of appreciation. Letter is written in a professional tone.	3	

#### Book Club:

Criterion	Possible Points	Earned Points
Evidence of meeting is provided. Include the text name and book chapter number/name.	1	
Statement that all book club members <b>equally</b> engaged in both (a) preparation for the meeting and (b) the actual meeting is provided.	1	
List of important/salient points reflects a thoughtful examination of the book chapter and how the respective material relates to your chosen profession.	1	
List of important/salient points is written in full sentences. Writing is grammatically correct, clear, and APA compliant.	1	

#### Discussion Board Posts:

Criterion	Possible Points	Earned Points
Discussion board post(s) demonstrates an understanding of the respective material and a thoughtful examination of the question.	1	
Each discussion board post/response is at least 200 words and is grammatically correct.	1	

**Treatment Plan:**

<b>Criterion</b>	<b>Possible Points</b>	<b>Earned Points</b>
Case conceptualization provides a succinct introduction to the client and overview of the primary treatment issues, including a summary of the crisis/trauma and the client's response to it.	3	
Specific treatment outcomes are identified and are reasonable, directly connected to the client's presenting problem(s) and other identified treatment issues, and stated concretely.	3	
Evidence-based clinical interventions are identified and are directly connected to the identified treatment issues and outcomes.	3	
A clear evaluation method is defined and is appropriate for the treatment issues, treatment outcomes, and intervention model.	3	
Each aspect of this treatment plan should demonstrate an understanding of crisis/trauma and the ability to apply that knowledge to the clinical treatment of survivors.	3	

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Collaborative Support and Intervention <small>Department</small>		College of Education <small>College</small>		Parrish, Mark <small>Originator</small>		
<b>Action</b> <b>Modifications</b>						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>				
<b>Course Details</b>						
CEPD <small>Prefix</small>	7168 <small>Number</small>	Counseling in the Military Community <small>Course Title</small>				
Examines essential knowledge and current research on issues that impact military personnel and their families and how the helping professions can assist in addressing these issues. Analyzes the unique concerns that affect military families through pre-, during and post-deployment, as well as significant issues for children and adults in school and agency settings. Also addresses issues relating to student veterans pursuing post-secondary education.						
<small>Course Catalog Description</small>						
3 <small>Lec Hrs</small>		3 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2014 <small>Effective Term</small>	Every Term <small>Frequency</small>	Letter Grade <small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings. The chart at the beginning of the attached syllabus summarizes changes made to course syllabi that reflect the newly approved plans of study.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement			CEPD 7158 is currently taught as an elective under CEPD 7185 Special Topics and meets the needs of a significant contemporary population in our society. It will be adopted as a standard elective.			
Is this a SACS substantive change? <b>NO</b> <a href="#">(See Policy)</a>						
Present or Projected Annual Enrollment: <b>50</b>						
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
<b>Michael T. Garrett</b> <b>[APPROVED 2013-11-19]</b> <small>Chair, Course Department</small>			<b>N/A</b> <small>Chair, Cross Listed Department</small>			
<b>Rebecca Stanard</b> <b>[APPROVED 2013-11-22]</b> <small>Associate Dean, College of Education</small>			<b>N/A</b> <small>Associate Dean, Cross Listed College</small>			
<b>Other Approvals</b>			<b>Final Approval</b>			
<b>Elizabeth Kramer</b> <b>[APPROVED 2014-01-22]</b> <small>Chair, Graduate Programs Committee</small>			<b>Jon Anderson</b> <b>[REQUIRED]</b> <small>Final Approver</small>			

**Rationale:** The M.Ed. in Professional Counseling (school and community counseling concentrations) plans of study have been revised and approved through the faculty governance process as of 11/6/13. Curricular changes were made to reflect 2009 CACREP accreditation standards and best practices. These changes will support viability for both concentrations and enhance professional career opportunities for our graduates in clinical and K-12 school settings.

The attached chart summarizes changes made to course syllabi that reflect the newly approved plans of study.

### Summary Chart of Course Modifications/Additions

Course #	Course Description	Req.	Req.	Elective	Add	Modified	Modifications	Approval Required	
		CMHC	SCH					Senate	Provost
6131	Counseling Theories	X	X			X	Learning outcomes		X
6135	Applied Counseling Theories	X			X			X	
6140	Basic Counseling Skills	X	X			X	Name; Learning outcomes		X
6141	Principles of Clinical Mental Health Counseling	X				X	Name; Learning outcomes		X
6151	Assessment & Appraisal in Counseling	X	X			X	Name; Learning outcomes		X
6160	Group Counseling	X	X			X	Learning outcomes		X
6180	Principles of Professional School Counseling		X			X	Name; Learning outcomes		X
6182	Internship	X	X			X	Learning outcomes		X
6188	Practicum	X	X			X	Learning outcomes		X
7105	Counseling Across the Lifespan	X	X		X			X	
7111	Diagnosis and Treatment of Mental and Emotional Disorders	X				X	Name; Learning outcomes		X
7112	Career Theory and Intervention	X	X			X	Name; Learning outcomes		X
7134	Couples and Family Counseling			X		X	Name; Learning outcomes		X
7136	Counseling Children and Adolescents	X					Name; Learning outcomes		X
7138	Multicultural Counseling	X	X			X	Learning outcomes		X
7141	Professional Orientation and Ethics in Counseling	X	X		X			X	
7145	Advocacy and Leadership	X	X			X	Learning outcomes		X
7152	Research and Program Evaluation	X	X			X	Learning outcomes		X
7153	Crisis Intervention	X			X			X	
7155	Substance Counseling	X	X			X	Name; Learning outcomes		
7158	Counseling in the Military Community			X	X			X	



**CEPD 7158 COUNSELING IN THE MILITARY COMMUNITY****Semester/Year****Time/Location  
Instructor****Office Location****Office Hours****Telephone**

Direct Line:

Department Line:

**Email****Fax****Online Support**

D2L Home Page

<http://westga.view.usg.edu/>

D2L UWG Online help

<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help

<https://d2lhelp.view.usg.edu/>

UWG Distance Learning

<http://uwgonline.westga.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Resources for Distance &amp; Off-Campus Students

<http://libguides.westga.edu/content.php?pid=194459>

Ingram Library Services

<http://www.westga.edu/library/>**COURSE DESCRIPTION**

Examines essential knowledge and current research on issues that impact military personnel and their families and how the helping professions can assist in addressing these issues. Analyzes the unique concerns that affect military families through pre-, during and post-deployment, as well as significant issues for children and adults in school and agency settings. Also addresses issues relating to student veterans pursuing post-secondary education.

**CONCEPTUAL FRAMEWORK**

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

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty

committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

### APPROACHES TO INSTRUCTION

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.

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

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

Activity	Instructional Equivalent
Lecture/Guest Speakers	1140
Discussion posts	520 minutes
Assessments	120 minutes
Online assignments	420 minutes

Additionally, it is anticipated that students will need to work independently for three times the number of minutes listed above to complete the online activities.

### COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:	CACREP	CMHC	SC
1. Examine contemporary perspectives regarding military culture including military structure and the differences between Active, Reserve, and National Guard components; (Hall, 2008; Friedman and Slone, 2008; Pavlicin, 2003); <i>Knowledgeable, Reflective;</i>	<i>II.G.2.</i>		
2. Integrate the impact of military culture and deployment on the prevalence of life adjustment issues and mental health disorders among military personnel, their spouses and children; (Hall, 2008; Friedman and Slone, 2008; Pavlicin, 2003); <i>Knowledgeable, Reflective;</i>	<i>II.G.2., II.G.3., II.G.5., II.G.7.</i>		
3. Evaluates and synthesizes the current research outlining best practices and treatment modalities for working with military personnel and their families; (Hall, 2008; Friedman and Slone, 2008; Pavlicin, 2003); <i>Knowledgeable, Empathetic;</i>	<i>II.G.5., II.G.7., II.G.8.;</i>		
4. Analyze and evaluate school counseling issues and multi-disciplinary treatment planning; (Hall, 2008; Friedman and Slone, 2008; Pavlicin, 2003); <i>Knowledgeable, Reflective); and</i>	<i>II.G.5., II.G.7.</i>		
5. Synthesize knowledge of military and community support organizations available to military personnel and their families; (Hall, 2008; Friedman and Slone, 2008; Pavlicin, 2003); <i>Knowledgeable.</i>	<i>II.G.4., II.G.5.</i>		

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text(s)

Hall, L. K. (2008). *Counseling military families: What mental health professionals need to know* (1st ed.): Routledge.

### Suggested Text(s)

Friedman, M. J., & Slone, L. B. (2008). *After the war zone: A practical guide for returning troops and their families* (1st ed.): Da Capo Press.

Pavlicin, K. M. (2003). *Surviving deployment: A guide for military families*. St. Paul, MN: Elva Resa Publishing.

### Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at

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

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see

[http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).

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

### Course References

- American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington, DC, American Psychiatric Association, 2000.
- Barnes, V. A., Davis, H., & Treiber, F. A. (2007). Perceived stress, heart rate, and blood pressure among adolescents with family members deployed in Operation Iraqi Freedom. [Article]. *Military Medicine*, 172(1), 40-43.
- Bowling, U. B., & Sherman, M. D. (2008). Welcoming them home: Supporting service members and their families in navigating the tasks of reintegration. [Article]. *Professional Psychology, Research & Practice*, 39(4), 451-458. doi: 10.1037/0735-1028.39.4.451
- Bryan, C. J., & Morrow, C. E. (2011). Circumventing mental health stigma by embracing the warrior culture: Lessons learned from the Defender's Edge Program. [Article]. *Professional Psychology, Research & Practice*, 42(1), 16-23. doi: 10.1037/a0022290
- Burke, H. S., Degeneffe, C. E., & Olney, M. F. (2009). A new disability for rehabilitation counselors: Iraq war veterans with Traumatic Brain Injury and Post-Traumatic Stress Disorder. [Article]. *Journal of Rehabilitation*, 75(3), 5-14.
- Cozza, S. J., Chun, R. S., & Polo, J. A. (2005). Military families and children during Operation Iraqi Freedom. [Article]. *Psychiatric Quarterly*, 76(4), 371-378. doi: 10.1007/s11126-005-4973-y
- Cozza, S. J., Guimond, J. M., McKibben, J. B. A., Chun, R. S., Arata-Maiers, T. L., Schneider, B., . . . Ursano, R. J. (2010). Combat-injured service members and their families: The relationship of child distress and spouse-perceived family distress and disruption. [Article]. *Journal of Traumatic Stress*, 23(1), 112-115. doi: 10.1002/jts.20488
- Currie, S., L., Kelloway, A. D., & Kelloway, E. K. (2011). Bringing the troops back home: Modeling the postdeployment reintegration experience. *Journal of Occupational Health Psychology*, 16(1), 38-47. doi: 10.1037/a0021724
- Fiorini, J. J., & Mullen, J. A. (2006). Understanding grief and loss in children. *VISTAS Online*, 31-34. Retrieved from <http://counselingoutfitters.com/vistas/vistas06/vistas06.07.pdf>
- Houston, J. B., Pfefferbaum, B., Sherman, M., D., Melson, A., G., Haekyung, J.-S., Brand, M. W., & Jarman, Y. (2009). Children of deployed National Guard troops: Perceptions of parental deployment to Operation Iraqi Freedom. *Psychiatric Annals*, 39(8), 805-811.
- Jones, K. D., Young, T., & Leppma, M. (2010). Mild Traumatic Brain Injury and Posttraumatic Stress Disorder in returning Iraq and Afghanistan war veterans: Implications for assessment and diagnosis. [Article]. *Journal of Counseling & Development*, 88(3), 372-376.
- Leal, D. L. (2003). The multicultural military: Military service and the acculturation of Latinos and Anglos. [Article]. *Armed Forces & Society* (0095327X), 29(2), 205-226.
- Lyle, D. S. (2006). Using military deployments and job assignments to estimate the effect of parental absences and household relocations on children's academic achievement. *Journal of Labor Economics*, 24(2), 319-350.

