

Graduate Council Agenda

Friday, October 25, 2013 at **1:15 pm**

Graduate School Conference Room, 603

Present: Drs. Sustich, Schmidt, Bounds (Bowser), Kemp, Holman, Owen, Gilbert, Harper (Fowler), Hansen, Koizumi, Srivatsan, Roe (Jones), Phillips (Drake), McKay, Tusalem (McLean) and Ms. Tejada and Finch

1. Agriculture

PSSC 5342 Seed Analysis and Processing Deletion **APPROVED**

PSSC 5343 Seed Prod, Proc and Analysis **APPROVED**

2. Social Work

SW Addiction Studies certif Bulletin change **APPROVED**

SW 5273 Seminar in Addictions Studies I Bulletin Change **APPROVED**

SW 5293 Seminar in Addictions Studies II Bulletin Change **APPROVED**

SW 6063 Social Work Policy Analysis Deletion **APPROVED**

SW 6063 Rural Social Work Policy Practice **APPROVED**

3. Graduate Temporary Faculty

Barbara Combs **APPROVED**

Craig Johnson **APPROVED**

David McKinney **APPROVED**

Julia Englund **APPROVED**

Linda Brady **APPROVED FOR FALL 2013 ONLY**

Lonnie Williams **APPROVED**

Rick Stripling **APPROVED**

Casey Rockwell **APPROVED**

Markel Quarles **APPROVED**

Jason Penry **APPROVED**

4. Guidelines for Departmental and Program Graduate Faculty Qualification Standards **APPROVED**

Code #

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Program and/or Course Deletion

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Program and/or Course Title, Prefix and Number

PSSC 5342 Seed Analysis and Processing

2. Contact Person (Name, Email Address, Phone Number)

J. Kim Pittcock, kpittcoc@astate.edu; 870-972-2847

3. Last semester student can graduate with this degree and/or last semester course will be offered

Spring 2012

4. Student Population

a. The program and/or course was initially created for what student population?

Graduate students within the College of Agriculture and Technology were the primary student population.

b. How will deletion of this program and/or course affect those students?
A new 3 hour course is being developed to take the place of this 2 hour course.

5.

a. How will this affect the department?

NA

b. Does this program and/or course affect another department? No

c. If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.

6. (For courses only) Will another course be substituted? Yes

If yes, what course?

PSSC 5343 Seed Production, Processing and Analysis

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
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7. Minimize the bulletin and maximize this page.
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

~~**PSSC 5342 Seed Analysis and Processing** Techniques and principles of seed analysis and grading; methods of producing and processing quality seeds and seed stocks.~~

PSSC 5713 Soil Quality Assessment and Interpretation A study of the indicators of soil quality, documentation and measurement of soil quality, interpretations of soil quality, impacts and effects of management on soil quality, and the role of conservation planning in improving soil quality.

PSSC 5813 Soil Fertility A study of the principles involved in maintaining and increasing fertility of the soil. Lecture two hours, laboratory two hours per week.

PSSC 5853 Soil and Water Study of soil and water management practices and strategies as it relates to agriculture, urban planning, and natural resources. Sustainability of the soil resource will be the main focus of this course.

PSSC 5863 Soil Chemistry Chemical properties and constituents of soils, determination of several important elements, application to soil fertility.

PSSC 5873 Soil Physics Soil physical properties and measurements, with emphasis on the relation to plant growth. Lecture two hours, laboratory two hours per week.

PSSC 5883 Soil Microbiology Soil organic matter in relation to soil organisms. Lecture two hours, laboratory two hours per week.

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

PSSC 5343

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Seed Production, Processing and Analysis
(Seed Prod, Proc and Analysis)

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

Yes

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Methods of producing quality seeds and seed stocks, processing methods, and techniques of seed analysis and grading..

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

None

b. Why?

Enter text...

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Spring, even

10. Contact Person (Name, Email Address, Phone Number)

J. Kim Pittcock, kpittcoc@astate.edu; 870-972-2847

11. Proposed Starting Term/Year

Spring 2014

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? Yes

If yes, what course?

PSSC 5342 Seed Analysis and Processing

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course provides the production methods for seed, mechanisms of seed processing and quality analysis of the seed. Goals for the course: students will be able to understand the final component in agronomic and horticulture production of seeds for either the next crop generation or for utilization in the feed, food, oil or fiber industries. They will also learn the various processing procedures of each major crop and the tests which are performed to analyze seeds.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

One of the missions in the College of Agriculture and Technology is to prepare students with holistic understanding in all aspects of the agricultural industry; this would include the area of seed production, processing and analysis. The course provides the final stage of crop production with an emphasis on the seeds and the processing or analysis required, depending on the final seed usage. These are areas that are not covered within the current content of the college's courses.

c. Student population served.

Graduate students within the College of Agriculture and Technology.

d. Rationale for the level of the course (lower, upper, or graduate).

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1 – Seed industry, seed morphology and anatomy

Week 2 - Seed chemistry/ composition

Week 3 - Pollination; Fertilization; Seed formation

Week 4 - Seed dormancy, germination, seedling establishment

Week 5 - **Exam 1**; Production of fiber and oil seed crops

Week 6 – Production of feedstock crops

Week 7 - Production of food crops

Week 8 - Seed and seedling vigor; Seed quality; Seed viability

Week 9 - **Exam 2** Seed testing; Seed longevity

Week 10 - Seed deterioration

Week 11 - Seed processing, conditioning

Week 12 - Seed processing equipment

Week 13 - Seed drying and equipment

Week 14 - **Exam 3**; Seed laws - Federal and State

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Graduate students: 2 Group projects on crop production (paper and PowerPoint presentations), 2 major research papers, exams

Undergraduate students: Group project on crop production, 1 minor research papers, exams

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Labs will consist of many seed testing procedures, greenhouse germination studies, and site visits to production fields, cotton gin, and a rice mill.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No

20. What is the primary intended learning goal for students enrolled in this course?

The primary learning goal is for the student to understand the relationship between production in the field and how it affects or determines the processing procedures and the final quality of the seed.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Seed Production: Principles and Practices, Miller F. McDonald and Lawrence O. Copeland, 2nd edition, Springer Science, 2012

b. Number of pages of reading required per week: 15-20

c. Number of pages of writing required over the course of the semester: 15

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

The students will be able to analyze seed testing and the resulting testing data.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Students will conduct four seed testing procedures on several crop species.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

The students will be required to keep a lab notebook, record weekly observations, and write an evaluation and data analysis of the seed tests.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

The students will be able to identify the processing procedures of the major seed crops.

Learning Activity:

The students will tour a cotton gin and a rice mill to see the processing equipment and procedures.

Assessment Tool:

The students will take notes during the tours and will write summaries of the tours and what knowledge they gained from the experience.

Outcome #3:

The students will be able to differentiate the production systems of the major seed crops.

Learning Activity:

The students will create two group projects on production major seed crops..

Assessment Tool:

Graduate students will present two PowerPoint group projects to the class.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

- Minimally
- Indirectly
- Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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Plant and Soil Science

PSSC 5313 Plant Growth and Development Auxins, gibberellins, and various other regulators of plant growth; also phenomena such as flowering and dormancy.

~~**PSSC 5342 Seed Analysis and Processing** Techniques and principles of seed analysis and grading; methods of producing and processing quality seeds and seed stocks.~~

PSSC 5343 Seed Production, Processing and Analysis Methods of producing quality seeds and seed stocks, processing methods, and techniques of seed analysis and grading. Lecture two hours, laboratory two hours per week.

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PSSC 5883 Soil Microbiology Soil organic matter in relation to soil organisms. Lecture two hours, laboratory two hours per week.

PSSC 639V (1-6 hours) Thesis

PSSC 6543 Advanced Geographic Information Systems Advanced GIS using Arc GIS software as the analytical assessment package. Prerequisites: PSSC 3543 Fundamental of GIS and GPS or instructors consent.

PSSC 6803 Soil and Crop Production Soil classes as affecting crop production; fertility, drainage, texture, structure, organic matter.

PSSC 6813 Investigative Procedures in Agricultural Research Analytic laboratory procedures required for agricultural research. Lecture one hour, laboratory four hours per week.

Adult Education

AE 5513 Introduction to Adult Education An in-depth study of the growth and development of adult education in the United States. Analysis of contemporary issues and

Bulletin Change Transmittal Form

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Bulletin Change

Please attach a copy of all catalogue pages requiring editorial changes.

Department Curriculum Committee Chair

COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Contact Person (Name, Email Address, Phone Number)

Karen Allen
kallen@astate.edu, X3987

2. Proposed Change

1. Add SW 6323 Clinical Interventions with Substance Abuse and Dependence to the requirements of Track A of the Graduate Certificate in Addictions Studies increasing the required semester hours from 18 – 21 as indicated on page 244.

2. Change course titles and descriptions of SW 5273 Practicum in Addictions Studies and SW 5293 Addictions Studies II to SW 5273 Seminar in Addictions Studies I and SW 5293 Seminar in Addictions Studies II as indicated on page 255 of the Graduate Bulletin. See corresponding course proposal forms describing these changes in detail.

3. Add Track C to the Graduate Certificate in Addictions Studies. List on page 245 as follows

Track C: Post-MSW Certificate in Addiction Studies

SW 6003 Psychopathology for Social Workers
SW 5323 Substance Abuse and Dependence Interventions
SW 6323 Clinical Interventions with Substance Abuse & Dependence
SW 560V Independent Study (Final Project in Addictions Studies)
SW 5273 ~~Practice~~ Seminar in Addictions Studies I
SW 5293 ~~Practice~~ Seminar in Addictions Studies II

Total Hours: 18

4. Correct typographical errors on pages 244, 256 and 257. On page 244, SW 6053 should read Clinical Practice with Groups; on page 256 under SW 5373 there should be a space between the words ecological and systems; and on page 257 under SW 6073 prerequisite is spelled incorrectly and add "s" to the end of students to be consistent with other course descriptions.