- Mmari, K. N., Bradshaw, C. P., Sudhinaraset, M., & Blum, R. (2010). Exploring the role of social connectedness among military youth: Perceptions from youth, parents, and school personnel. [Article]. *Child & Youth Care Forum*, 39(5), 351-366. doi: 10.1007/s10566-010-9109-3
- Palmer, C. (2008). A theory of risk and resilience factors in military families. [Article]. *Military Psychology*, 20(3), 205-217. doi: 10.1080/08995600802118858
- Phelps, T., Lyons, R., & Dunham, M. (2010). Military deployment and elementary student achievement. [Article]. *Educational Research Quarterly*, 33(4), 37-52.
- Rush, C. M., & Akos, P. (2007). Supporting children and adolescents with deployed caregivers: A structured group approach for school counselors. *The Journal for Specialists in Group Work*, 32(2), 113-125. doi: 10.1080/01933920701227034

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

Assignment 1: Discussion Board Posts (13 @ 10 points = 130 points)

Based on the current readings, students will be expected to respond to a discussion prompt in the Discussion section of CourseDen and to each other's posts. There will be 10 discussions throughout the course (check Class Outline for specific due dates).  
(Course Objectives: 1, 2, 3, 4)

Assignment 2: Quizzes (2 @ 25 points = 50 points)

Quizzes over specific topics will be due one week after the material is presented. Complete each quiz in the "Assessments" section of CourseDen by the assigned date (see Class Outline) (Course Objectives: 1, 2)

Assignment 3: Research Paper Draft (50 points)

Students will complete a 5-page draft of their literature review and submit it by the due date (see Class Outline). The literature review will incorporate course material presented as well as research material on a topic relating to the student's professional area of study not discussed in class. Formatting will conform to APA style (6<sup>th</sup> edition). Please submit the draft in the appropriate CourseDen dropbox. (Course Objective: 3, 5)

Assignment 4: Final Research Paper (100 points)

Students will complete their literature review (10 pages) and submit it by the due date (see Class Outline). The literature review will incorporate course material presented as well as research material on a topic relating to the student's professional area of study not discussed in class. Formatting will conform to APA style (6<sup>th</sup> edition). Please submit the draft in the appropriate CourseDen dropbox. (Course Objective: 3, 5)

### Evaluation Procedures

Assignment	Points	Due Date
Discussion Board	13@10 pts each = 130	See Class Outline
Quizzes	2@ 25 points each = 50	9/23; 9/30
Research Draft	50	10/14
Research Paper Final	100	12/9
<b>TOTAL</b>	<b>330</b>	

### Grading

A=330-297

B=296-264

C=263-231

F= 230 and Below

Grades of Incomplete ("I") are given only in cases of extreme emergency (e.g., death in family, illness, etc). Prior arrangements must be made with the instructor. Late assignments will not be assigned a grade of "A." Failure to attend class, tardiness, and/or leaving class early may result in a lower grade. Talk to the instructor about circumstances that affect you.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Clinical Performance:** This is a course concentrating on clinical performance. In order to successfully complete the course students must demonstrate clinical skills, which, in the assessment of the course instructor, meet 80% of the expected level of performance. Failure to meet this 80% criterion will result in the assignment of a grade of "C" or "F" for the course. No grade of "A" or "B," regardless of academic performance, will be assigned to any individual who fails to perform at the 80% level clinically.

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

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

**Attendance:** Students are expected to attend each class, be on time, and be present for the full class session. More than one absence, repeated tardiness, and/or leaving class early will lower a student's grade. Talk to the instructor if you must miss class, be tardy or leave class early. Students also are expected to be prepared by reading and reflecting on assigned materials, and to participate in class activities and discussions.

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

**Late Work:** Assignments turned in late will not receive the equivalent of an "A."

**Professional Conduct:** Students are expected to conduct themselves in the highest possible professional manner. This includes, but is not limited to the following:

- being prepared for class discussion and/or activities;
- turning in assignments on time

**Confidentiality:** In order for class and lab to be safe places for students to practice skills and for the instructor and/or peer supervisors to demonstrate skills, it is essential that strict confidentiality is upheld. Major exceptions include harm to oneself or others, child or elder abuse, and discussions among peer supervisions and instructor.

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See [Graduate Student Handbook](#) for details.) If there is reason revealed in class (including lab practice) for concern, the instructor will inform the student about the concern and the review procedure. Therefore, another exception to confidentiality is the student review process that will involve informing other CEP faculty members about the concern.

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

**Syllabus Content:** In the interest of student success or course clarity, the instructor may change details of this syllabus. You will be informed if that should happen.

## CLASS OUTLINE

DATE	TOPIC	READINGS/ACTIVITIES/ASSIGNMENTS
Week 1	Course Introduction & Outline	Introductions; Purpose of course; Syllabus
Week 2	Fulfilling the Need	<b>Discussion 1 Due</b> Hall Ch. 1; Hall (2008); Hall (podcast)
Week 3	Service Members	<b>Discussion 2 Due</b> Hall Ch. 2; Rank Structures; Shallcross (2011); Fenell(2008)
Week 4	Military Structure and Culture	<b>Discussion 3 Due</b> Hall Ch. 3; Keats (2010), Bryan & Morrow (2011), Christian et al. (2009), Command Structure, DOD Organizational Chart
Week 5	Cycle of Deployment	<b>Discussion 4 Due</b> Pincus et al. (2008), Morse (2006), Adler et al. (2005) <b>Quiz 1 (Rank) Due</b>
Week 6	Military Family	<b>Discussion 5 Due</b> Hall Ch 4; Drummet, Coleman & Cable (2003), Palmer (2008) <b>Quiz 2 (Cycle of Deployment) Due</b>
Week 7	Military Children	<b>Discussion 6 Due</b> Hall Ch 5; Peterson (podcast) & slides, Cozza (2011), Barker & Berry (2009), Rossen & Carter (2011), Wong & Gerras (2010)
Week 8	The Expanded Military Community: National Guard & Reserves	<b>Discussion 7 Due</b> Hall Ch 6; Hoshmand & Hoshmand (2008), Meis et al. (2010) <b>Research Paper Draft Due</b>
Week 9	Challenges of Military Families	<b>Discussion 8 Due</b> Hall Ch 7; Gewirtz et al. (2011), Sammons & Batten (2008), Gibbs, Clinton-Sherrod, & Johnson (2012), Mauritzen & Rastogi (2013)
Week 10	Transitions	<b>Discussion 9 Due</b> Hall Ch 8; Bowling & Sherman (2008), Currie, Day, & Kelloway (2011)
Week 11	Interventions	<b>Discussion 10 Due</b> Hall Ch 9; Macedonia (2009), Ruiz (2012), Rush & Akos (2007), Cozza et al. (2010)
Week 12	Interventions (Continued)	<b>Discussion 11 Due</b> Burke et al. (2009); Jones, Young, & Leppma (2010), Weinick et al. (2011); <i>The Next Mission</i> (video)
Week 13	Student Veterans and Higher Education	<b>Discussion 12 Due</b> Sternberg et al. (2009), Rumann & Hamrick (2009), Francis & Kraus (2012), Bonar & Domenici (2011)
Week 14	Course Wrap up & Resources	<b>Discussion 13 Due</b> Complete Online course evaluations
Week 15	Finals	<b>Research Paper Due</b>

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching  
Department

College of Education  
College

Bucholz, Jessica  
Originator

Action

Add  Modify  Delete

Modifications

Prerequisites  Description  Title  Credit  See Comments  (See Procedure)

Course Details

SPED 8783 Readings in Research  
Prefix Number Course Title

The design and implementation of a research project in special education. Prerequisites: SPED 8704

Course Catalog Description

4.0 0 4 Summer - 2014 Every Term Letter Grade  
Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

SPED 8704

Corequisites

Rationale

The title and course objectives are being changed to reflect the idea that students will begin to read research that relates to their research topic in order to carefully select and implement an appropriate single subject design to answer their research question. We are requesting that the number of credits be increased from 3 to 4 to reflect the amount of work and the content that will be covered in this course. The prerequisite courses have been changed. The prerequisite material for this course will be taught in SPED 8704. Finally, we are requesting that this course be changed from a pass/fail course to a course with a letter grade.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

Comments

The title and course objectives are being changed to reflect the idea that students will begin to read research that relates to their research topic in order to carefully select and implement an appropriate single subject design

College Approvals

Rebecca Stanard [APPROVED 2013-10-11]

Associate Dean, College of Education

Donna Harkins [APPROVED 2013-09-16]

Chair, Course Department

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elizabeth Kramer [APPROVED 2014-01-22]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Final Approver

### Summary of Proposed Revisions:

The title and course objectives are being changed to reflect the idea that students will begin to read research that relates to their research topic in order to carefully select and implement an appropriate single subject design to answer their research question. We are requesting that the number of credits be increased from 3 to 4 to reflect the amount of work and the content that will be covered in this course. The prerequisite courses have been changed. The prerequisite material for this course will be taught in SPED 8704. Finally, we are requesting that this course be changed from a pass/fail course to a course with a letter grade.

### SPED 8783: Readings in Research

**Semester/Year**

**Time/Location  
Instructor**

**Office Location**

**Office Hours  
Online Hours  
Telephone**

Direct Line: 678-839-  
Department Line: 678-839-

**Email**

**Online Support**

D2L Home Page  
<https://westga.view.usg.edu/>

D2L UWG Online help  
<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help  
<https://d2lhelp.view.usg.edu/>

UWG Distance Learning  
<http://uwgonline.westga.edu/>

Distance Learning Library Services  
<http://libguides.westga.edu/content.php?pid=194430>

Resources for Distance & Off-Campus Students  
<http://libguides.westga.edu/content.php?pid=194459>

Ingram Library Services  
<http://www.westga.edu/library/>

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



## COURSE DESCRIPTION

The design and implementation of a research project in special education.

Prerequisite: SPED 8704

## CONCEPTUAL FRAMEWORK

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

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

## APPROACHES TO INSTRUCTION

This course will draw upon lectures, independent readings, multimedia resources, online discussions, and course projects.

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

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

<b>Activity</b>	<b>Instructional Equivalent</b>
Module Activities	
Online Lectures and Readings	400 minutes
Discussions	250 minutes
Quizzes,	360 minutes
Group projects	300 minutes
Individual projects	540 minutes
CITI TRAINING	400 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above (4500 minutes) to complete the online activities.

## COURSE OBJECTIVES

Students will:

1. identify a current research topic in special education (Leedy & Ormrod, 2013)
2. develop and expand on their research question and develop a design, methods, and types of data analysis sections for their research study.  
(Creswell, 2012; Gall et. al, 2010; Leedy & Ormrod, 2013; Mertens & McLaughlin, 2004; Pycszak & Bruce, 2011)  
(CEC Advanced Program standards 1.2, 4)
3. develop an advanced literature review as it relates to their research question.  
(Galvan, 2009; Leedy & Ormrod, 2013; Pycszak & Bruce, 2011)  
(CEC Advanced Program standard 4)
4. extensively develop their research proposal method section (participants and settings, experimenter, plan for data collection and procedures, procedural integrity and other information as needed.  
(Creswell, 2012; Gall et. al, 2010; Leedy & Ormrod, 2013; Mertens & McLaughlin, 2004; Pycszak & Bruce, 2011)  
(CEC Advanced Program standard 4)
5. develop and submit a research protocol application to the University of West Georgia's Institutional Review Board (IRB) to implement their research project/study.  
(Henricks, 2012; Mertens & McLaughlin, 2004; Wilson, 2013)

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s)** Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design*. (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

**Suggested Text(s)** American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Instructional Resources:** Supplemental handouts, sites, etc. posted on CourseDen.

### APA 6<sup>th</sup> Edition Resources

Web-based resources: <http://www.apastyle.org/> or  
<http://www.psychwww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm>  
<http://owl.english.purdue.edu/owl/resource/560/01/> or  
<http://www.wisc.edu/writing/Handbook/DocAPA.html> or

[http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796) or  
<http://www.docstyles.com/apacrib.htm>

### **Instructional Resource:**

Tk20 Subscription

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

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see

[http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).

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

### **Course References**

- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluation quantitative and qualitative research* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson
- Gall, M. D., Gall, J. P., & Borg, W. R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Allyn & Bacon.
- Galvan, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (4<sup>th</sup> ed.). Glendale, CA: Pyrczak.
- Hendricks, C. C. (2012). *Improving schools through action research: A reflective practice approach* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design*. (10th ed.). Upper Saddle River, NJ: Pearson.
- Mertens, D. M. & McLaughlin, J. A. (2004). *Research and evaluation methods in special education*. Thousand Oaks, CA: Corwin Press.
- Pyrczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). Glendale, CA: Pyrczak.
- Wilson, E. (2013). *School-based research: A guide for education students*. Thousand Oaks, CA: Sage.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments**

1. **Group Discussion Activities:** Students are expected to complete their initial post no later than Tuesday of the first week of the Module/Unit. They are to respond to at least two of their classmates' posts by the end of the Module/Unit. Each Group Discussion Activity will be for a two-week period.  
(Course Objectives 1 – 4)
2. **Data Analysis Activity:** Activities will include analysis of data and how to report the results.  
(Course Objective 2)
3. **Quizzes:** Three quizzes will cover information from the textbook, PowerPoints and lectures. Study guides will be provided.  
(Course Objectives 1 – 4)
4. **IRB:** Develop and submit a research protocol application to your professor for your proposed research project/study. The professor will submit your IRB paperwork to the University of West Georgia's Institutional Review Board (IRB) for approval.  
(Course Objective 5)

5. Research Project Outline and Literature Review: Outline of the research paper with your research question, expanded Literature Review, Methodology, Data Analysis (a plan of how you will analyze and report your data) and References sections included.  
(Course Objectives 1-4)

THERE ARE NO KEY ASSESSMENTS THAT HAVE TO BE UPLOADED INTO TK20 FOR THIS COURSE AT THIS TIME.

### Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
1. Group Discussion Activities	7@10 = possible 70 points	Discussion Activity Rubric	D2L – Discussion Icon section of the course	See Due Dates in Course Outline at the end of the syllabus.
2. Data Analysis Activity	3@25= possible 75 points	Data Analysis Rubric	D2L Dropbox section of the course	See Due Dates in Course Outline at the end of the syllabus.
3. Quizzes	3@ 25= possible 75 points	Study Guide	D2L Quiz section of the course	See Due Dates in Course Outline at the end of the syllabus.
4. IRB	1@ 100 = possible 100 points  (You will not pass the course if you do not receive at least a grade of 70% on this assignment. No area on the rubric can be marked as UN-ACCEPTABLE OR DEVELOPING to pass the course.)	IRB Rubric	D2L Dropbox section of the course	See Due Dates in Course Outline at the end of the syllabus.
6. Research Project Outline and Literature Review	1@ 100 = possible 100 points  (You will not pass the course if you do not receive at least a grade of 70% on	Research Project Outline Rubric	D2L Dropbox section of the course	See Due Dates in Course Outline at the end of the syllabus.

	<p>this assignment. No area on the rubric can be marked as UN-ACCEPTABLE OR DEVELOPING to pass the course.)</p>			
--	---	--	--	--

### Grading

90-100% = A

80-89% = B

70-79% = C

Less than 70% = F

**\*\*\*SPECIAL NOTE – YOU MUST HAVE TAKEN SPED 8704 “ISSUES IN SPECIAL EDUCATION” TO BE ADMITTED TO THIS CLASS. ANY STUDENT THAT REMAINS IN THE CLASS THAT DOES NOT MEET THIS CRITERIA WILL AUTOMATICALLY RECEIVE A GRADE OF F FOR THE SEMESTER.**

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf) [http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf) It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. **Plagiarism** occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*. Please review the *Cheating and Plagiarism* and *Academic Dishonesty* websites on the Provost’s webpage at the following: [http://www.westga.edu/vpaa/index\\_1965.php](http://www.westga.edu/vpaa/index_1965.php) and [http://www.westga.edu/vpsa/index\\_4723.php](http://www.westga.edu/vpsa/index_4723.php) . Plagiarism will not be tolerated and the student will receive a grade of F for the course and be referred to appropriate departmental, college, and university committees for appropriate actions.

**Attendance:** Attendance and participation in online activities is required during the UWG term. Each student is expected to read the assigned chapters, outside readings, review all lectures and PowerPoint presentations and complete all assignments and quizzes.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability,

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

Extra Credit: Opportunities for extra credit will not be provided for this class.

Late Work: Course work can only be made-up if the student contacts the faculty member in advance and permission is arranged due to an extenuating circumstance. Late work without prior approval by the instructor will not be accepted unless accompanied by a physician's excuse.

Professional Conduct: Students are expected to conduct themselves in a professional manner in all course work, group projects, and online discussion activities. You are expected to treat everyone in the class with respect. You will be required to use graduate level writing skills in all assignments. You will also be expected to share information that will assist your peers and collaboratively perform an equal level of work in all group based activities.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. You may correspond through the my.westga.edu and/or CourseDen/D2L email systems.

## CLASS OUTLINE

MODULE	DATES	TOPICS	ASSIGNMENTS	DUE DATES
Module 1	8/26/13 – 9/10/13  LABOR DAY HOLIDAY 9/2/13	<i>Introduction to the Course</i>  <i>The Nature and Tools of Research</i> (Chapter 1)  <i>Focusing on the Research Question to Begin Building Your Methodology Section of Your Project</i>	Group Discussion Activity  Read Chapter 1  Research Question (expand)	INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 9/3/13.  FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 9/10/13.  Research Question (To be reviewed by the professor) submit to the Dropbox section of the course by 11 :59 p.m. on 9/10/13. (no grade for this activity – formative assessment)
Module 2	9/10/13 – 9/24/13	<i>Introduction to the IRB (Human Subjects Review for Research, Ethics and Research)</i>  <i>Review of Single-Subject Research</i>  <i>Developing Your Methodology</i>	Group Discussion Activity  Group Research Leadership Mini Project (Introduced - Begin working on project. Topic Idea and roles and responsibilities of group members.)  INTRODUCTION TO THE IRB AND IRB PROCESS (Begin working on IRB paperwork)  Methodology (expand)	INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 9/17/13.  FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 9/24/13.  METHODOLOGY (To be reviewed by the professor) submit to the Dropbox section of the course by 11 :59 p.m. on 9/24/13. (no grade for this activity – formative assessment)
Module 3	9/24/13 – 10/8/13	<i>Focusing on the Literature Review</i> (Chapters 2 & 3)  <i>Guidelines for</i>	Group Discussion Activity  IRB Paperwork (continue working on your IRB.)	INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 10/1/13.  Quiz #1 due by 11 :59 p.m. on 10/1/13

		<p><i>Analyzing Literature</i></p> <p><i>How to Write a Coherent Literature Review</i></p> <p><i>APA Style for Research Papers</i></p>	<p>Read Chapters 2 &amp; 3</p> <p>APA Activity</p> <p>Quiz #1 – A study guide will be provided.</p> <p>Literature Review - How to Activity</p>	<p>APA Activity is due by 11 :59 p.m. on 10/1/13. Submit to the Dropbox section of the course.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 10/8/13.</p> <p>Literature Review – How to Activity due by 11 :59 p.m. on 10/8/13. Submit to the Dropbox section of the course.</p>
Module 4	10/8/13 – 10/22/13	<p><i>Planning for Research (Chapter 4 &amp; 5)</i></p> <p><i>Planning, Developing, Implementing Research Projects</i></p> <p><i>Review of Plagiarism</i></p> <p><i>Review the use of Professional Writing Skills</i></p>	<p>Group Discussion Activity</p> <p>IRB Paperwork (Complete and turn in to Dropbox.)</p> <p>Read Chapters 4 &amp; 5</p> <p>Group Research Leadership Mini Project (continue to work on project)</p>	<p>INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 10/15/13.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 10/22/13.</p> <p>IRB PAPERWORK due by 11:59 p.m. on 10/22/13. Submit to the Dropbox section of the course.</p>
Module 5	10/22/13 – 11/5/13	<p><i>Analyzing Data (Chapter 11)</i></p> <p><i>What Makes a Good Research Plan ?</i></p> <p><i>Conducting the Research Project/Study</i></p>	<p>Group Discussion Activity</p> <p>Data Analysis Activity</p> <p>Read Chapter 11</p>	<p>INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 10/29/13.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 11/5/13.</p> <p>DATA ANALYSIS</p>



				ACTIVITY due by 11:59 p.m. on 11/5/13. Submit to the Dropbox section of the course.
Module 6	11/5/13 – 11/19/13	<i>Writing the Final Research Report</i> (Chapter 12)	<p>Group Discussion Activity</p> <p>Research Project/Study Outline (Extensive Literature Section reviewed)</p> <p>Data Analysis Activity</p> <p>Quiz #2 – A study guide will be provided.</p>	<p>INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 11/12/13.</p> <p>Quiz #2 due by 11 :59 p.m. on 11/12/13 (Chapters 2, 3, 4 &amp; 5, lectures)</p> <p>EXTENSIVE LITERATURE REVIEW SECTION OF YOUR RESEARCH PROJECT/STUDY OUTLINE (To be reviewed by the professor) submit to the Dropbox section of the course by 11 :59 p.m. on 11/19/13. (no grade for this activity – formative assessment)</p> <p>DATA ANALYSIS ACTIVITY due by 11:59 p.m. on 11/19/13. Submit to the Dropbox section of the course.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 11/19/13.</p>
Module 7	11/19/13 – 12/10/13  THANKSGIVING RECESS & HOLIDAYS 11/25/13 – 11/29/13	<i>Wrapping up Research</i>	<p>Group Discussion Activity</p> <p>Research Project/Study Outline (Complete and submit to Dropbox.)</p> <p>Data Analysis Activity</p> <p>Read Chapter 12</p>	<p>RESEARCH PROJECT/STUDY OUTLINE due by 11:59 p.m. on 12/3/13. Submit to the Dropbox section of the course.</p> <p>INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED</p>

			Quiz #3 – A study guide will be provided.	<p>by 11:59 p.m. on 12/3/13.</p> <p>DATA ANALYSIS ACTIVITY due by 11:59 p.m. on 12/3/13. Submit to the Dropbox section of the course.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 12/10/13.</p> <p>FINAL QUIZ due by 11:59 p.m. on 12/10/13 (Chapters 11 &amp; 12, Plagiarism)</p>
--	--	--	---	--

Updated 8-26-13

### Currently Approved Syllabus:

#### SPED 8783: Readings in Research

**Semester/Year**

**Time/Location  
Instructor**

**Office Location**

**Office Hours  
Online Hours  
Telephone**

Direct Line: 678-839-  
Department Line: 678-839-

**Email**

**Online Support**

D2L Home Page  
<https://westga.view.usg.edu/>

D2L UWG Online help  
<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help  
<https://d2lhelp.view.usg.edu/>

UWG Distance Learning

<http://uwgonline.westga.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Resources for Distance & Off-Campus Students

<http://libguides.westga.edu/content.php?pid=194459>

Ingram Library Services

<http://www.westga.edu/library/>

University Bookstore

<http://www.bookstore.westga.edu/>

## COURSE DESCRIPTION

The design and implementation of a research project in special education.

## CONCEPTUAL FRAMEWORK

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

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

## APPROACHES TO INSTRUCTION

This course will draw upon lectures, independent readings, multimedia resources, online discussions, and course projects.

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

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

### Activity

Module Activities

### Instructional Equivalent

Online Lectures and Readings	400 minutes
Discussions	250 minutes
Quizzes,	360 minutes
Group projects	300 minutes
Individual projects	540 minutes
CITI TRAINING	400 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above (4500 minutes) to complete the online activities.