3. Effective Date

7/1/2013

4. Justification

1. An additional course is needed to adequately prepare students for working with this population as well as to meet the state certification board's required content for certificate in addictions counselor. The MSW curriculum requires students take two electives; therefore, this addition does not increase the required course load of students to complete the Addictions Certificate.
2. Change in course title and description is necessary as CSWE does not distinguish between a practicum and internship. The MSW curriculum already offers internship courses and a separate practicum course is unnecessary, confusing and potentially out of compliance with CSWE. By renaming the course as a seminar, can be offered to mental health professionals already working in the field who need clinical supervision in order to meet state certification requirements.
3. Track C is added to meet the need for mental health practitioners who specialize and are certified in addictions counseling. Track C provides an option for working professionals to complete required course work (with twelve required content areas mandated by the State Certification Board) and receive clinical supervision by a credentialed faculty member in order to help them meet state requirements for a certification in addiction counseling.
4. Correct typographical errors.

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Change 1 - Page 244 of Graduate Bulletin

Track A (Social Work Students)

SW 6003 Psychopathology for Social Workers

SW 5323 Substance Abuse and Dependence Interventions

Add: SW 6323 Clinical Interventions with Substance Abuse & Dependence

SW 6053 Clinical Practice with Groups

SW 6033 Clinical Practice with Individuals

SW 6803 Full-Time Advanced Field I

SW 6813 Full-Time Advanced Field II

OR

SW 6821 Part-Time Advanced Field I

SW 6822 Part-Time Advanced Field II

SW 6831 Part-Time Advanced Field III

SW 6832 Part-Time Advanced Field IV

Total Hours: ~~18~~ 21

Change 2: Change Course Titles and descriptions on page 255 of Graduate Bulletin –

CHANGE FROM: SW 5273 Practicum in Addiction Studies The first practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students will receive onsite supervision from clinical supervisors with special training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment.

SW 5293 Practicum in Addiction Studies II The second practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have responsibility for clients within an approved agency. Further the student will demonstrate proficiency in outcome measurement and goal attainment. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment, SW 5273 Practicum in Addiction Studies

CHANGE TO: SW 5273 Seminar in Addiction Studies I The first seminar experience for MSW practitioners working in an agency whose primary clients are in substance abuse recovery. Students meet weekly as a group for clinical supervision by faculty member with specialized training and credentials in substance abuse treatment. Prerequisite: Instructor's permission.

SW 5273 Seminar in Addiction Studies II The second seminar experience for MSW practitioners working in an agency whose primary clients are in substance abuse recovery. Students meet weekly as a group for clinical supervision by faculty member with specialized training and credentials in substance abuse treatment. Prerequisite: Instructor's permission.

Change 3: Add Track C to Addictions Certificate Program on page 245 Graduate Bulletin

Track C Post-MSW Certificate in Addictions Certificate

SW 6003 Psychopathology for Social Workers

SW 5323 Substance Abuse and Dependence Interventions

~~SW 6323 Co-occurring Disorders in Mental Health and Substance Abuse~~ **Clinical Interventions with Substance Abuse & Dependence**

SW 560V Independent Study (Final Project in Addiction Studies)

HP 5273 Seminar in Addiction Studies I

HP 5293 Seminar in Addiction Studies II

Total Hours: 18

Change 4: Correct typographical errors in Graduate Bulletin

Page 244 - SW 6053 Clinical Practice with Group**S**

Page 256 - **SW 5373 Social Work and Health Care Services** This course is designed to provide knowledge and understanding of direct social work practice in varied health care settings. Illness, disease, trauma/disability, death and dying are examined from an ~~ecologicalsystems~~ **ecological systems** perspective. Issues of diversity and bioethics are emphasized.

Page 257 - **SW 6033 Clinical Practice with Individuals** This course is designed to assist students in development of their clinical assessment and intervention skills with individuals. The course presents the theoretical basis of individual focused models of assessment and and proficiency within the broad philosophical base of social work practice-

~~Prerequisite~~ **Prerequisite** Graduate Social Work Student**S**

New/Special Course Proposal-Bulletin Change Transmittal Form

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New Course or **Special Course (Check one box)**

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COPE Chair (if applicable)

Department Chair:

General Education Committee Chair (If applicable)

College Curriculum Committee Chair

Undergraduate Curriculum Council Chair

College Dean

Graduate Curriculum Committee Chair

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
SW 5273.

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Change SW 5273 Practicum in Addictions Studies I to SW 5273 Seminar in Addictions Studies I.

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Seminar.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

This seminar is for post-graduate mental health professionals completing the Addictions Certificate Program. Participants integrate and synthesize didactic and experiential learning in order to work effectively with addictive disorders. Employment hours completed during the seminar may be used to meet state requirements for certification.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

This course is restricted to post-graduate mental health clinicians completing the Addictions Certificate Program.

b. Why?

Purpose of offering is to help practicing mental health professionals obtain state certification in addictions counseling.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

SW 5273 will be offered in Fall.

10. Contact Person (Name, Email Address, Phone Number)

Karen Allen, kallenastate.edu, 680-4356

11. Proposed Starting Term/Year

Fall, 2014

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

There is a need for mental health professionals who have been trained in and are credentialed as alcohol and drug abuse counselors. State certification requires that clinicians be competent in twelve domains of substance abuse and dependency and receive clinical supervision by a credentialed professional for two years after receiving their degree. The shortage of credentialed practitioners in our community prevents the development of a specialty trained work force

prepared to intervene with the abuse problems of our community which include opioid dependency and methamphetamine use. Offering the opportunity for practicing professionals to complete the Addictions Certificate and receive supervision will help meet the needs of our community in addressing substance abuse and dependency.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course offering as well as the overall Addictions Certificate are consistent with the Department's mission. The mission of the MSW Program at ASU is to provide a transformative educational experience that prepares graduates for compassionate, ethical, clinical practice that enhances the well-being and quality of life for individuals, families, groups and communities. The Council on Social Work Education, the accrediting organization for this program, requires that students demonstrate competencies in several areas addressed by this course, including the ability to "respond to the contexts that shape practice" (EPAS 2.1.9) and to engage, assess, intervene and evaluate work with individuals, families groups, organizations and communities (EPAS 2.1.10).

c. Student population served.

Post-graduate students completing the Addictions Certificate employed behavioral or health care settings which serve a client population in which addictive disorders are present.

d. Rationale for the level of the course (lower, upper, or graduate).

This course is offered as a post-graduate level course to assure that participants have established foundational competence in mental health interventions and have some clinical experience in working with substance abuse disorders.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

This course is structured as a seminar, in which the instructor provides consultation and clinical supervision to practicing professionals. Therefore, the participants will largely determine the focus of the seminars by discussing their challenges, problems, difficulties, successes, etc., experienced while providing services to clients with substance abuse disorders. The instructor, who is certified as an Alcohol and Other Drug Abuse Counselor (AODAC) responds to the needs of the participants as they emerge in seminar. The general structure for the two seminar courses (SW 5273 Seminar in Addictions Studies I and SW 5293 Seminar in Addictions Studies II) follows the outline of the twelve core functions and competencies required for certification by the Arkansas Substance Abuse and Certification Board.

SW 5273 covers the first six core functions and will follow this outline:

SW 5273 Seminar in Addictions Studies I

Week One:	Introduction and review of the certification requirements in Arkansas
Week Two: Core function 1:	Screening for substance abuse disorders
Week Three: Core function 1 con't:	Standardized instruments in screening for substance abuse disorders
Week Four: Core function 2:	Intake
Week Five: Core function 2 con't:	The continuum of care in service delivery options for recovery: Matching client needs to level of care
Week six: Core function 3:	Orientation
Week seven: Core function 3 con't:	Developing motivation and strategies for compliance
Week Eight: Core function 4:	Assessment: Identifying risk factors and characteristics that promote resilience and recovery
Week Seven: Core function 4 con't:	Assessment of complex disorders: Co-occurring disorders
Week Eight: Core function 5:	Treatment planning
Week Nine: Core function 5 con't:	Behavioral contracting, court ordered clients, and resistance
Week Ten: Core function 6:	Counseling
Week Eleven: Core function 6 con't:	Evidence based treatment for substance abuse disorders
	DVD: http://store.samhsa.gov/product/Behavioral-Health-Evidence-Based-

[Treatment-and-Recovery-Practices/SMA12-PHYDE061312](#)

Week Twelve: Core function 6 con't:	Trauma and substance abuse SAMSHA TIP Guidelines and Knowledge Applications
Week Thirteen:	Case presentations
Week Fourteen:	Case presentations

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Attendance and participation; reflective weekly journal entries; written and oral case presentation demonstrating capacity to address the first six of the 12 core functions of addictions counseling..

18. Special features (e.g. labs, exhibits, site visitations, etc.)

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This seminar will be facilitated by current full and part-time social work faculty who are certified in alcohol and drug abuse counseling. .

20. What is the primary intended learning goal for students enrolled in this course?

The primary intended learning outcome for this seminar is the preparation and credentialing of mental health providers who work with substance abuse disorders.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

SW 5273: Seminar in Addictions Studies I

1. Substance Abuse Treatment Guidelines for Persons with Child Abuse and Neglect Issues

Available from: SAMSHA

<http://store.samhsa.gov/product/TIP-36-Substance-Abuse-Treatment-for-Persons-with-Child-Abuse-and-Neglect-Issues/SMA12-3923>

2. Knowledge Application Kit for Substance Abuse Treatment of Persons with Child Abuse and Neglect Issues

Available from: SAMSHA

<http://store.samhsa.gov/product/Substance-Abuse-Treatment-for-Persons-With-Child-Abuse-and-Neglect-Issues/SMA12-3605>

3. Application Guidelines and Requirements for State Certification in Alcohol and Drug Abuse Counseling in Arkansas

Available from Arkansas State Certification Board

https://www.midsouth.ualr.edu/asacb/wp-content/uploads/2011/11/AS_MANUAL2011.pdf

b. Number of pages of reading required per week: 15-20

c. Number of pages of writing required over the course of the semester: 200

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)
Participants will integrate and synthesize previously acquired didactic and experiential learning in to all aspects of counseling by utilizing the principles of diagnosis, treatment, referral, prevention, and biopsychosocial assessments with clients presenting with substance abuse disorders.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

1. Participation in seminar discussions. 2. Weekly reflective journal entries. 3. Detailed case study from clinical experience with substance abusing client. 4. Required readings and resources.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Attendance and participation in seminar; case studies will be orally and in writing and analyzed using a rubric based on the six core functions covered.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Participants will understand and apply prevention, assessment and intervention skills consistent with the 12 core functions when working with clients who present with substance abuse disorders.

Learning Activity:

1. Participation in seminar discussions. 2. Weekly reflective journal entries. 3. Detailed case study from clinical experience with substance abusing client. 4. Required readings and resources.

Assessment Tool:

Attendance and participation in seminar; case studies will be presented orally and in writing and analyzed using a rubric based on the six core functions covered.

Outcome #3:

Participants will be prepared for certification as an alcohol and drug abuse counselor.

Learning Activity:

1. Participation in seminar discussions. 2. Weekly reflective journal entries. 3. Detailed case study from clinical experience with substance abusing client. 4. Required readings and resources.

Assessment Tool:

Certification examination pass/fail rates.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

Minimally

Indirectly

Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
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8. Right-click immediately below this area and choose "paste".
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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

1. Page 245 of Graduate Bulletin

Track B (Other Majors)

PSY 6533 Psychopathology

SW 5323 Substance Abuse & Dependence Interventions

COUN 6123 Group Dynamics

PSY 6113 Theories & Techniques in Helping Relationships

SW 5273 ~~Practicum~~ Seminar in Addiction Studies I

SW 5293 ~~Practicum~~ Seminar in Addiction Studies II

Total Hours: 18

2. Page 255 of Graduate Bulletin

CHANGE FROM

~~**SW 5273 Practicum in Addiction Studies** The first practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students will receive onsite supervision from clinical supervisors with special training and credentials in substance abuse. Students will meet as a group weekly for faculty supervision. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment.~~

CHANGE TO:

SW 5273 Seminar in Addiction Studies I. This seminar is for post-graduate mental health professionals completing the Addictions Certificate Program. Participants integrate and synthesize didactic and experiential learning in order to work effectively with addictive disorders. Employment hours completed during the seminar may be used to meet state requirements for certification.

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
SW 5293.

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
Change 5293 Practicum in Addictions Studies II to SW 5293 Seminar in Addictions Studies II.

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Seminar.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

This seminar is for post-graduate mental health professionals completing the Addictions Certificate Program. Participants integrate and synthesize didactic and experiential learning in order to work effectively with addictive disorders. Employment hours completed during the seminar may be used to meet state requirements for certification.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

This course is restricted to post-graduate mental health clinicians completing the Addictions Certificate Program.

b. Why?

Purpose of offering is to help practicing mental health professionals obtain state certification in addictions counseling.

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

SW 5293 will be offered in the Spring.

10. Contact Person (Name, Email Address, Phone Number)

Karen Allen, kallenastate.edu, 680-4356

11. Proposed Starting Term/Year

Spring, 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Has this course number been used in the past? No

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

There is a need for mental health professionals who have been trained in and are credentialed as alcohol and drug abuse counselors. State certification requires that clinicians be competent in twelve domains of substance abuse and dependency and receive clinical supervision by a credentialed professional for two years after receiving their degree. The shortage of credentialed practitioners in our community prevents the development of a specialty trained work force

prepared to intervene with the abuse problems of our community which include opioid dependency and methamphetamine use. Offering the opportunity for practicing professionals to complete the Addictions Certificate and receive supervision will help meet the needs of our community in addressing substance abuse and dependency.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course offering as well as the overall Addictions Certificate are consistent with the Department's mission. The mission of the MSW Program at ASU is to provide a transformative educational experience that prepares graduates for compassionate, ethical, clinical practice that enhances the well-being and quality of life for individuals, families, groups and communities. The Council on Social Work Education, the accrediting organization for this program, requires that students demonstrate competencies in several areas addressed by this course, including the ability to "respond to the contexts that shape practice" (EPAS 2.1.9) and to engage, assess, intervene and evaluate work with individuals, families groups, organizations and communities (EPAS 2.1.10).

c. Student population served.

Post-graduate students completing the Addictions Certificate employed behavioral or health care settings which serve a client population in which addictive disorders are present.

d. Rationale for the level of the course (lower, upper, or graduate).

This course is offered as a post-graduate level course to assure that participants have established foundational competence in mental health interventions and have some clinical experience in working with substance abuse disorders.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

This course is structured as a seminar, in which the instructor provides consultation and clinical supervision to practicing professionals. Therefore, the participants will largely determine the focus of the seminars by discussing their challenges, problems, difficulties, successes, etc., experienced while providing services to clients with substance abuse disorders. The instructor, who is certified as an Alcohol and Other Drug Abuse Counselor (AODAC) responds to the needs of the participants as they emerge in seminar. The general structure for the two seminar courses (SW 5273 Seminar in Addictions Studies I and SW 5293 Seminar in Addictions Studies II) follows the outline of the twelve core functions and competencies required for certification by the Arkansas Substance Abuse and Certification Board. SW 5293 covers core functions 6 – 12.

SW 5273 Seminar in Addictions Studies II

Week One:	Introduction and review of core functions 1-6
Week Two: Core function 7:	Case management
Week Three: Core function 7 con't:	Financing for substance abuse services
Week Four: Core function 8:	Crisis intervention
Week Five: Core function 8 con't:	Involuntary commitment and substance abuse SAMSHA: Addressing suicidal ideation in substance abuse clients
Week Six: Core function 9:	Client, family and community education
Week Seven: Core function 9 con't:	Education, prevention and harm reduction strategies: What does the research say?
Week Eight: Core function 10:	Referrals and developing a network of service providers
Week Nine: Core function 10 con't:	Service gaps in rural communities: Advocating for services
Week Ten: Core function 11:	Report and record keeping
Week Eleven: Core function 11 con't:	Behavioral contracting, court order clients, and resistance
Week Twelve: Core function 12:	Consultation with other professionals
Week Thirteen: Core function 12 con't:	Working within in interdisciplinary team
Week Fourteen:	Integrative paper capstone assignment due

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Attendance and participation; weekly reflective journal entries; final project of integrative capstone research paper that addressing 12 core competencies.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This seminar will be facilitated by current full and part-time social work faculty who are certified in alcohol and drug abuse counseling. .

20. What is the primary intended learning goal for students enrolled in this course?

The primary intended learning outcome for this seminar is the preparation and credentialing of mental health providers who work with substance abuse disorders.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

1. Application Guidelines and Requirements for State Certification in Alcohol and Drug Abuse Counseling in Arkansas Available from Arkansas State Certification Board

https://www.midsouth.ualr.edu/asacb/wp-content/uploads/2011/11/AS_MANUAL2011.pdf

2. Addressing suicidal thoughts and behaviors in substance abuse treatment.

Available from U.S. Department of Health and Human Services [www.samhsa.gov](http://store.samhsa.gov)

<http://store.samhsa.gov/product/TIP-50-Addressing-Suicidal-Thoughts-and-Behaviors-in-Substance-Abuse-Treatment/SMA09-4381>

3. Substance Abuse Treatment For Persons with Co-occurring Disorder TIP 42

Available from U.S. Department of Health and Human Services www.samhsa.gov

<http://www.ncbi.nlm.nih.gov/books/NBK64197/pdf/TOC.pdf>

b. Number of pages of reading required per week: 15-20

c. Number of pages of writing required over the course of the semester: 200

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Participants will integrate and synthesize previously acquired didactic and experiential learning in to all aspects of counseling by utilizing the principles of diagnosis, treatment, referral, prevention, and biopsychosocial assessments with clients presenting with substance abuse disorders.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

1. Attendance and participation in seminar discussions. 2. Weekly reflective journal entries. 3. Integrative capstone assignment addressing how the twelve core functions will be integrated into clinical practice with clients with substance abuse disorders. 4. Required readings and resources.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Attendance and participation in seminar; weekly reflective journal entries; integrative paper will be presented orally and in writing and will be analyzed using a rubric based on the 12 core functions.

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Participants will understand and apply prevention, assessment and intervention skills consistent with the 12 core functions when working with clients who present with substance abuse disorders.

Learning Activity:

1. Attendance and participation in seminar discussions. 2. Weekly reflective journal entries. 3. Integrative capstone assignment addressing how the twelve core functions will be integrated into clinical practice with clients with substance abuse disorders. 4. Required readings and resources.