## COURSE OBJECTIVES

Students will:

1. identify a current research topic in Special Education that is approved by his committee (State University of West Georgia Manual for Projects, 1992; American Psychological Association, 1995);  
(Theme: 1c; 9a)
2. conduct a library and/or field related investigation collecting data on this topic (State University of West Georgia Manual for Projects, 1992; American Psychological Association, 1995);  
(Theme: 1c; 9a)
3. report data collected on a form approved by his committee (written, video, etc.) (State University of West Georgia Manual for Projects, 1992; American Psychological Association, 1995);  
(Theme: 9a)
4. use appropriate statistical treatments and/or historical techniques in the development of his final product (State University of West Georgia Manual for Projects, 1992; American Psychological Association, 1995); and  
(Theme: 9a)
5. summarize collected data in an oral defense with his committee (State University of West Georgia Manual for Projects, 1992; American Psychological Association, 1995).  
(Theme: 5g; 9a)

Note: The term "Theme" listed under each course objective shows the correlation between the course objectives and the College of Education's Theme statement.

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s)** Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design*. (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

**Suggested Text(s)** American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Instructional Resources:** Supplemental handouts, sites, etc. posted on CourseDen.

## APA 6<sup>th</sup> Edition Resources

Web-based resources: <http://www.apastyle.org/> or  
<http://www.psychwww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm>  
<http://owl.english.purdue.edu/owl/resource/560/01/> or  
<http://www.wisc.edu/writing/Handbook/DocAPA.html> or  
[http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796) or  
<http://www.docstyles.com/apacrib.htm>

### Instructional Resource:

Tk20 Subscription

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

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see

[http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).

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

### Course References

- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluation quantitative and qualitative research* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson
- Gall, M. D., Gall, J. P., & Borg, W. R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Allyn & Bacon.
- Galvan, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences* (4<sup>th</sup> ed.). Glendale, CA: Pyczak.
- Hendricks, C. C. (2012). *Improving schools through action research: A reflective practice approach* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design*. (10th ed.). Upper Saddle River, NJ: Pearson.
- Mertens, D. M. & McLaughlin, J. A. (2004). *Research and evaluation methods in special education*. Thousand Oaks, CA: Corwin Press.
- Pyczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). Glendale, CA: Pyczak.
- Wilson, E. (2013). *School-based research: A guide for education students*. Thousand Oaks, CA: Sage.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

1. **Group Discussion Activities:** Students are expected to complete their initial post no later than Tuesday of the first week of the Module/Unit. They are to respond to at least two of their classmates' posts by the end of the Module/Unit. Each Group Discussion Activity will be for a two-week period.  
(Course Objectives 1 – 4)
2. **Data Analysis Activity:** Activities will include analysis of data and how to report the results.  
(Course Objective 2)

3. **Quizzes:** Three quizzes will cover information from the textbook, PowerPoints and lectures. Study guides will be provided.  
(Course Objectives 1 – 4)
4. **IRB:** Develop and submit a research protocol application to your professor for your proposed research project/study. The professor will submit your IRB paperwork to the University of West Georgia's Institutional Review Board (IRB) for approval.  
(Course Objective 5)
5. **Research Project Outline and Literature Review:** Outline of the research paper with your research question, expanded Literature Review, Methodology, Data Analysis (a plan of how you will analyze and report your data) and References sections included.  
(Course Objectives 1-4)

THERE ARE NO KEY ASSESSMENTS THAT HAVE TO BE UPLOADED INTO TK20 FOR THIS COURSE AT THIS TIME.

### Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
1. Group Discussion Activities	7@10 = possible 70 points	Discussion Activity Rubric	D2L – Discussion Icon section of the course	See Due Dates in Course Outline at the end of the syllabus.
2. Data Analysis Activity	3@25= possible 75 points	Data Analysis Rubric	D2L Dropbox section of the course	See Due Dates in Course Outline at the end of the syllabus.
3. Quizzes	3@ 25= possible 75 points	Study Guide	D2L Quiz section of the course	See Due Dates in Course Outline at the end of the syllabus.
4. IRB	1@ 100 = possible 100 points  (You will not pass the course if you do not receive at least a grade of 70% on this assignment. No area on the rubric can be marked as UN-ACCEPTABLE OR DEVELOPING to pass the course.)	IRB Rubric	D2L Dropbox section of the course	See Due Dates in Course Outline at the end of the syllabus.
6. Research Project	1@ 100 =	Research	D2L	See Due Dates in Course

Outline and Literature Review	possible 100 points  (You will not pass the course if you do not receive at least a grade of 70% on this assignment. No area on the rubric can be marked as UN-ACCEPTABLE OR DEVELOPING to pass the course.)	Project Outline Rubric	Dropbox section of the course	Outline at the end of the syllabus.
-------------------------------	--	------------------------	-------------------------------	-------------------------------------

**Grading**90-100% = A80-89% = B70-79% = CLess than 70% = F

**\*\*\*SPECIAL NOTE – YOU MUST HAVE TAKEN SPED 8704 “ISSUES IN SPECIAL EDUCATION” TO BE ADMITTED TO THIS CLASS. ANY STUDENT THAT REMAINS IN THE CLASS THAT DOES NOT MEET THIS CRITERIA WILL AUTOMATICALLY RECEIVE A GRADE OF F FOR THE SEMESTER.**

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at [Common Language for Course Syllabi](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf) [http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf) It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. **Plagiarism** occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*. Please review the *Cheating and Plagiarism* and *Academic Dishonesty* websites on the Provost's webpage at the following: [http://www.westga.edu/vpaa/index\\_1965.php](http://www.westga.edu/vpaa/index_1965.php) and [http://www.westga.edu/vpsa/index\\_4723.php](http://www.westga.edu/vpsa/index_4723.php) . Plagiarism will not be tolerated and the student will receive a grade of F for the course and be referred to appropriate departmental, college, and university committees for appropriate actions.

**Attendance:** Attendance and participation in online activities is required during the UWG term. Each student is expected to read the assigned chapters, outside readings, review all lectures and PowerPoint presentations and complete all assignments and quizzes.

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

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

**Late Work:** Course work can only be made-up if the student contacts the faculty member in advance and permission is arranged due to an extenuating circumstance. Late work without prior approval by the instructor will not be accepted unless accompanied by a physician's excuse.

**Professional Conduct:** Students are expected to conduct themselves in a professional manner in all course work, group projects, and online discussion activities. You are expected to treat everyone in the class with respect. You will be required to use graduate level writing skills in all assignments. You will also be expected to share information that will assist your peers and collaboratively perform an equal level of work in all group based activities.

**Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. You may correspond through the [my.westga.edu](http://my.westga.edu) and/or CourseDen/D2L email systems.



CLASS OUTLINE

MODULE	DATES	TOPICS	ASSIGNMENTS	DUE DATES
Module 1	8/26/13 – 9/10/13  LABOR DAY HOLIDAY 9/2/13	<i>Introduction to the Course</i>  <i>The Nature and Tools of Research</i> (Chapter 1)  <i>Focusing on the Research Question to Begin Building Your Methodology Section of Your Project</i>	Group Discussion Activity  Read Chapter 1  Research Question (expand)	INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 9/3/13.  FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 9/10/13.  Research Question (To be reviewed by the professor) submit to the Dropbox section of the course by 11 :59 p.m. on 9/10/13. (no grade for this activity – formative assessment)
Module 2	9/10/13 – 9/24/13	<i>Introduction to the IRB (Human Subjects Review for Research, Ethics and Research)</i>  <i>Review of Single-Subject Research</i>  <i>Developing Your Methodology</i>	Group Discussion Activity  Group Research Leadership Mini Project (Introduced - Begin working on project. Topic Idea and roles and responsibilities of group members.)  INTRODUCTION TO THE IRB AND IRB PROCESS (Begin working on IRB paperwork)  Methodology (expand)	INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 9/17/13.  FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 9/24/13.  METHODOLOGY (To be reviewed by the professor) submit to the Dropbox section of the course by 11 :59 p.m. on 9/24/13. (no grade for this activity – formative assessment)
Module 3	9/24/13 – 10/8/13	<i>Focusing on the Literature Review</i> (Chapters 2 & 3)  <i>Guidelines for</i>	Group Discussion Activity  IRB Paperwork (continue working on your IRB.)	INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 10/1/13.  Quiz #1 due by 11 :59 p.m. on 10/1/13

		<p><i>Analyzing Literature</i></p> <p><i>How to Write a Coherent Literature Review</i></p> <p><i>APA Style for Research Papers</i></p>	<p>Read Chapters 2 &amp; 3</p> <p>APA Activity</p> <p>Quiz #1 – A study guide will be provided.</p> <p>Literature Review - How to Activity</p>	<p>APA Activity is due by 11 :59 p.m. on 10/1/13. Submit to the Dropbox section of the course.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 10/8/13.</p> <p>Literature Review – How to Activity due by 11 :59 p.m. on 10/8/13. Submit to the Dropbox section of the course.</p>
Module 4	10/8/13 – 10/22/13	<p><i>Planning for Research (Chapter 4 &amp; 5)</i></p> <p><i>Planning, Developing, Implementing Research Projects</i></p> <p><i>Review of Plagiarism</i></p> <p><i>Review the use of Professional Writing Skills</i></p>	<p>Group Discussion Activity</p> <p>IRB Paperwork (Complete and turn in to Dropbox.)</p> <p>Read Chapters 4 &amp; 5</p> <p>Group Research Leadership Mini Project (continue to work on project)</p>	<p>INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 10/15/13.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 10/22/13.</p> <p>IRB PAPERWORK due by 11:59 p.m. on 10/22/13. Submit to the Dropbox section of the course.</p>
Module 5	10/22/13 – 11/5/13	<p><i>Analyzing Data (Chapter 11)</i></p> <p><i>What Makes a Good Research Plan ?</i></p> <p><i>Conducting the Research Project/Study</i></p>	<p>Group Discussion Activity</p> <p>Data Analysis Activity</p> <p>Read Chapter 11</p>	<p>INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 10/29/13.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 11/5/13.</p> <p>DATA ANALYSIS</p>

				ACTIVITY due by 11:59 p.m. on 11/5/13. Submit to the Dropbox section of the course.
Module 6	11/5/13 – 11/19/13	<i>Writing the Final Research Report</i> (Chapter 12)	<p>Group Discussion Activity</p> <p>Research Project/Study Outline (Extensive Literature Section reviewed)</p> <p>Data Analysis Activity</p> <p>Quiz #2 – A study guide will be provided.</p>	<p>INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED by 11:59 p.m. on 11/12/13.</p> <p>Quiz #2 due by 11 :59 p.m. on 11/12/13 (Chapters 2, 3, 4 &amp; 5, lectures)</p> <p>EXTENSIVE LITERATURE REVIEW SECTION OF YOUR RESEARCH PROJECT/STUDY OUTLINE (To be reviewed by the professor) submit to the Dropbox section of the course by 11 :59 p.m. on 11/19/13. (no grade for this activity – formative assessment)</p> <p>DATA ANALYSIS ACTIVITY due by 11:59 p.m. on 11/19/13. Submit to the Dropbox section of the course.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 11/19/13.</p>
Module 7	11/19/13 – 12/10/13  THANKSGIVING RECESS & HOLIDAYS 11/25/13 – 11/29/13	<i>Wrapping up Research</i>	<p>Group Discussion Activity</p> <p>Research Project/Study Outline (Complete and submit to Dropbox.)</p> <p>Data Analysis Activity</p> <p>Read Chapter 12</p>	<p>RESEARCH PROJECT/STUDY OUTLINE due by 11:59 p.m. on 12/3/13. Submit to the Dropbox section of the course.</p> <p>INITIAL POSTS FOR GROUP DISCUSSION MUST BE COMPLETED</p>

			<p>Quiz #3 – A study guide will be provided.</p>	<p>by 11:59 p.m. on 12/3/13.</p> <p>DATA ANALYSIS ACTIVITY due by 11:59 p.m. on 12/3/13. Submit to the Dropbox section of the course.</p> <p>FINAL POST RESPONDING TO AT LEAST 2 OF YOUR CLASSMATES' POSTS due by 11:59 p.m. on 12/10/13.</p> <p>FINAL QUIZ due by 11:59 p.m. on 12/10/13 (Chapters 11 &amp; 12, Plagiarism)</p>
--	--	--	--	--