Assessment Tool:

Attendance and participation in seminar; weekly reflective journal entries; integrative paper will be presented orally and in writing and will be analyzed using a rubric based on the 12 core functions.

Outcome #3:

Participants will be prepared for certification as an alcohol and drug abuse counselor.

Learning Activity:

1. Attendance and participation in seminar discussions. 2. Weekly reflective journal entries. 3 Integrative paper presented orally and in writing addressing how the 12 Core functions will be integrated in to clinical practice with clients with substance abuse disorders. 4. Required readings and resources.

Assessment Tool:

Certification examination pass/fail rates.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

- Minimally
- Indirectly
- Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

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10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

1. Page 245 of Graduate Bulletin

Track B (Other Majors)

PSY 6533 Psychopathology

SW 5323 Substance Abuse & Dependence Interventions

COUN 6123 Group Dynamics

PSY 6113 Theories & Techniques in Helping Relationships

SW 5273 ~~Practicum~~ Seminar in Addiction Studies I

SW 5293 ~~Practicum~~ Seminar in Addiction Studies II

Total Hours: 18

2. Page 255 of Graduate Bulletin

CHANGE FROM

~~**SW 5293 Practicum in Addiction Studies II** The second practicum experience of 180 hours in an agency whose primary clients are in substance abuse recovery. Students are expected to have responsibility for clients within an approved agency. Further the student will demonstrate proficiency in outcome measurement and goal attainment. Prerequisite: SW 5323 Substance Abuse: Intervention and Treatment, SW 5273 Practicum in Addiction Studies I~~

CHANGE TO:

SW 5273 Seminar in Addiction Studies I. This seminar is for post-graduate mental health professionals completing the Addictions Certificate Program. Participants integrate and synthesize didactic and experiential learning in order to work

effectively with addictive disorders. Employment hours completed during the seminar may be used to meet state requirements for certification.

SW 5293 Seminar in Addiction Studies II. This seminar is for post-graduate mental health professionals completing the Addictions Certificate Program. Participants integrate and synthesize didactic and experiential learning in order to work effectively with addictive disorders. Employment hours completed during the seminar may be used to meet state requirements for certification. Pre-requisite: SW 5273.

New/Special Course Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)
SW 6063

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).
Rural Social Work Policy Practice

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.
Experiential Learning

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

SW 6063 connects students with contemporary social problems faced by people in rural communities. Emphasis is placed on the *application* of policy-practice knowledge and advocacy skills to the promotion of economic, political, and social justice within the rural context.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

This course is restricted to graduate Social Work Majors only

b. Why?

External accreditation requires restriction to social work majors

9. Course frequency (e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

N/A

10. Contact Person (Name, Email Address, Phone Number)

Loretta Brewer, lbrewer@astate.edu, 972-3169

11. Proposed Starting Term/Year

Spring 2014

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? Yes

If yes, what course?

SW 6063: Social Work Policy Analysis

Has this course number been used in the past? Yes

Submit Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

When there are insufficient, uncoordinated, or ineffective services and resources to meet human needs, there is typically a social policy issue that must be addressed. Therefore, all social workers, especially those in direct rural-based clinical practice, must develop the competencies required to influence the

development, enactment, implementation, and evaluation of social policies. The goal of SW 6063 is to develop the competencies needed to address effectively the contemporary social problems faced by people in rural communities.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the MSW Program at ASU is to provide a transformative educational experience that prepares graduates for compassionate, ethical, clinical practice that enhances the well-being and quality of life for individuals, families, groups and communities. The Council on Social Work Education, the accrediting organization for this program, requires that students demonstrate competencies in several areas addressed by this course, including the ability to “engage in policy practice to advance social and economic well-being and to deliver effective social work services” (EPAS 2.1.8).

c. Student population served.

Graduate students in the advanced/concentration MSW curriculum

d. Rationale for the level of the course (lower, upper, or graduate).

This course builds on SW5053 (Social Welfare Policy and Services I) and SW4303 (Social Welfare Policy) as students continue to explore major curriculum themes of the MSW Program, such as social work values and ethics, empowerment, diversity, and social justice as well as evidence-based practice and historical developments in social welfare policy and the profession of social work. However, in SW 6063, emphasis is placed on the *application* of policy-practice knowledge and advocacy skills to the promotion of economic, political, and social justice within the rural context.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Unit I – Overview of rural social work practice

Week 1	Case Study: <i>A visit to Dwight’s Hollow</i> Riebschleger, J. (2007). Social Workers’ suggestions for effective rural practice. <i>Families in Society</i> . 88: 2, pp. 203 – 213.
Week 2	Ginsberg Chapters 1, 2, & 5 Characteristics of Rural Communities & Definition of Rural Social Work Theoretical Perspective for Rural Practice
Week 3	Ginsberg Chapters 6 & 8 Social Work Values and Ethics in the Rural Context Needs Assessment and Program Development Burkemper, E., Ethical Mental Health Social Work in Rural Practice in the Small Community (in Ginsberg 4 th edition) Chapter 10
Week 4	Ginsberg Chapters 9, 11, 14 Social Issues in the Rural Context & Rural Mental Health
Week 5	Ginsberg Chapters 15, 17, 18, 19 Special needs of children and youth in Rural Communities Culturally Relevant Practice in Rural Communities

- Week 6 Ginsberg Chapter 19
 Special Populations in Rural Areas
 Response to Case Study Analysis Questions due
- Week 7 Case Study Analysis discussion and integration with Unit II
 Exam 2

Unit 2 – Policy Advocacy in the rural context

- Week 8 Defining policy practice
 History of policy practice in SW
 The politics of policy practice
 Influencing through lobbying: methods

 Cummins, Byers, & Pedrick Chapters 1 & 2 & 3
 Haynes & Mickelson 7
- Week 9 Forces that move and shape policy
 Ethics in policy practice
 Entering the policy arena
 Cummins, Byers, & Pedrick Chapters 4, 5, 6
- Week10 The media and public opinion in policy practice
 Stages of policy making

 Cummins, Byers, & Pedrick Chapters 7& 8
 Position paper/talking points due/presentations
- Week11 Social problem and policy analysis: an ethical approach
 The legislative process, interest groups, and lobbying (letter writing, etc.)
 Building a coalition to create change

 Cummins, Byers, & Pedrick Chapter 9, 10, 11
- Week 12 Campaigns
 Evaluating policy implementation and outcomes

 Cummins, Byers, & Pedrick Chapters 12&13
 Legislative influence project
- Week 13 A vision for political empowerment
 Thinking globally

 Cummins, Byers, & Pedrick Chapters 14
 International Policy Making – Video: “The Reckoning”
 Reflection paper due
 Review for the final exam
- Week 14 Exam 2

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1. Case Study, "A Visit to Dwight's Hollow" Case Analysis Questions
2. Advocacy Position Talking Points and Persuasive Presentation
3. Legislative influence project
4. Reflection and planning paper
5. Two exams covering assigned reading materials

18. Special features (e.g. labs, exhibits, site visitations, etc.)

The course will be experiential in nature since students will engage directly in social policy advocacy activities.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

The course will be taught by existing faculty utilizing classroom resources currently assigned to the department

20. What is the primary intended learning goal for students enrolled in this course?

1. The primary intended learning goal is the application of policy-practice knowledge and skills (e.g., advocacy, coalition building, agenda setting, lobbying, "use of the web"), to influence the development, implementation and evaluation of rural-based social welfare policy and services.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Ginsberg, L. H. (Ed.). (2011). *Social work in rural communities*. (5th Ed.). Alexandria, VA: Council on Social Work Education.

Cummins, L., Byers, K., & Pedrick, L. (2011). *Policy Practice for Social Workers: New strategies for a new era*. Boston, MA: Allyn & Bacon.

Haynes, K. & Mickelson, J. (2009). *Affecting Change: Social workers in the political arena*. (7th edition). Boston: Allyn and Bacon.

b. Number of pages of reading required per week: 54

c. Number of pages of writing required over the course of the semester: 750

22. High-Impact Activities (Check all that apply)

- Collaborative assignments
- Research with a faculty member
- Diversity/Global learning experience
- Service learning or community learning
- Study abroad
- Internship
- Capstone or senior culminating experience
- Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

Outcome #1: (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will understand the reciprocal relationship of social welfare policies and services-related needs in contemporary American society, with attention to the relationship between policy and practice, and person and environment in the rural-based setting

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
In-depth analysis of a case study focusing on the needs of individuals and families in a rural community

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Written responses to Case Analysis Questions

(Repeat if needed for additional outcomes 2 and 3)

Outcome #2:

Students will analyze the mutual influence of social welfare and economic policies as well as their impact on local rural populations and the broader global community.

Learning Activity:
Assigned readings, in-class discussion, and lectures

Assessment Tool:
exam

Outcome #3:

Develop prevention strategies focused on at-risk individuals, groups and communities in order to prevent trauma and ameliorate its potential impact and enhance quality of life.

Learning Activity:
Reading assignments, lectures, and individual research on identified topics

Assessment Tool:
Advocacy Position Talking Points and Persuasive Presentation; Legislative influence project

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

a. Global Awareness

Minimally

Indirectly

Directly

b. Thinking Critically

Minimally

Indirectly

Directly

c. Using Technology

- Minimally
- Indirectly
- Directly

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7. Minimize the bulletin and maximize this page.
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9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

to deepen and extend their assessment and intervention skills in rural-based clinical practice with families. The course presents the theoretical basis of family focused models of assessment and intervention. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6053 Clinical Practicum with Groups This course focuses on the theory and practice of rural-based clinical social work practice with groups. Students will master an understanding of group work theories, interventions and techniques applied to persons with a range of issues. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6063 ~~Social Work Policy Analysis~~ Rural Social Work Policy Practice This graduate course builds on SW 5053 (Social Welfare Policy and Services I) and ~~for~~ SW 4303 (Social Welfare Policy). **Emphasis is placed on the application of policy-practice knowledge and advocacy skills to the promotion of economic, political, and social justice within the rural context.** ~~and focuses on the use of various conceptual frameworks in studying and analyzing current social policy issues.~~ Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6073 Integrative Research Project The purpose of the course is for graduate social work students to critically analyze and demonstrate the ability to integrate knowledge and proficiency within the broad philosophical base of social work practice. Prerequisite: Graduate Social Work Student

SW 6323 Clinical interventions with Substance Abuse & Dependence This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances. Prerequisite: This course is restricted to graduate students who have completed SW 5323.

SW 6343 Clinical Intervention with Children This course is designed to provide advanced clinical practice, knowledge, and skills for intervention with children and youth primarily in the context of the rural environment. The special needs and vulnerabilities of high-risk children and youth are also addressed. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6803 Full-Time Advanced Field I This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6813 Full-Time Advanced Field II This second full-time advanced field placement focuses on the development of rural-based clinical knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 681V Part-Time Advanced Field I This first part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 682V Part-Time Advanced Field II This second part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 683V Part-Time Advanced Field III This third part-time advanced field placement

Code #

Program and/or Course Deletion Proposal-Bulletin Change Transmittal Form

Undergraduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy.

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

Program and/or Course Deletion

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

ENTER DATE...

Department Curriculum Committee Chair

ENTER DATE...

COPE Chair (if applicable)

ENTER DATE...

Department Chair:

ENTER DATE...

General Education Committee Chair (If applicable)

ENTER DATE...

College Curriculum Committee Chair

ENTER DATE...

Undergraduate Curriculum Council Chair

ENTER DATE...

College Dean

ENTER DATE...

Graduate Curriculum Committee Chair

ENTER DATE...

Vice Chancellor for Academic Affairs

1. Program and/or Course Title, Prefix and Number

SW 6063 Social Work Policy Analysis

2. Contact Person (Name, Email Address, Phone Number)

Loretta Brewer, lbrewer@astate.edu, 972-3169

3. Last semester student can graduate with this degree and/or last semester course will be offered

Spring, 2013

4. Student Population

a. The program and/or course was initially created for what student population?

MSW students

b. How will deletion of this program and/or course affect those students?

A revised course will be offered in Spring 2014 to satisfy MSW degree requirements

5.

a. How will this affect the department?

No significant affect

b. Does this program and/or course affect another department? No

c. If yes, please provide contact information from the Dean, Department Head, and/ or Program Director whose area this affects.

N/A

6. (For courses only) Will another course be substituted? Yes

If yes, what course?

SW 6063: Rural Social Work Policy and Practice

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

to deepen and extend their assessment and intervention skills in rural-based clinical practice with families. The course presents the theoretical basis of family focused models of assessment and intervention. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6053 Clinical Practicum with Groups This course focuses on the theory and practice of rural-based clinical social work practice with groups. Students will master an understanding of group work theories, interventions and techniques applied to persons with a range of issues. Prerequisite: This course is restricted to Graduate Social Work Students.

~~**SW 6063 Social Work Policy Analysis** This graduate course builds on SW 5053 (Social Welfare Policy and Services I) and/or SW 4303 (Social Welfare Policy) and focuses on the use of various conceptual frameworks in studying and analyzing current social policy issues. Prerequisite: This course is restricted to Graduate Social Work Students.~~

SW 6073 Integrative Research Project The purpose of the course is for graduate social work students to critically analyze and demonstrate the ability to integrate knowledge and proficiency within the broad philosophical base of social work practice. Prerequisite: Graduate Social Work Student

SW 6323 Clinical interventions with Substance Abuse & Dependence This course is designed to provide practitioners with strategies for interventions with persons who abuse or are dependent on mind altering or mood altering substances. Prerequisite: This course is restricted to graduate students who have completed SW 5323.

SW 6343 Clinical Intervention with Children This course is designed to provide advanced clinical practice, knowledge, and skills for intervention with children and youth primarily in the context of the rural environment. The special needs and vulnerabilities of high-risk children and youth are also addressed. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6803 Full-Time Advanced Field I This first full-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 6813 Full-Time Advanced Field II This second full-time advanced field placement focuses on the development of rural-based clinical knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 681V Part-Time Advanced Field I This first part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 682V Part-Time Advanced Field II This second part-time advanced field placement focuses on the development of rural-based clinical practice knowledge and skills. Placements are designed to provide students with opportunities to integrate and enhance social work values, ethics, and to develop rural-based clinical practice skills. Prerequisite: This course is restricted to Graduate Social Work Students.

SW 683V

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: 10/01/2013

On Campus

Off Campus


Instructor Name: Barbara (Basia) Combs

Faculty Position: Adjunct Instructor

College: Humanities and Social Sciences

Department: Criminology, Sociology, and Geography

Course Prefix(es) Number and Title: SOC 5343 GIS for the Social Sciences

Requested Duration: 08/16/2013-05/15/2014 

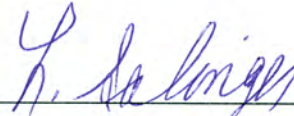
A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

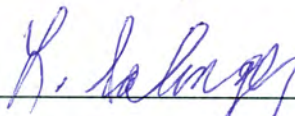
Basia is the Criminal and Intelligence Analyst for the Jonesboro Police Department, and works with Geographic Information Systems as a daily part of that job. She is more than qualified to teach our class.

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

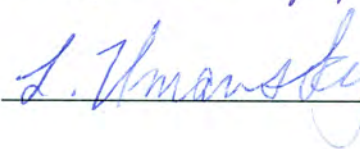
Date: 10/03/2013

Originator: 

Date: 10/03/2013

Department Chair: 

Date: 10/4/13

College Dean: 

Date: _____

Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

BARBARA "BASIA" COMBS

816 Gloucester Dr • Jonesboro, AR 72401 • phone 870-530-2465 or 931-0285 • email: bcombs@astate.edu; bcombs@jonesboro.org

Education

Master of Public Administration (MPA) *December 2009*
Political Science (GPA 4.0) Arkansas State University - Jonesboro

Bachelor of Arts in Criminology *August 2007*
Minors: German; International Studies; 'Sociology' Arkansas State University - Jonesboro
Magna cum Laude (GPA 3.98)

Certifications **Certified Crime & Intelligence Analyst** *February 2012*
California State University - Sacramento

Employment

City of Jonesboro
Jonesboro Police Department *08/2010 - Present*
Jonesboro, AR

Crime Analyst

- Supervising all operations of the Crime Analysis and Criminal Intelligence Office
- Coordinating with CID, DTF, Street Crime Unit, and UPD while providing strategic and tactical analysis
- Crime Analysis; Research; Crime Reporting
- Mapping and statistical analysis of crime occurrences (ArcGIS Spatial Analyst)
- Intelligence Analysis (PenLink 8.2 , i2 Analyst Notebook)
- Investigative Analysis/Profiling
- Utilizing predictive analysis in crime forecasting (SPSS)
- Communicating findings to Mayor, City Council, & Chief of Police
- Assisting Chief and Administrative Captain in Administrative Planning and ensuring a compliance with professional standards as directed by CALEA

Arkansas State University *01/04 – Present*
Jonesboro, AR

Instructor

ASU –Dept. of Criminology, Sociology & Geography; Dept. of Political Science; Dept. of Languages

- Courses taught/teaching: GIS for Social Sciences, Social Statistics , Intro to US Government, Intro to Politics, Statistics Lab, Accelerated Elementary German
- Conscientiously passing knowledge and expertise on to the students during lectures and discussions
- Helping students to think critically as well as imaginatively; providing practical training and advising in students' career goals; assigning, coordinating, and evaluating reading and writing assignments and examinations

Graduate Teaching Assistant

ASU – Dept. of Political Science

- Research design and analysis
- Model UN Conference Director of biannual event of about 100 high school students' debate sessions
- Assisted professors in faculty hiring process, including process organization and evaluation of the applicants
- Lectured on intermittent bases

Part Time

ASU – Office of Undergraduate Admissions

- Followed-through with application evaluation process and data entry (Banner, SIS)
- Assisted prospective students with application process and coordinated with office secretary on front desk duties

Jonesboro Police Department *05/07 – 06/07*
Jonesboro, AR

Internship

- Assisted Criminal Investigation Division in investigation process including crime scene investigation, interrogation/interviews, fingerprinting, booking, and other
- Patrolled, with police officers, areas of the city of Jonesboro and witnessed firsthand situations common to the work of police force

MB Flix *01/01 – 01/03*
Marble Hill, MO

Owner/Operator

- Successfully supervised and operated Payday Loan and movie rental business
 - Conscientiously maintained all aspects of business human resource and finance, including accounting, banking, payroll operations, and hiring; planned and implemented budget together with merchandise orders
-