Updated 8-26-13

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Learning and Teaching		College of Education		Bucholz, Jessica		
Department		College		Originator		
<b>Action</b>		<b>Modifications</b>				
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		<input checked="" type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <span style="float: right;">Senate Action Item (See Procedure)</span>				
<b>Course Details</b>						
SPED	8784	Research Seminar				
Prefix	Number	Course Title				
Development of a complete research project paper. Prerequisites: SPED 8704 and SPED 8783						
Course Catalog Description						
4.00		4	Fall - 2014	Every Term	S/U/I	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
<b>Prerequisites</b>			<b>Corequisites</b>			
Prerequisites: SPED 8704 and SPED 8783						
<b>Rationale</b>						
The course description has been changed to reflect the fact that this course is the final in a three-course sequence (SPED 8704, SPED 8783, and SPED 8784) where students develop and conduct a research project. As a result we are adding SPED 8704 and SPED 8783 as prerequisites to this course. The course objectives have been changed to reflect the change in focus. Students in this course will be compiling their results and writing a final paper that reflects those results as well as the research that supports the selection of their research topic. Finally, we are requesting to increase the number of credit hours from 3 to 4 to reflect the level of work required for this course.						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Is this a SACS substantive change? <b>NO</b> <a href="#">(See Policy)</a> Present or Projected Annual Enrollment: <b>100</b>			Summary of Proposed Changes: The course description has been changed to reflect the fact that this course is the final in a three-course sequence (SPED 8704, SPED 8783, and SPED 8784) where			
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
Rebecca Stanard [APPROVED 2013-10-10] Associate Dean, College of Education			N/A Chair, Cross Listed Department			
Donna Harkins [APPROVED 2013-09-24] Chair, Course Department			N/A Associate Dean, Cross Listed College			
<b>Other Approvals</b>			<b>Final Approval</b>			
Elizabeth Kramer [APPROVED 2014-01-22] Chair, Graduate Programs Committee			Jon Anderson [REQUIRED] Final Approver			

**Summary of Proposed Changes:**

The course description has been changed to reflect the fact that this course is the final in a three-course sequence (SPED 8704, SPED 8783, and SPED 8784) where students develop and conduct a research project. As a result we are adding SPED 8704 and SPED 8783 as prerequisites to this course. The course objectives have been changed to reflect the change in focus. Students in this course will be compiling their results and writing a final paper that reflects those results as well as the research that supports the selection of their research topic. Finally, we are requesting to increase the number of credit hours from 3 to 4 to reflect the level of work required for this course.

**RESEARCH SEMINAR  
SPED 8784**

<b>Semester/Year</b>	Fall
<b>Time/Location</b>	Online
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Online Hours</b>	By appointment
<b>Telephone</b>	Direct Line: 678-839- Department Line: 678-839- Fax: 678-839-6162
<b>Email</b>	
<b>Online Support</b>	<p>CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a></p> <p>CourseDen Help &amp; Troubleshooting <a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a></p> <p>UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a></p> <p>UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a></p> <p>Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a></p> <p>Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a></p> <p>University Bookstore</p>

<http://www.bookstore.westga.edu/>

## **COURSE DESCRIPTION**

Development of a complete research project paper.

Prerequisites: SPED 8704 and SPED 8783

## **CONCEPTUAL FRAMEWORK**

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

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

## **APPROACHES TO INSTRUCTION**

This class will draw upon independent readings, discussions with your research committee chair and course instructor, the collection and analysis of data, and the final written paper of your research project.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

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

Activity	Instructional Equivalent
Conducting Research	500 minutes
Methodology Section of Paper	300 minutes
Research Question & Literature Review	400 minutes
Data & Analysis	300 minutes
Writing and Compiling Final Project	500 minutes
Online Activities	225 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**Specific directions to guide you in the application of your research, collection and analysis of data, and the final written report will be included in the Modules.**

## **COURSE OBJECTIVES**

### **Students will:**

1. Complete a final research project, including a brief introduction, research question, literature review, methodology, analysis of data, discussion of results, and a summary and implications of results. (Cresswell, 2009; Gall et al., 2010; Johnson & Christensen, 2012; Kennedy, 2005; Lyne, 2008; Polaha & Allen, 1999; Wiersma & Jurs 2009) (CEC Advanced Preparation Standard 3)
2. Write a statement of a problem and a review of the related literature (Harris, 2005; Pan, 2008) (CEC Advanced Preparation Standard 3)
3. Write a description of the methodology that is appropriate for the identified research question (Cresswell, 2009; Gall et al., 2010; Johnson & Christensen, 2012; Kennedy, 2005; Lyne, 2008; Polaha & Allen, 1999; Wiersma & Jurs 2009) (CEC Advanced Preparation Standard 3)
4. Report and analyze data (Cresswell, 2009; Gall et al., 2010; Johnson & Christensen, 2012; Kennedy, 2005; Lyne, 2008; Polaha & Allen, 1999; Wiersma & Jurs 2009) (CEC Advanced Preparation Standards 3, 4)
5. Summarize and discuss results of the data that were collected (Cresswell, 2009; Gall et al., 2010; Johnson & Christensen, 2012; Kennedy, 2005; Lyne, 2008; Polaha & Allen, 1999; Wiersma & Jurs 2009) (CEC Advanced Preparation Standard 3)

## **PROFESSIONAL STANDARDS**

CEC Advanced Preparation Standards

## **LINK TO THE UNIVERSITY OF WEST GEORGIA'S CONCEPTUAL FRAMEWORK.**

University of West Georgia – College of Education Professional Framework

<http://www.westga.edu/coe/>

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES**

### **Suggested Texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Required Instructional Resource: Tk20 Subscription**

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>. If you have purchased a subscription



previously, DO NOT resubscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

**Please note that you will not receive a passing grade for the course if your final corrected research paper is not uploaded into tk20. You will be given a grade of “F” if you do not upload the final corrected research paper into tk20. You must have approval from your instructor prior to submitting your final paper into tk20.**

#### ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

1. RESEARCH PAPER : An appropriate research topic of relevant interest should have been previously approved by the instructor of your SPED 8783 course. This course will guide you in the implementation of research, analysis of the data and the final written report. In your SPED 8783 course you should have completed a thorough literature review and IRB. This project is worth 100 points. (Objectives 1-5)

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

#### References:

- Cresswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th ed.). Upper Saddle River, NJ: Pearson/Allyn & Bacon.
- Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (2nd ed.). Glendale, CA: Pyrczak.
- Johnson, B. & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Kennedy, C. (2005). *Single-case designs for educational research*. Upper Saddle River, NJ: Allyn & Bacon.
- Lyne, L. S. (2008). *A cross section of educational research: Journal articles for discussion and evaluation* (4th ed.). Los Angeles: Pyrczak.
- Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Los Angeles: Pyrczak.
- Polaha, J. A., & Allen K. D. (1999). A tutorial for understanding and evaluating single subject methodology. *Proven Practice*, 1(2), 73-77. Los Angeles: Pyrczak.
- Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Upper Saddle River, NJ: Merrill.

**Link to Conceptual Framework:** The assignments are designed to make the students more *inquisitive* about how to use knowledge from the professional literature to improve practices with individuals with exceptionalities and their families in the P – 12 environment, and to develop *Professional Excellence* by conducting, evaluating, and using inquiry to foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. Students will *complete a final research project* based on a current issue related to special education in the P – 12 schools. These are reflected in **all the assignments and activities** for this course.

**Activities:**

A sample APA paper can be found at the OWL Purdue Online Writing Lab at:  
<http://owl.english.purdue.edu/owl/resource/560/18/>

1. Module 1 - Finalize Methodology Section for Research Project.  
 & Begin and/or Complete Data Collection  
 Review information provided in the module to help you complete this activity.
2. Module 2 - Introduction, Research Question & Literature Review  
 Review information provided in the module to help you complete this activity.
3. Module 3 Reporting Results  
 Review information provided in the module to help you complete this activity.
4. Module 4 Discussion of results, conclusion & summary  
 Review information provided in the module to help you complete this activity.
5. Module 5 – Final Corrections and Finalization of Final Project Research Paper  
 & Submit IRB End of Project Paperwork  
 Review information provided in the module to help you complete this activity.

(You may earn up to 100 points for the Final Research Project Paper. See Syllabus)

**Grading**

## Grading

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

**\*\*\*SPECIAL NOTE – YOU MUST BE ADMITTED INTO THE EDUCATIONAL SPECIALIST PROGRAM IN SPECIAL EDUCATION, HAVE COMPLETED SPED 8783 RESEARCH PROJECT, AND HAVE AN APPROVED IRB WITH AN UWG IRB# TO BE ADMITTED TO THIS CLASS. ANY STUDENT THAT REMAINS IN THE CLASS THAT DOES NOT MEET THIS CRITERIA WILL AUTOMATICALLY RECEIVE A GRADE OF F FOR THE SEMESTER. F = below 70 points, academic dishonesty or NOT UPLOADING THE FINAL RESEARCH PROJECT PAPER INTO TK20.**

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the

Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

[http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Opportunities for extra credit will not be provided for this class.

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 11:59 p.m. on the due date as listed in the syllabus and on CourseDen D2L. **Late assignments may have up to five (5) points deducted for each calendar day late (see rubric for more information).**

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. The student should also periodically check their CourseDen D2L email for correspondence. The Instructor will also communicate through CourseDen D2L email system.

#### CLASS OUTLINE:

Although this class meets online you can consider Tuesdays to be our class meeting date.

**After approval from the Instructor, the paper MUST BE UPLOADED into TK20 no later than (insert date here) by 11:59 p.m.**

**YOU WILL RECEIVE A GRADE OF "F" FOR THE COURSE IF YOU DO NOT SUBMIT YOUR PAPER INTO TK20 AFTER THE APPROVAL OF YOUR INSTRUCTOR.**

**IMPORTANT DATES:** <http://www.westga.edu/registrar/802.php>

**First Day of Classes –**

**Add/Drop classes –**

**Last Day to Withdraw with a grade of W –**

MODULE	ASSIGNMENT	DUE DATE
#1	Module 1 Finalize Methodology Section for Research Project & Begin and/or Complete Data Collection (Data Collection may be ongoing throughout the semester.)	Tuesday

	(Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	
#2	Module 2 Introduction, Research Question & Literature Review (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday
#3	Module 3 Reporting Results (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday
#4	Module 4 Discussion of results, conclusion & summary (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday
#5	Module 5 Final Corrections and Finalization of Final Project Research Paper & Submit IRB End of Project Paperwork (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday
TK20	. <b>**PLEASE NOTE THAT THE COPY OF YOUR FINAL RESEARCH PAPER THAT IS UPLOADED INTO TK20 IS THE CORRECTED VERSION AFTER THE INSTRUCTOR REVIEWS IT ON 7/8/12 – 7/11/12. .</b> THE FINAL RESEARCH PROJECT PAPER WITH ALL CORRECTIONS FROM COMMITTEE CHAIR MUST BE UPLOADED INTO TK20 TO PASS THE COURSE.	Tuesday

## Currently Approved Syllabus

### RESEARCH SEMINAR SPED 8784

<b>Semester/Year</b>	Fall 2013
<b>Time/Location</b>	Online
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Online Hours</b>	By appointment
<b>Telephone</b>	Direct Line: 678-839- Department Line: 678-839- Fax: 678-839-6162
<b>Email</b>	
<b>Online Support</b>	<p>CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a></p> <p>CourseDen Help &amp; Troubleshooting <a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a></p> <p>UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a></p> <p>UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a></p> <p>Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a></p> <p>Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a></p> <p>University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a></p>

#### COURSE DESCRIPTION

A study of special education research design, reference sources, computer service, and the compilation of a review of literature on a specific topic.

## CONCEPTUAL FRAMEWORK

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

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

## APPROACHES TO INSTRUCTION

This class will draw upon independent readings, discussions with your research committee chair and course instructor, the collection and analysis of data, and the final written paper of your research project.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

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

Activity	Instructional Equivalent
Conducting Research	500 minutes
Methodology Section of Paper	300 minutes
Research Question & Literature Review	400 minutes
Data & Analysis	300 minutes
Writing and Compiling Final Project	500 minutes
Online Activities	225 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**Specific directions to guide you in the application of your reasearch, collection and analysis of data, and the final written report will be included in the Modules.**

## COURSE OBJECTIVES

Students will:

1. identify the basic elements of research and group research design, including identification of an appropriate research question/hypothesis, distinguishing between reliability and validity, and identification of threats to internal validity, external validity, and reliability (Best & Kahn, 1989; Borg, 1987; Cates, 1985; Campbell & Stanley, 1971; Cook & Campbell, 1979; Gay, 1987; Huck, Cormier, & Bounds, 1974; Tuckman, 1988);  
(Theme: 2e; 5c,e,f; 6d; 8c; 9a,b,c)
2. identify basic elements and strategies of single subject research, including designs and analysis techniques (Barlow & Hersen; Cook & Campbell, 1979; Gay, 1987; Tawney & Gast, 1984);  
(Theme: 2e; 5,e,f; 6d; 8c; 9a,b,c)
3. critically review research in specific areas of special education and report and critique results in oral and written form (Campbell & Stanley, 1971; Cates, 1985; Cook & Campbell, 1979; Gay, 1987; Huck, Cormier, & Bounds, 1984; Tawney & Gast, 1984; Tuckman, 1988); and  
(Theme: 2e; 5,e,f; 6d; 8c; 9a,b,c)
4. compile a research paper including statement of a problem, review of related literature, and a proposed research design and analysis (Barlow & Hersen, 1985; Best & Kahn, 1989; Campbell & Stanley, 1971; Cates, 1985; Cook & Campbell, 1979; Gay, 1987; Tawney & Gast, 1984; Tuckman, 1988).  
(Theme: 2e; 5c,e,f; 6d; 8c; 9a,b,c)

Note: The term "Theme" listed under each course objective shows the correlation between the course objectives and the College of Education's Theme statement.

### LINKS TO PROFESSIONAL STANDARDS

CEC Advanced Preparation Standards:

[http://www.cec.sped.org/~media/Files/Standards/ProfessionalStandards/Advanced\\_Preparation\\_Standards.pdf](http://www.cec.sped.org/~media/Files/Standards/ProfessionalStandards/Advanced_Preparation_Standards.pdf)

National Board for Professional Teaching Standards – Exceptional Needs Standards (NBPTS EN)

[http://www.nbpts.org/userfiles/File/ecya\\_ens\\_standards.pdf](http://www.nbpts.org/userfiles/File/ecya_ens_standards.pdf)

LINK TO THE UNIVERSITY OF WEST GEORGIA'S CONCEPTUAL FRAMEWORK.

University of West Georgia – College of Education Professional Framework

<http://www.westga.edu/coe/>

### TEXTS, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES

**Suggested Texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>. If you have purchased a subscription

previously, DO NOT resubscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

**PLEASE NOTE THAT YOU WILL NOT RECEIVE A PASSING GRADE FOR THE COURSE IF YOUR FINAL CORRECTED RESEARCH PAPER IS NOT UPLOADED INTO TK20. YOU WILL BE GIVEN A GRADE OF "F" IF YOU DO NOT UPLOAD THE FINAL CORRECTED RESEARCH PAPER INTO TK20. YOU MUST HAVE APPROVAL FROM YOUR INSTRUCTOR PRIOR TO SUBMITTING YOUR FINAL PAPER INTO TK20.**

### ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

2. RESEARCH PAPER : An appropriate research topic of relevant interest should have been previously approved by the instructor of your SPED 8783 course. This course will guide you in the implementation of research, analysis of the data and the final written report. In your SPED 8783 course you should have completed a thorough literature review and IRB. This project is worth 100 points. (Objectives 1-5)

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

#### References:

- Cresswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th ed.). Upper Saddle River, NJ: Pearson/Allyn & Bacon.
- Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (2nd ed.). Glendale, CA: Pyrczak.
- Johnson, B. & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Kennedy, C. (2005). *Single-case designs for educational research*. Upper Saddle River, NJ: Allyn & Bacon.
- Lyne, L. S. (2008). *A cross section of educational research: Journal articles for discussion and evaluation* (4th ed.). Los Angeles: Pyrczak.
- Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Los Angeles: Pyrczak.
- Polaha, J. A., & Allen K. D. (1999). A tutorial for understanding and evaluating single subject methodology. *Proven Practice*, 1(2), 73-77. Los Angeles: Pyrczak.
- Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Upper Saddle River, NJ: Merrill.

**Link to Conceptual Framework:** The assignments are designed to make the students more *inquisitive* about how to use knowledge from the professional literature to improve practices with individuals with exceptionalities and their families in the P – 12 environment, and to develop *Professional Excellence* by conducting, evaluating, and using inquiry to foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. Students will *complete a final research project* based on



a current issue related to special education in the P – 12 schools. These are reflected in **all the assignments and activities** for this course.

**Activities:**

A sample APA paper can be found at the OWL Purdue Online Writing Lab at:

<http://owl.english.purdue.edu/owl/resource/560/18/>

1. Module 1 - Finalize Methodology Section for Research Project.  
& Begin and/or Complete Data Collection  
Review information provided in the module to help you complete this activity.
2. Module 2 - Introduction, Research Question & Literature Review  
Review information provided in the module to help you complete this activity.
3. Module 3 Reporting Results  
Review information provided in the module to help you complete this activity.
4. Module 4 Discussion of results, conclusion & summary  
Review information provided in the module to help you complete this activity.
5. Module 5 – Final Corrections and Finalization of Final Project Research Paper  
& Submit IRB End of Project Paperwork  
Review information provided in the module to help you complete this activity.

(You may earn up to 100 points for the Final Research Project Paper. See Syllabus)

**Grading**

Grading

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

**\*\*\*SPECIAL NOTE – YOU MUST BE ADMITTED INTO THE EDUCATIONAL SPECIALIST PROGRAM IN SPECIAL EDUCATION, HAVE COMPLETED SPED 8783 RESEARCH PROJECT, AND HAVE AN APPROVED IRB WITH AN UWG IRB# TO BE ADMITTED TO THIS CLASS. ANY STUDENT THAT REMAINS IN THE CLASS THAT DOES NOT MEET THIS CRITERIA WILL AUTOMATICALLY RECEIVE A GRADE OF F FOR THE SEMESTER. F = below 70 points, academic dishonesty or NOT UPLOADING THE FINAL RESEARCH PROJECT PAPER INTO TK20.**

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Opportunities for extra credit will not be provided for this class.

Late Work: Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 11:59 p.m. on the due date as listed in the syllabus and on CourseDen D2L. **Late assignments may have up to five (5) points deducted for each calendar day late (see rubric for more information).**

Professional Conduct: Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. The student should also periodically check their CourseDen D2L email for correspondence. The Instructor will also communicate through CourseDen D2L email system.

#### **CLASS OUTLINE:**

Although this class meets online you can consider Tuesdays to be our class meeting date.

**\*\* Due to the timelines established for FALL 2013 graduation paperwork to be submitted to the College of Education's Office of Graduate Studies, all final research projects must be completed and submitted no later than Tuesday, 11/19/13 at 11:59 p.m. After approval from the Instructor, the paper MUST BE UPLOADED into TK20 no later than 12/3/13 by 11:59 p.m. YOU WILL RECEIVE A GRADE OF "F" FOR THE COURSE IF YOU DO NOT SUBMIT YOUR PAPER INTO TK20 AFTER THE APPROVAL OF YOUR INSTRUCTOR.**

**IMPORTANT DATES:** <http://www.westga.edu/registrar/802.php>

**First Day of Classes – 8/26/13**

**Add/Drop classes – 8/26/13 – 9/2/13**

**Labor Day Holiday – 9/2/13 (All university offices closed)**

**Financial Aid Freeze – 9/2/13 (11:59 p.m.)**

**Final Fee Payment Deadline – 9/3/13 (6:00 p.m.)**

**SPRING GRADUATION APPLICATION – 10/1/13** <http://www.westga.edu/registrar/755.php>

**Last Day to Withdraw with a grade of W – 10/18/13**

**THANKSGIVING RECESS 11/25/13 – 11/27/13**

**THANKSGIVING HOLIDAYS 11/28/13 – 11/29/13 (University offices closed – reopen 12/2/13)**

<b>MODULE</b>	<b>ASSIGNMENT</b>	<b>DUE DATE</b>
<b>#1</b> <b>8/26/13 – 9/17/13</b>	Module 1 Finalize Methodology Section for Research Project & Begin and/or Complete Data Collection (Data Collection may be ongoing throughout the semester.) (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday 9/17/13 by 11:59 p.m.
<b>#2</b> <b>9/17/13 – 10/8/13</b>	Module 2 Introduction, Research Question & Literature Review (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday 10/8/13 by 11:59 p.m.
<b>#3</b> <b>10/8/13 – 10/29/13</b>	Module 3 Reporting Results (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday 10/29/13 by 11:59 p.m.
<b>#4</b> <b>10/29/13 – 11/12/13</b>	Module 4 Discussion of results, conclusion & summary (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday 11/12/13 by 11:59 p.m.
<b>#5</b> <b>10/29/13 – 11/19/13</b>	Module 5 Final Corrections and Finalization of Final Project Research Paper & Submit IRB End of Project Paperwork (Write this section of your Final Research Project paper and submit into the dropbox by the due Date.)	Tuesday 11/19/13 by 11:59 p.m.
<b>TK20</b> <b>11/19/13 – 12/3/13</b>	<b>PLEASE NOTE THAT THE COPY OF YOUR FINAL RESEARCH PAPER THAT IS UPLOADED INTO TK20 IS THE CORRECTED VERSION AFTER THE INSTRUCTOR REVIEWS IT ON 7/8/12 – 7/11/12.</b> <b>THE FINAL RESEARCH PROJECT PAPER WITH ALL CORRECTIONS FROM COMMITTEE CHAIR MUST BE UPLOADED INTO TK20 TO PASS THE COURSE.</b>	Tuesday 12/3/13 by 11:59 p.m.

Course Update Request (Add, Delete, Modify)					
<b>Originator</b>					
Psychology Department <small>Department</small>		College of Social Sciences <small>College</small>		Osbeck, Lisa <small>Originator</small>	
<b>Action</b>		<b>Modifications</b>			
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> <a href="#">(See Procedure)</a>			
<b>Course Details</b>					
PSYC <small>Prefix</small>	7004 <small>Number</small>	Historical Foundations of Psychology <small>Course Title</small>			
Through a historical lens, this course emphasizes interrelations between philosophy, psychology and social practice. These three domains have been separated within the discipline of psychology. The course looks at traditions that have questioned this demarcation, such as pragmatist, third force, and critical approaches, and examines the implications of a more integrative approach.					
<b>Course Catalog Description</b>					
4.00 <small>Lec Hrs</small>		4.00 <small>Credit Hrs</small>	Fall - 2014 <small>Effective Term</small>	Yearly <small>Frequency</small>	Letter Grade <small>Grading</small>
<b>Prerequisites</b>			<b>Corequisites</b>		
<b>Rationale</b>					
Changing course to 7000 level will allow MA students to register for the course.					
<b>Planning Info</b>			<b>Comments</b>		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Is this a SACS substantive change? NO <small>(See Policy)</small> Present or Projected Annual Enrollment: 15			Change in Course Number requested: 8003 to 7004 (7003 is already taken by an existing course).		
<b>College Approvals</b>			<b>Cross Listing Approvals</b>		
Amber Smallwood [APPROVED 2013-12-06] Coordinator, COSS Executive Committee			N/A Chair, Cross Listed Department		
Donadrian Rice [APPROVED 2013-11-20] Chair, Course Department			N/A Associate Dean, Cross Listed College		
<b>Other Approvals</b>			<b>Final Approval</b>		
Elizabeth Kramer [APPROVED 2014-01-22] Chair, Graduate Programs Committee			Jon Anderson [REQUIRED] Final Approver		