Studies Abroad/Other Certificates/Conferences

The Arkansas Department of Human Services, Division of Youth Services Youth Gang Update & Truth of Youth	<i>April 2013</i> Jonesboro, AR
Pen-Link v. 8.2, Florida Department of Law Enforcement Call Analysis Training School (CATS) Pen-Link Advanced Class (PAC)	<i>September 2012</i> Miami, FL
RUTGERS University, Center on Public Security Risk Terrain Modeling for Spatial Risk Assessment	<i>May/June 2012</i> Newark, NJ
U.S. Department of Justice The 11 th Crime Mapping Conference Crime, Social Ills, & Place-based Solutions	<i>October 2011</i> Miami, FL
New Urban Research GIS Essentials – ArcGIS 10	<i>June 2011</i> Tele-class series
Florence University of the Arts Supervision and Leadership History of the Arts with emphasis on Renaissance Era	<i>June/July 2005</i> Florence, Italy
Marine Training Center B.V. Basic Offshore Safety Induction Emergency Training Helicopter Underwater Egress Training	<i>June 1998</i> Rotterdam, Netherlands
Professional Marine Training Center Personal Survival at the Sea Basic Fire Fighting Personal Safety and Social Responsibilities Basic Safety Training in Elementary First Aid	<i>December 1997 – April 1999</i> Szczecin, Poland

Programs/Board Membership

Member – Quality of Life Mayor’s Advisory Board	<i>May 2013 – Present</i> City of Jonesboro, AR
Member - Joint Master Street Plan and Land Use Plan Committee	<i>April 2013 – Present</i> City of Jonesboro, AR
Chair – Mayor’s Advisory Housing Committee	<i>May 2012 – Present</i> City of Jonesboro, AR
Chair – Hot Spot Reduction and Prevention Program	<i>April 2012 – Present</i> Jonesboro Police Department, AR
Researcher/Analyst/Evaluator/Grant Writer DWI Court	<i>July 2011 - Present</i> Craighead County District Court, Jonesboro, AR

Skills

- PC Windows XP, Vista, 7; Microsoft Office (Word, Excel, Outlook, Publisher, Access, Power Point, One Note), ArcGIS, SPSS, PenLink8, i2 Analyst Notebook, Banner, Blackboard, Amos 16, Adobe, Compressed Video Network; typing ~ 80 wpm
- Excel & SPSS graphs, tables and analysis; statistics; research/survey; public policy analysis; advanced Power Point presentations; website design, office equipment
- Foreign languages - Fluent: Polish, English, and German; Limited: Greek and Russian
- Planning/Supervising/Program Coordinator
- Public relations, oral and written communication skills, organizational skills, multitasking
- Event organizer/director; large group management; community project designer
- Grant writing; budgeting (public & small business); human resource (interviewing, hiring, salary negotiation, supervising, training); teaching; investigating/interviewing; pre-sentence investigation and report writing
- Knowledge of CALEA, state, and federal laws (public policies & criminal law); knowledge of Criminal Justice System; familiar with immigration laws
- Able to work with people of various backgrounds; strong cultural sensitivity

Awards/Honors

- Outstanding Achievement in the Field of Public Administration Award, April 2010
- Chancellor Scholar Award, ASU, May 2008
- Outstanding Student in College of Humanities and Social Sciences Award, ASU, May 2008
- Honors Graduate in Criminology Award, ASU, May 2008
- Outstanding Student in German Minor Award, ASU, May 2007
- President's List 2004, 2005, 2006, 2007
- High scholastic achievement 2004-2005 - Honor Society of Phi Kappa Phi

Memberships

- International Association of Crime Analysts
- The American Security Council Foundation
- Pi Alpha Alpha: Honor Society of Public Administration (President of ASU Chapter)
- Pi Gamma Mu International Honor Society in Social Sciences (President of ASU Chapter)
- Gamma Theta Upsilon: The International Geographical Honor Society (President of ASU Chapter 2006-2007)
- Model United Nation (former Under-Secretary General of ASU Chapter)

Achievements

- Conducted research titled "*Jonesboro Crime Distribution: Spatial Distribution and Contributing Factors,*" and presented results to the City Of Jonesboro Public Safety Committee (June 2012) and to the City Council (July 2012)
 - Master Thesis "*A Multivariate Analysis of State Department Travel Warnings,*" (2009). Ann Arbor, MI: ProQuest.
 - Presented research titled "*The Role of Islam in Middle Eastern Government: Comparison-Contrast of the Role Islam has played in Sunni Muslim Theocratic Taliban Regime of Afghanistan and in Shia Muslim Post 1979 Government of Iran,*" on October 23-25, 2008, Atlanta, GA, at the International Honor Society of Social Sciences Pi Gamma Mu Convention
-

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

RECEIVED COLLEGE OF EDUCATION

SEP 30 2013

Date: 9-5-13 On Campus Off Campus

Instructor Name: Craig Johnson Faculty Position: Adjunct

College: COE Department: Ed Leadership, Curr, SpEd

Course Prefix(es) Number and Title: CSPS 6343 Requested Duration: 1 year

College Student Development

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: 9-5-13 Originator: Annette R. Huy

Date: 9-5-13 Department Chair: Annette R. Huy

Date: 9/30/13 College Dean: SJ 2

Date: Graduate School Dean:

Note: This instructor may NOT be assigned to teach courses other than those approved.

Craig S. Johnson

350 CR 130
Bono, Arkansas 72416
(870) 275-6100 (Home)
(870) 972-22852 (Work)
crjohnso@astate.edu

PROFESSIONAL EXPERIENCE

ASSISTANT VICE CHANCELLOR FOR STUDENT AFFAIRS, January 2001 – Present
Division of Student Affairs, Arkansas State University, Jonesboro, Arkansas

Assist the Vice Chancellor and the Associate Vice Chancellor in administration of the Division of Student Affairs. Serve as University liaison with Sodexo, the University Dining Services provider. Responsible for Student Affairs Auxiliary Budget of \$18.7 million and additional Educational and General Budgets of \$1.8 million that are within supervisory scope. Provide direct supervision to the Directors of Residence Life, Parking Services, and Student Conduct as well as the Executive Director of Student Affairs Facilities and Construction and the Director of Student Development and Leadership. The aforementioned Director is responsible for the areas of Greek Life, Student Activities, New Student Orientation, Leadership, Volunteer Activities, Yearbook, Student Union, Intramurals, Fitness and Club Sports. Represent the Division and the Vice Chancellor in University committees and various other functions.

ASSOCIATE DEAN OF STUDENT AFFAIRS/DIRECTOR OF RESIDENCE LIFE, September 1997 – Dec 2000
Department of Residence Life, Arkansas State University, Jonesboro, Arkansas

Overall responsibility for a comprehensive residence life program of over 2000 residents with an annual operating budget of over \$4.7 million, employing approximately 150 professional and paraprofessional staff. Produced pro forma documents demonstrating department's ability to assume debt service obligations for a \$3.3 million renovation program, the construction of a \$10 million dollar 336 bed undergraduate and a \$7 million 100 unit family apartment complexes. Involved with architects and contractors from selection through design to construction of apartment complexes. Created in-house maintenance program that saved the department \$150,000 in its first full year of operation.

ASSOCIATE DEAN FOR RESIDENCE LIFE, January 1996 – August 1997
Department of Residence Life, Henderson State University, Arkadelphia, Arkansas

Administered the University's Residence Life program of approximately 700 - 1000 students and supervised professional, support and student staff. Financially managed the Department's \$1.2 million dollars as a self-supporting auxiliary. Responsible for proactively maintaining the facilities. Implemented a developmentally based programmatic component for residents. Assumed all responsibilities of the combined Assistant Dean for Residence Life position. Represented Henderson by serving on the management team of a privatized housing venture.

ASSISTANT DEAN FOR RESIDENCE LIFE, January 1994 - January 1996
Department of Residence Life, Henderson State University, Arkadelphia, Arkansas

Created and implemented the major components of a student-centered residence life program. Devised Residence Life annual budget. Advised the Residence Hall Association. Provided the vehicle for a developmentally structured co-curricular educational experience for students. Served as the Residence Life Judicial Officer. Involved in 2.6 million dollar residence hall renovation project. Responsible for Residence Life demographic data collection. Assisted Associate Dean of Residence Life in all matters pertaining to the Residence Life program and its operation.

RESIDENCE HALL DIRECTOR, August 1988 - June 1993
Department of Residence Life, Bemidji State University, Bemidji, Minnesota

Supervised a coeducational hall of 550 students, two Assistant Residence Hall Directors, 10 - 14 Resident Assistants and 25 desk personnel. Administered a \$25,000 work study allocation and a \$2,000 equipment and supply budget. Evaluated and trained staff in advocacy, administration and programming and served as on-call contact for campus emergencies. Counseled, advised and held developmental conduct hearings to promote individual student growth opportunities.

Craig S. Johnson

Page 2

ASSISTANT COMPLEX DIRECTOR, August 1986 - July 1988

Office of Residential Life, Mankato State University, Mankato, Minnesota

Graduate hall director responsible for the operation of a coeducational residence hall of 300 students. Supervised, trained, and evaluated an undergraduate staff of six resident advisors in programming, staffing, administration and student behavior. Advised hall council in policy formation and programming. Conducted developmental hearings with students charged with conduct violations.

INTERIM DIRECTOR OF RESIDENCE LIFE, April - July 1986

ASSISTANT DIRECTOR OF RESIDENCE LIFE, August 1985 - July 1986

Student Development Office, Bethel College, St. Paul, Minnesota

Part-time, eleven month position

Assisted in the areas of campus-wide programming and staff development. Counseled and advised seven Resident Directors (RD) and 45 Resident Assistants (RA). Assumed responsibilities of the Director upon his resignation. Planned and organized Spring and Fall RA training retreats. Created staff manuals for RD and RA positions.