Program View Request (Read-Only)	
<p><b>Originator</b></p> <p>College of Social Sciences      Psychology Department      Osbeek, Lisa</p> <p><small>College      Department      Originator</small></p>	
<p><b>Action</b></p> <p> <input type="radio"/> Add                       <input checked="" type="radio"/> Modify                       <input type="radio"/> Deactivate                       <input type="radio"/> Terminate  <input type="radio"/> Reactivate                 </p>	<p><b>Modifications</b></p> <p> <input type="checkbox"/> Program Name                       <input type="checkbox"/> Program Description                       <input type="checkbox"/> Degree Name                       <input checked="" type="checkbox"/> See Modification Details                      Faculty Senate Review      (See Procedure)                 </p>
<p><b>Program Selection</b></p> <p>College of Social Sciences      Ph.D. in Psychology: Consciousness and Society</p> <p><small>College      Program</small></p> <p>Ph.D. in Psychology: Consciousness and Society      On Campus      Graduate</p> <p><small>Program Name      Program Location      Degree Level</small></p> <p>Doctor of Philosophy      Fall      2014</p> <p><small>Degree Name      Effective Semester/Year</small></p>	
<p><b>Modification Details</b></p> <p>Include PSYC 7004 among block of Foundations Courses from which students must select ONE course.</p> <p>PSYC 8003 will no longer be specifically required for PhD. (PSYC 8003 changed to PSYC 7004).</p> <p><small>(Max 4000 characters)</small></p>	<p><b>Rationale</b></p> <p>We would like to reduce the number of required courses for PhD students and increase available options.</p> <p><small>(Max 4000 characters)</small></p>
<p><b>Planning Info</b></p> <p> <input checked="" type="radio"/> Library Resources are Adequate  <input type="radio"/> Library Resources Need Enhancement                      Is this a SACS substantive change? NO      (See Policy)                      Present or Projected Annual Enrollment: 15                 </p>	<p><b>Comments</b></p> <p><small>(Max 4000 characters)</small></p>
<p><b>College Approvals</b></p> <p><u>Amber Smallwood</u> [APPROVED 2013-12-06] Coordinator, COSS Executive Committee</p> <p><u>Donadrian Rice</u> [APPROVED 2013-11-20] Chair, Course Department</p>	<p><b>Cross Listing Approvals</b></p> <p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p><b>Other Approvals</b></p> <p><u>Elizabeth Kramer</u> [APPROVED 2014-01-22] Chair, Graduate Programs Committee</p>	<p><b>Final Approval</b></p> <p><u>Jon Anderson</u> [REQUIRED] Final Approver</p>

Course Update Request (Add, Delete, Modify)						
<b>Originator</b>						
Accounting and Finance <small>Department</small>	Richards College of Business <small>College</small>	Haynes, Christine <small>Originator</small>				
<b>Action</b>						
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete		<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <span style="float: right;">Senate Review Not Required <input type="checkbox"/> (See Procedure)</span>				
<b>Course Details</b>						
ACCT <small>Prefix</small>	6242 <small>Number</small>	Strategic Information Systems and Risk Management <small>Course Title</small>				
A study of the identification and modeling of business processes; identification of business and information risk exposures, and the development of appropriate control strategies; and analysis and design of information systems for business processes.						
<b>Course Catalog Description</b>						
3.00 <small>Lec Hrs</small>	0 <small>Lab Hrs</small>	3.0 <small>Credit Hrs</small>	Spring - 2015 <small>Effective Term</small>	Yearly <small>Frequency</small>	Letter Grade <small>Grading</small>	
<b>Prerequisites</b>			<b>Corequisites</b>			
<b>Rationale</b>						
See Attached						
<b>Planning Info</b>			<b>Comments</b>			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Is this a SACS substantive change? NO <input type="checkbox"/> (See Policy) Present or Projected Annual Enrollment: 20			Please see attachment: (1) course syllabus and (2) rationale for deleting course			
<b>College Approvals</b>			<b>Cross Listing Approvals</b>			
James R. Colley [APPROVED 2013-11-04] <hr/> Chair, Course Department			N/A <hr/> Chair, Cross Listed Department			
Faye McIntyre [APPROVED 2013-11-19] <hr/> Dean, RCOB			N/A <hr/> Associate Dean, Cross Listed College			
<b>Other Approvals</b>			<b>Final Approval</b>			
Sunil Hazari [APPROVED 2013-11-19] <hr/> RCOB Graduate Program Committee Chair			Jon Anderson [REQUIRED] <hr/> Final Approver			
Elizabeth Kramer [APPROVED 2014-01-22] <hr/> Chair, Graduate Programs Committee						

**ACCT 5242 - Strategic Information Systems**  
**Expanded Course Outline**  
**Spring 2013**

**Instructor:** Dr. Ron Colley  
**Office:** Adamson 202A  
**Telephone:** 678-839-4811  
**e-mail :** [rcolley@westga.edu](mailto:rcolley@westga.edu)

**Office Hours:** MTWR 2:00 – 3:00 p.m.

The policy of the University of West Georgia is that each student is responsible for checking his/her my.westga.edu e-mail account on a regular basis.

**I. Catalog Description:**

A study of the identification and modeling of business processes and analysis and design of accounting information systems for business processes.

**II. Required Background or Experience:**

A. Prerequisites: ACCT 4241

B. Prerequisite Justification:

This course builds on the course material from ACCT 4241

C. General Education (Core) Curriculum:

This course uses the critical thinking and analysis abilities developed in the Core Area IV courses of ACCT 2101 and ACCT 2102. The knowledge gained in Core Area IV courses in ACCT 2101, ACCT 2102 and CISM 2201 is also used.

**III. Expected Outcomes:**

- A. Understand the analysis and modeling of business processes. LG4; LO4.5
- B. Development of database skills. LG4; LO4.5
- C. Display critical thinking and analysis abilities through examinations and case analysis. LG4
- D. Understand accounting information systems designs which support business processes through the use of databases which are used to develop financial statements. LG4; LO4.5

**IV. Text and References:**

Course Packet (distributed in class).

Adamski and Finnegan. New Perspectives on Microsoft Office Access 2010 - Brief  
Thomson Course Technology, 2011. ISBN 13: 978-0-538-79849-5

**V. Special or Unique Student Materials:**

The suggested storage medium is a USB port drive.

Scantron forms--882E or 882ES.

**VI. Special or Unique University Facilities:**

The course is held in a computer classroom.

**VII. Expanded Description of the Course and Instructional Method:**

**A. Expanded Description of the Course:**

The course focuses on modeling business processes in a business event-driven system. A parallel objective of the course is to gain an understanding of database management systems. Accordingly, the use of Microsoft Access is also emphasized.

**B. Instructional Methods:**

1) Class Discussion, Instruction, and Active Learning

Class discussion, instruction, and active learning approaches are utilized.

2) Problem Solving and Computer Applications

The assigned problems should be solved to enhance understanding of the concepts discussed in class. The computer applications are included to develop an understanding of database management systems.

3) Database Project

The database project will involve the development and presentation of financial statements through the application of structured query language to a database.



**VIII. Methods of Evaluating Outcomes:**

A. Evaluation Tools:

Exam 1	30%
Exam 2	20%
Quizzes	35%
Database Project	<u>15%</u>
Total	100%

There is no extra credit in this course. Work submitted for credit in other courses will not count for credit in this course.

B. Attendance:

Class attendance is important because of the computer applications done in class. There are no points for attendance. However, attendance will be taken and may be considered for borderline grades at the end of the semester. Additionally, those with excessive absences (as determined by the instructor) will not be granted benefits (such as not having to take a particular quiz or exam) that may be given to those in regular attendance.

C. Schedule Changes:

The schedule provided should be considered a general guideline. At various times during the semester, we may vary from the printed schedule. Occasionally, assignments may be deleted, added or modified. Anyone absent from class is responsible for finding out about schedule changes. A summary of what was done in each class will be posted on the class website. It is the responsibility of students who were absent to complete the missed class activities before the next class.

D. Academic Dishonesty:

Academic dishonesty may result in dismissal from the class with a grade of "F."

**IX. Schedule**

<u>DATE</u>	<u>CLASS DISCUSSION</u>	<u>ASSIGNMENTS</u>
JAN		
T 08	Introduction; Modeling Business Processes	
R 10	Ch. 6 Case 6 Al's Furniture – draw ER diagram Michelle's Collectibles - Part b (omit cardinalities); Michelle's Collectibles - Part d (omit cardinalities)	

<u>DATE</u>	<u>CLASS DISCUSSION</u>	<u>ASSIGNMENTS</u>
<b>JAN</b>		
T 15	<b>Practice Quiz;</b> Michelle's Collectibles - Part d (omit cardinalities)	Pages OFF 1 to OFF 32
R 17	<b>Tutorial 1 Quiz;</b> Tom's Trailer Sales	Tutorial 1
T 22	Tom's Trailer Sales (cont'd)	Tom's Trailer Sales
R 24	<b>Tutorial 2 Quiz;</b> Cardinalities	Tutorial 2
T 29	Cardinalities	Cardinalities (Ch. 4)
R 31	<b>Tutorial 3 Quiz;</b> Systems Analysis and Design of a Business Event-Driven System; Michelle's Collectibles with cardinalities.	Tutorial 3
<b>FEB</b>		
T 05	Systems Analysis and Design of a Business Event-Driven System; Michelle's Collectibles with cardinalities.	Cardinalities (Ch. 4)
R 07	<b>Tutorial 4 Quiz</b>	Tutorial 4
T 12	Continue with Michelle's Collectibles	
R 14	Tom's with cardinalities	Tom's with cardinalities
T 19	Prepare for Exam 1	Cardinalities assignment
R 21	<b>Exam 1</b>	Prepare for Exam 1
T 26	Review Exam 1, Queries	

<b><u>DATE</u></b>	<b><u>CLASS DISCUSSION</u></b>	<b><u>ASSIGNMENTS</u></b>
<b>MAR</b>		
<b>M 04</b>	<b>Last day to withdraw with a grade of W</b>	
T 05		Case 1
R 07	Continue Case 1	Case 1
<b>MAR</b>		
T 12	Continue Case 1	Case 1
R 14	Continue Case 1	Case 1
T 19	<b>Spring Break</b>	
R 21	<b>Spring Break</b>	
T 26	Complete Case 1	Case 1
R 28	Case 2	Case 2
<b>APR</b>		
T 02	Case 2	Case 2
R 04	Case 2	Case 2
T 09	Case 2	Case 2
R 11	Case 2	Case 2
T 16	Case 2	Case 2
R 18	Case 2	Case 2
T 23	<b>Exam 2: 5:00 p.m.</b>	

**Rationale for changing the course number of ACCT 5242 to ACCT 6242:**

The 5242/4242 course numbering that currently exists was developed in 1991 for the MPAcc program which became operational in 1992. The program was developed to have six accounting courses and four non-accounting courses. Five of the accounting courses were designated as 6000-level courses while one course was designated as 5242/4242.

The reason for having a course which had the graduate and undergraduate students in the same classroom had to do with the size of the faculty coupled with the need to provide upper-level undergraduate elective accounting courses. The number of upper-level undergraduate accounting hours required in the accounting major was 21 (which have since been increased to 22).

The requirements to become a Certified Public Accountant in Georgia are 30 hours of upper-level accounting. Some students satisfy the 30-hour requirement by completing a master's degree, but some elect to take additional hours of undergraduate accounting. Thus, having the course as 5242/4242 provided an additional upper-level undergraduate accounting course without the need for additional faculty.

Currently, two upper-level accounting courses are available as electives that were not available at the time the ACCT 5242/4242 course was created. ACCT 4202 is a financial statement analysis course and ACCT 3241 is Fraud Examination. In addition, two tenure-track accounting faculty lines have been added. Thus, more upper-level accounting courses are available and more faculty members are available.

Two new 5000-level accounting courses will be added to the curriculum to meet current needs. One of those courses will be on the topic of sustainability accounting. This course will help meet the needs of a new sustainability program being developed by the Richards College of Business along with Southwire, as well as to provide an elective for MBA students. Another new 5000-level course will be Strategic Cost Management. This course will also serve as an elective for MBA students.