RESIDENT DIRECTOR, August 1983 - June 1986

Student Development Office, Bethel College, St. Paul, Minnesota

Part-time nine month live-in position

Supervised coeducational residence hall complex of 220 students. Selected, supervised and trained nine resident assistants. Conducted hearings with students charged with student code of conduct violations. Performed administrative functions as required by position.

RELATED PROFESSIONAL EXPERIENCE

HOCKEY CAMP HALL DIRECTOR, July - August 1992

Bemidji International Hockey Camp, Bemidji, Minnesota

Full-Time Position

CHILD CARE COUNSELOR, June - August 1981

Gilfillan Center, Bemidji, Minnesota

Full-Time Position

ASSISTANT DIRECTOR-CONFERENCES/ELDERHOSTEL, June - August 1990

Office of Conferences, Bemidji State University, Bemidji, Minnesota

Full-Time Position

ADMINISTRATIVE ASSISTANT, March 1990 - June 1990

Office of the Assistant Vice President of Student Affairs, Bemidji State University, Bemidji, Minnesota

Ancillary Position

ADMINISTRATIVE ASSISTANT, June - August 1990

Department of Residential Life, Bemidji State University, Bemidji, Minnesota

Summer Assignment

SUMMER CONFERENCE PROGRAM COORDINATOR, June - August 1987

Office of Residential Life, Mankato State University, Mankato, Minnesota

Graduate Assistantship

DIRECTOR OF DONOR RESEARCH, July 1983 - February 1985

Development Office, Bethel College, St. Paul, Minnesota

Part-time position

EDUCATION

ARKANSAS STATE UNIVERSITY

Doctor of Education, August 2011

Program: Educational Leadership

Foundation: College Administration

Dissertation: The Self-Sufficiency of Auxiliary Enterprises in Higher Education

MANKATO STATE UNIVERSITY, Mankato, Minnesota

Master of Science, August 1988

Major: Counseling and Student Personnel

Track: College Student Development

Thesis: The Effects of the Enhanced Advising Program on Selected High Risk Students at Mankato State University

BETHEL COLLEGE, St. Paul, Minnesota

Bachelor of Arts, May 1983

Major: Accounting and Finance

REFERENCES Available upon request

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: 9-5-13 On Campus Off Campus Online

Instructor Name: David McKinney Faculty Position: Adjunct

College: CDE Department: Ed leadership, Curr. SpEd

Course Prefix(es) Number and Title: CSPS 6383 Requested Duration: _____

Prac College Student Personnel Services
A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: 9-5-13 Originator: Annette R Hux

Date: 9-5-13 Department Chair: Annette R Hux

Date: 9-11-13 College Dean: ST

Date: _____ Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

David R. (Dave) McKinney

2301 E. Johnson Ave., Ste. D • Jonesboro, AR 72401 • Phone: 870.972.2945 • Fax: 870.972.3980 • E-Mail: dmckinney@astate.edu



Executive Summary

Extensive experience in public, private, and not-for-profit administration and management. Very passionate about excellent customer service and quality organizational performance. Record of improving efficiency, productivity, and performance through transformational management and technology. Excellent motivational, interpersonal, and presentation skills.

Core Competencies

Strategic planning, quality control, process improvement, cost control, project leadership, proposal development, customer service, communication, public relations

Experience

Arkansas State University: Jonesboro, Arkansas 2002 - Present

Director of Parking Services

- Direct and manage all campus parking operations for the institution including the following:
 - Budget planning and cost control
 - Employee training, evaluation, and management
 - Parking infrastructure planning, development, implementation, and maintenance
 - Technology planning, development, implementation, and maintenance
 - Customer service program planning, development, implementation, and evaluation

Arkansas State University: Jonesboro, Arkansas 2013 - Present

Instructor: M.S. in College Student Personnel Services Program

Ashley Lighting, Inc.: Trumann, Arkansas 1997 - 2001

Shipping Manager/Production Supervisor

- Production supervisor for the floor lamp division of the company
- Manager of the company's shipping department and finished goods warehouse

Education

Doctor of Education (dissertation in progress): Arkansas State University-Jonesboro (2013)

Specialist in Community College Administration: Arkansas State University-Jonesboro (2010)

Master of Arts (Biblical Studies): Luther Rice University-Atlanta, GA (2010)

Master of Arts (Political Science/Public Administration): Arkansas State University-Jonesboro (2008)

Bachelor of Science (Personnel Management): Arkansas State University-Jonesboro (1983)

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: 9/12/2013

On Campus

Off Campus

Instructor Name: Julia A. Englund

Faculty Position: Adjunct/Part-time Faculty

College: Education

Department: Psychology & Counseling

Course Prefix(es)
Number and Title: PSY 6573 Psychological Testing

Requested Duration: Fall 2013

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other
Experience and
Qualifications
(Optional):

*Please see attached curriculum vita

The Department and College have reviewed this instructor's credentials
and approve him/her to teach the courses listed above.

Date: 10/23/2013

Originator: Julia A. Englund

Date: 10/22/13

Department Chair: [Signature]

Date: 10/22/13

College Dean: [Signature]

Date: _____

Graduate School Dean: _____

Note: This instructor may NOT be assigned to teach courses other than those approved.

Julia A. Englund, M.A., SPS

Curriculum Vita

Home Address:

217 East Street, Loft #110
Jonesboro, AR 72401
(512) 784-5475
juliaenglund@gmail.com

EDUCATION

University of South Carolina (APA and NASP Accredited), Columbia, SC
Doctor of Philosophy, School Psychology (expected August 2014)
Master of Arts, School Psychology (August 2011)
Research Advisor: Scott L. Decker, PhD

University of Texas, Austin, TX
Bachelor of Arts, English; UTeach Secondary Teacher Preparation Program (December 2006)
Graduation with Highest Honors

CERTIFICATIONS

Arkansas Licensed School Psychology Specialist K-12 (April 2013)
Texas English Language Arts and Reading 8–12 Teaching Certificate (December 2006)
Texas Pedagogy and Professional Responsibilities 8–12 Teaching Certificate (December 2006)
Texas English Language Arts and Reading 4-8 Teaching Certificate (August 2007)

PROFESSIONAL AFFILIATIONS

American Psychological Association (2009 – present) – Student Affiliate, APA Division of School Psychology (16)
National Association of School Psychologists (2009 – present) – Student Member, **USC Student Leader** (2011-2012)
Arkansas School Psychology Association (2013 – present) – Student Member
Northeast Arkansas School Psychology Association (2013 – present) – Student Member, Technology Committee
South Carolina Association of School Psychologists (2011 – 2013) – Student Member, Children’s Services
Committee Co-Chair (2011-2012), Legislative Committee
University of South Carolina Psychology Graduate Student Association (2009 – 2013) – Member, **President** (2010-2011)
Phi Beta Kappa, Alpha of Texas Chapter (2006 – present)

HONORS & AWARDS

American Psychological Foundation (APF) Elizabeth Munsterberg Koppitz Graduate Student Scholarship (2013)
\$5,000 research award/ scholarship for research proposal to refine and validate an original online measure of working memory.

Society for the Study of School Psychology (SSSP) Dissertation Grant Award (2012)
\$5,000 research award for dissertation proposal to develop and validate an original online measure of working memory.

Invited Editorial Reviewer, Special Issue of Psychology in the Schools (2012)
Invited by guest editors to provide editorial reviews of manuscripts for special issue to be published in 2013, entitled, “Preparing the Next Generation of School Psychologists: Emerging Challenges and Opportunities”.

Hyman and Lambert Memorial Scholarship, American Academy of School Psychology (2012)

\$1,000 scholarship based on potential to impact the field of school psychology.

1st Place, Research Poster Presentation Competition, University of South Carolina Graduate School Day (2012)

First place with \$500 cash prize for poster presentation on working memory test development conceptual model and preliminary psychometric evidence in Social and Behavioral Sciences group, judged by interdisciplinary team of faculty members.

Provost Master's Thesis Award, University of South Carolina Office of the Provost (2012)

\$250 award for timely completion and publication of master's thesis.

Graduate School Travel Awards, University of South Carolina Graduate School (2009, 2010, 2011, 2012)

\$500, with an additional \$500 match from Psychology Department, for travel to each of four National Association of School Psychologists Annual Conventions (Chicago, San Francisco, Philadelphia, Seattle) for first-author presenters.

Ralph Tindall Research Award, South Carolina Association of School Psychologists (2011)

\$1,200 research award for proposal to develop and conduct validation studies on an original, theoretically based, completely online cognitive screening measure for students and adults.

Preparing Future Faculty Certificate, University of South Carolina Graduate School (2011)

Completed national program including several categories of activities (e.g., Teaching, Research, Service, etc.) designed to prepare graduate students for faculty positions.

2nd Place, Oral Research Presentation Competition, University of South Carolina Graduate School Day (2011)

Second place with \$200 cash prize for oral research presentation on thesis data in Humanities group, judged by non-psychology faculty members.

Graduate School Fellowship, University of South Carolina (2009-2012)

\$24K fellowship (\$8K/year award, renewable for 3 years); merit-based recruiting scholarship awarded with graduate school acceptance.