Both of the new 5000-level courses can serve as substitution courses for the MPAcc program. Sometimes there are students who have already taken some of the courses in the MPAcc program. This happens particularly with students who obtain an MBA degree from UWG before entering the MPAcc program. Courses already taken in the MBA program are not allowed to count toward an MPAcc degree. Thus, substitutions must be made. Currently, it is sometimes difficult to find suitable courses for substitution. These two new 5000-level courses will serve that need. In addition, the companion undergraduate courses for the two new 5000-level courses will serve the need for upper-level accounting electives for those who want to obtain the 30 hours of upper-level accounting by taking undergraduate courses.

In conjunction with the need to convert ACCT 5242 to ACCT 6242 is the discontinuance of ACCT 4242 (which was the undergraduate companion course for ACCT 5242). If students take ACCT 4242 as an undergraduate and then become MPAcc students, there is no need for them to take ACCT 5242. A substitution must be made from limited courses available. Thus, it is better for those students who will enter the MPAcc program to not take ACCT 4242. The elimination of ACCT 4242/5242 and the conversion of ACCT 5242 to ACCT 6242 will solve this problem. The addition of two new 5000-level accounting courses also allows for the possibility of modifying the courses taken in the MPAcc program. The MPAcc curriculum developed in 1991 included only six accounting courses because that was the maximum number that the limited size of the accounting faculty could support. Two new 5000-level accounting courses allow for the

possibility of allowing the MPAcc students to take more accounting courses. However, students are only allowed to take two 5000-level courses. Changing ACCT 5242 to ACCT 6242 will provide room for the new 5000-level courses in the curriculum.

Course Update Request (Add, Delete, Modify)

Originator

Accounting and Finance  
Department

Richards College of Business  
College

Haynes, Christine  
Originator

Action

Add  Modify  Delete

Modifications

Prerequisites  Description  Title  Credit  See Comments

Senate Review Not Required (See Procedure)

Course Details

ACCT 6242 Strategic Information Systems  
Prefix Number Course Title

A study of the identification and modeling of business processes and analysis and design of accounting information systems for business processes.

Course Catalog Description

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

Prerequisites

none

Corequisites

none

Rationale

see attached

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Please see attached: (1) syllabus for the class and (2) rationale for adding the class

College Approvals

James R. Colley [APPROVED 2013-11-04]

Chair, Course Department

Faye McIntyre [APPROVED 2013-11-19]

Dean, RCOB

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Sunil Hazari [APPROVED 2013-11-19]

RCOB Graduate Program Committee Chair

Elizabeth Kramer [APPROVED 2014-01-22]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Final Approver

**ACCT 6242 - Strategic Information Systems**  
**Expanded Course Outline**  
**Spring 2014**

**Instructor:** Dr. Ron Colley  
**Office:** Adamson 202A  
**Telephone:** 678-839-4811  
**e-mail :** [rcolley@westga.edu](mailto:rcolley@westga.edu)

**Office Hours:** MTWR 2:00 – 3:00 p.m.

The policy of the University of West Georgia is that each student is responsible for checking his/her my.westga.edu e-mail account on a regular basis.

**I. Catalog Description:**

A study of the identification and modeling of business processes and analysis and design of accounting information systems for business processes.

**II. Required Background or Experience:**

A. Prerequisites: ACCT 4241

B. Prerequisite Justification:

This course builds on the course material from ACCT 4241

C. General Education (Core) Curriculum:

This course uses the critical thinking and analysis abilities developed in the Core Area IV courses of ACCT 2101 and ACCT 2102. The knowledge gained in Core Area IV courses in ACCT 2101, ACCT 2102 and CISM 2201 is also used.

**III. Expected Outcomes:**

- A. Understand the analysis and modeling of business processes. LG4; LO4.5
- B. Development of database skills. LG4; LO4.5
- C. Display critical thinking and analysis abilities through examinations and case analysis. LG4
- D. Understand accounting information systems designs which support business processes through the use of databases which are used to develop financial statements. LG4; LO4.5

**IV. Text and References:**

Course Packet (distributed in class).

Adamski and Finnegan. New Perspectives on Microsoft Office Access 2010 - Brief  
Thomson Course Technology, 2011. ISBN 13: 978-0-538-79849-5

**V. Special or Unique Student Materials:**

The suggested storage medium is a USB port drive.

Scantron forms--882E or 882ES.

**VI. Special or Unique University Facilities:**

The course is held in a computer classroom.

**VII. Expanded Description of the Course and Instructional Method:**

**A. Expanded Description of the Course:**

The course focuses on modeling business processes in a business event-driven system. A parallel objective of the course is to gain an understanding of database management systems. Accordingly, the use of Microsoft Access is also emphasized.

**B. Instructional Methods:**

1) Class Discussion, Instruction, and Active Learning

Class discussion, instruction, and active learning approaches are utilized.

2) Problem Solving and Computer Applications

The assigned problems should be solved to enhance understanding of the concepts discussed in class. The computer applications are included to develop an understanding of database management systems.

3) Database Project

The database project will involve the development and presentation of financial statements through the application of structured query language to a database.



### VIII. Methods of Evaluating Outcomes:

A. Evaluation Tools:

Exam 1	30%
Exam 2	20%
Quizzes	35%
Database Project	<u>15%</u>
Total	100%

There is no extra credit in this course. Work submitted for credit in other courses will not count for credit in this course.

B. Attendance:

Class attendance is important because of the computer applications done in class. There are no points for attendance. However, attendance will be taken and may be considered for borderline grades at the end of the semester. Additionally, those with excessive absences (as determined by the instructor) will not be granted benefits (such as not having to take a particular quiz or exam) that may be given to those in regular attendance.

C. Schedule Changes:

The schedule provided should be considered a general guideline. At various times during the semester, we may vary from the printed schedule. Occasionally, assignments may be deleted, added or modified. Anyone absent from class is responsible for finding out about schedule changes. A summary of what was done in each class will be posted on the class website. It is the responsibility of students who were absent to complete the missed class activities before the next class.

D. Academic Dishonesty:

Academic dishonesty may result in dismissal from the class with a grade of "F."

### IX. Schedule

<u>DATE</u>	<u>CLASS DISCUSSION</u>	<u>ASSIGNMENTS</u>
JAN		
M 06	Introduction; Modeling Business Processes	
W 08	Ch. 6 Case 6 Al's Furniture – draw ER diagram Michelle's Collectibles - Part b (omit cardinalities); Michelle's Collectibles - Part d (omit cardinalities)	

<u>DATE</u>	<u>CLASS DISCUSSION</u>	<u>ASSIGNMENTS</u>
<b>JAN</b>		
M 13	<b>Practice Quiz; Michelle's Collectibles - Part d</b> (omit cardinalities)	Pages OFF 1 to OFF 32
W 15	<b>Tutorial 1 Quiz; Tom's Trailer Sales</b>	Tutorial 1
M 20	Holiday	
W 22	Tom's Trailer Sales (cont'd)	
M 27	<b>Tutorial 2 Quiz; Cardinalities</b>	Tutorial 2
W 29	Cardinalities	Cardinalities (Ch. 4)
Feb.		
M 03	<b>Tutorial 3 Quiz; Systems Analysis and Design of a Business Event-Driven System; Michelle's Collectibles with cardinalities.</b>	Tutorial 3
W 05	Systems Analysis and Design of a Business Event-Driven System; Michelle's Collectibles with cardinalities.	Cardinalities (Ch. 4)
M 10	<b>Tutorial 4 Quiz</b>	Tutorial 4
W 12	Continue with Michelle's Collectibles	
M 17	Tom's with cardinalities	Tom's with cardinalities
W 19	Prepare for Exam 1	Cardinalities assignment
M 24	<b>Exam 1</b>	Prepare for Exam 1
W 26	Review Exam 1, Queries	

<u>DATE</u>	<u>CLASS DISCUSSION</u>	<u>ASSIGNMENTS</u>
<b>MAR</b>		
M 03	Begin Case 1	
W 05	Continue Case 1	Case 1
M 10	Continue Case 1	Case 1
W 12	Continue Case 1	Case 1
M 17	Spring Break	
W 19	Spring Break	
M 24	Continue Case 1	Case 1
M 26	Complete Case 1	Case 1
W 28	Case 2	Case 2
M 31	Case 2	Case 2
<b>APRIL</b>		
W 02	Case 2	Case 2
M 07	Case 2	Case 2
W 09	Case 2	Case 2
M 14	Case 2	Case 2
W 16	Case 2	Case 2
M 21	<b>Exam 2: 5:00 p.m.</b>	

## **Rationale for changing the course number of ACCT 5242 to ACCT 6242:**

The 5242/4242 course numbering that currently exists was developed in 1991 for the MPAcc program which became operational in 1992. The program was developed to have six accounting courses and four non-accounting courses. Five of the accounting courses were designated as 6000-level courses while one course was designated as 5242/4242.

The reason for having a course which had the graduate and undergraduate students in the same classroom had to do with the size of the faculty coupled with the need to provide upper-level undergraduate elective accounting courses. The number of upper-level undergraduate accounting hours required in the accounting major was 21 (which have since been increased to 22).

The requirements to become a Certified Public Accountant in Georgia are 30 hours of upper-level accounting. Some students satisfy the 30-hour requirement by completing a master's degree, but some elect to take additional hours of undergraduate accounting. Thus, having the course as 5242/4242 provided an additional upper-level undergraduate accounting course without the need for additional faculty.

Currently, two upper-level accounting courses are available as electives that were not available at the time the ACCT 5242/4242 course was created. ACCT 4202 is a financial statement analysis course and ACCT 3241 is Fraud Examination. In addition, two tenure-track accounting faculty lines have been added. Thus, more upper-level accounting courses are available and more faculty members are available.

Two new 5000-level accounting courses will be added to the curriculum to meet current needs. One of those courses will be on the topic of sustainability accounting. This course will help meet the needs of a new sustainability program being developed by the Richards College of Business along with Southwire, as well as to provide an elective for MBA students. Another new 5000-level course will be Strategic Cost Management. This course will also serve as an elective for MBA students.

Both of the new 5000-level courses can serve as substitution courses for the MPAcc program. Sometimes there are students who have already taken some of the courses in the MPAcc program. This happens particularly with students who obtain an MBA degree from UWG before entering the MPAcc program. Courses already taken in the MBA program are not allowed to count toward an MPAcc degree. Thus, substitutions must be made. Currently, it is sometimes difficult to find suitable courses for substitution. These two new 5000-level courses will serve that need. In addition, the companion undergraduate courses for the two new 5000-level courses will serve the need for upper-level accounting electives for those who want to obtain the 30 hours of upper-level accounting by taking undergraduate courses.

In conjunction with the need to convert ACCT 5242 to ACCT 6242 is the discontinuance of ACCT 4242 (which was the undergraduate companion course for ACCT 5242). If students take ACCT 4242 as an undergraduate and then become MPAcc students, there is no need for them to take ACCT 5242. A substitution must be made from limited courses available. Thus, it is better for those students who will enter the MPAcc program to not take ACCT 4242. The elimination of ACCT 4242/5242 and the conversion of ACCT 5242 to ACCT 6242 will solve this problem. The addition of two new 5000-level accounting courses also allows for the possibility of modifying the courses taken in the MPAcc program. The MPAcc curriculum developed in 1991 included only six accounting courses because that was the maximum number that the limited size of the accounting faculty could support. Two new 5000-level accounting courses allow for the possibility of allowing the MPAcc students to take more accounting courses. However, students

are only allowed to take two 5000-level courses. Changing ACCT 5242 to ACCT 6242 will provide room for the new 5000-level courses in the curriculum.

**Rationale for the modification of the course title:**

The elimination of the words “and Risk Management” from the course title will result in a more accurate course title, given that the primary focus of the course is not on risk management. The focus of the course is on modeling of business processes rather than risk management.

**Rationale for modification of the course description:**

The elimination of the words "...identification of business and information risk and the development of appropriate control strategies..." will result in a more accurate description of the course. The primary focus of the course is on modeling of business processes rather than risk management.