TEACHING EXPERIENCE

Instructor, Psychological Testing (Graduate Level: PSY 6573) (Fall 2013)

Arkansas State University, Jonesboro, AR

Guest Lecturer in School Psychology Courses (Graduate Level: PSY 7613) (Fall 2013)

Topics: Autism Assessment Using the Autism Diagnostic Observation Scale—Second Edition (ADOS-2); Specific Learning Disability Assessment Using a Pattern of Strengths and Weaknesses Approach
Supervisor: John D. Hall, PhD

Instructor, Research Methods (Undergraduate Level: PSYC 226) (Maymester 2013)

University of South Carolina, Columbia, SC

Instructor, Human Sexuality (Undergraduate Level: PSYC 300) (Summer I 2011, Summer II 2012)

University of South Carolina, Columbia, SC

Guest Lecturer in Research Methods Courses (Undergraduate Level: PSYC 226/227) (Summer 2012, Fall 2012)

University of South Carolina, Columbia, SC

Topics: Cognitive Neuroscience Applications to Schools; Test Development Research Methods

Supervisor: Scott L. Decker, PhD; Instructors: Neve Campbell, MA; Alycia M. Roberts

Guest Lecturer in Undergraduate Cognitive Neuroscience Course (PSYC 507) (Fall 2009)
University of South Carolina, Columbia, SC
Supervisor: Scott L. Decker, PhD

Teaching Assistant and SPSS Lab Instructor in Undergraduate Laboratory in Psychology (PSYC 228); 20 hrs/week
(August 2009-December 2009)
University of South Carolina, Columbia, SC
Supervisor: Adam Hutcheson, PhD

RESEARCH EXPERIENCE

Thesis and Dissertation Projects

Master's Thesis (accepted March 2011)
Roles of the Dorsal and Ventral Visual Streams in Fluent Reading
Thesis chairperson: Scott L. Decker, PhD
Thesis second reader: Melanie Palomares, PhD

Doctoral Dissertation (accepted February 2013)
The WOMBAT: An Online Working Memory Measure
Dissertation chairperson: Scott L. Decker, PhD
Committee members: Amit Almor, PhD; Christine DiStefano, PhD; E. Scott Huebner, PhD

Research Lab Involvement

Research Director & Lab Coordinator (October 2009-June 2013)
Applied Cognitive Neuropsychology Laboratory, University of South Carolina, Columbia, SC
Principal Investigator: Scott L. Decker, PhD

Graduate Research Assistant (May 2010-August 2010)
Child Perception and Attention (C-Panda) Laboratory, University of South Carolina, Columbia, SC
Principal Investigator: Melanie Palomares, PhD

Collaborator, Graduate Research Assistant (August 2009-May 2010)
Neurodevelopmental Disabilities (NDD) Laboratory, University of South Carolina, Columbia, SC
Principal Investigator: Jane E. Roberts, PhD

Undergraduate Research Assistant (August 2002-December 2002)
Female Sexual Psychophysiological Laboratory, University of Texas, Austin, TX
Supervisor: Alessandra Rellini, PhD
Principal Investigator: Cindy Meston, PhD

Other Research Positions

Motivational Interviewing Report Card Coach (August – December 2012)
Hand Middle School, Columbia, SC
Conducted 3-5 counseling sessions per week with middle school students for an intervention study exploring effectiveness of Motivational Interviewing (MI) to improve academic and behavioral outcomes.
Supervisors: John Terry, MA, and Bradley H. Smith, PhD

SCHOLARLY WORK

Refereed Journal Articles

In Progress

Englund, J. A., Decker, S. L., & Distefano, C. (under revision). Development and evaluation of an online working memory battery using Rasch analysis. *Assessment*. Manuscript under revision.

Decker, S. L., **Englund, J. A.**, Roberts, A. M., & Wright, E. K. (under revision). Cognitive predictors of reading comprehension across development. *Journal of School Psychology*. Manuscript under revision.

Accepted

Englund, J. A., Decker, S. L., Allen, R. A., & Roberts, A. M. (in press). Common cognitive deficits in children with Attention-Deficit/Hyperactivity Disorder and Autism: Working memory and visual-motor integration. *Journal of Psychoeducational Assessment*.

Decker, S.L., Roberts, A. M., & **Englund, J. A.** (2013). Cognitive predictors of rapid picture naming. *Learning and Individual Differences, 25*, 141-149.

Decker, S. L., **Englund, J. A.**, & Roberts, A. M. (2012). Higher-order factor structures for the WISC-IV: Implications for neuropsychological test interpretation. *Applied Neuropsychology: Child*. doi: 10.1080/21622965.2012.737760.

Strait, G. G., McQuillin, S., Smith, B. H., & **Englund, J. A.** (2012). Using Motivational Interviewing with children and adolescents: A cognitive and neurodevelopmental perspective. *Advances in School Mental Health Promotion*. doi: 10.1080/1754730X.2012.736789

Englund, J. A., & Palomares, M. (2012). The relationship of global form and motion detection to reading fluency. *Vision Research, 67*, 14-21. doi: 10.1016/j.visres.2012.06.020 ***Master's Thesis**

Decker, S. L., **Englund, J. A.**, & Albritton, K. (2012). Integrating multi-tiered measurement outcomes for special education eligibility with sequential decision-making methodology. *Psychology in the Schools, 49*(4), 368-384.

Decker, S. L., **Englund, J. A.**, Carboni, J. A., & Brooks, J. H. (2011). Cognitive and developmental influences in visual-motor integration skills in young children (Brief Report). *Psychological Assessment, 23*(4), 1010-1016. doi: 10.1002/pits.21601

Palomares, M., **Englund, J. A.**, & Ahlers, S. (2011). Patterns and trajectories in Williams Syndrome: the case of visual orientation discrimination. *Research in Developmental Disabilities, 32*(3), 1021-1029. doi: 10.1016/j.ridd.2011.01.038

Edited Book Chapters

Decker, S. L., **Englund, J. A.**, & Roberts, A. M. (2011). Intellectual and neuropsychological assessment of individuals with physical and sensory disabilities and traumatic brain injury. In Flanagan, D. P., & Harrison, P. L. (Eds.) *Contemporary Intellectual Assessment* (3rd ed.). New York: Guilford.

Decker, S. L., Carboni, J. A., & **Englund, J. A.** (2010). Assessing visual-spatial and construction skills in a pediatric population. In Davis, A. S. (Ed.) *Handbook of Pediatric Neuropsychology*. New York: Springer Publishing.

Non-Refereed Publications

Englund, J. A. (November, 2012). Increasing school psychology awareness and advocacy: What can graduate students do? *South Carolina Association of School Psychologists: School Psych Scene, 47*(1), 3-4.

Englund, J. A. (June, 2012). Computerized cognitive training: An introduction. *South Carolina Association of School Psychologists: School Psych Scene*, 45(6), 1-6.

Englund, J. A. (July, 2011). Breaking through to teens: A book review. *South Carolina Association of School Psychologists: School Psych Scene*, 44(6), 1-4.

National Presentations

Englund, J. A. (Chair), Decker, S. L., & Roberts, A. M. (2013). *Research-based Alternative Models of SLD Identification*. Symposium presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Englund, J. A. (2013). *Development of an online, theoretically guided working memory measure*. Poster presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Wright, E. K., Decker, S. L., **Englund, J. A.**, & Roberts, A. M. (2013). *Higher-order factor structure of the WISC-IV: A re-analysis*. Poster presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Travers, M., **Englund, J. A.**, & Strait, G. G. (2013). *Pilot study of the effectiveness of the COGMED working memory training program in a school setting*. Poster presented at the COGMED Conference, Dallas, TX.

Englund, J. A., & Decker, S. L. (February, 2012). *Sensitivity of Bender-Gestalt-II performance to atypical development in neurodevelopmental disorders*. Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

Englund, J. A., Roberts, A. M., & Scherr, J. (February, 2012). Relationships among Q-EEG, working memory, and executive functions in typically developing adults. In Scott L. Decker (Chair), *What can brain waves tell us about executive function: Q-EEG and standardized measures of working memory, executive functions, and anxiety*. Symposium presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

Roberts, A. M., **Englund, J. A.**, & Scherr, J. (February, 2012). Q-EEG Case Studies. In Scott L. Decker (Chair), *What can brain waves tell us about executive function: Q-EEG and standardized measures of working memory, executive functions, and anxiety*. Symposium presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

Scherr, J., & **Englund, J. A.** (February, 2012). Q-EEG profiles of executive functions, working memory, and anxiety: Implications for school psychologists. In Scott L. Decker (Chair), *What can brain waves tell us about executive function: Q-EEG and standardized measures of working memory, executive functions, and anxiety*. Symposium presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

Englund, J. A., & Palomares, M. (May, 2011). *The relationship of global form and coherent motion detection to reading fluency*. Poster presented at the Annual Meeting of the Vision Sciences Society, Naples, FL.

Englund, J. A., & Robinson, A. (February, 2011). Visual perception and reading fluency in children with reading disabilities. In Jane E. Roberts (Chair), *Predicting Outcomes in Children with Neurodevelopmental Disorders*. Symposium presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.

Robinson, A., & **Englund, J. A.** (February, 2011). Physiological arousal in children with neurodevelopmental disorders. In Jane E. Roberts (Chair), *Predicting Outcomes in Children with Neurodevelopmental Disorders*. Symposium presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.

Englund, J. A., & Decker, S. L. (February, 2011). *Cognitive and developmental influences in visual-motor integration skills*. Poster presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.

Englund, J. A., McDonald, L. M., & Kelleher, B. (March, 2010). Early Manifestations of Autism in FXS: Aberrant Attention. In Jane E. Roberts (Chair), *Autism and Fragile X Syndrome: Child and Family Factors*. Symposium presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

McDonald, L. M., & **Englund, J. A.** (March, 2010). Early Manifestations of Autism in FXS: Temperament. In Jane E. Roberts (Chair), *Autism and Fragile X Syndrome: Child and Family Factors*. Symposium presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

Regional Presentations

Englund, J. A. (March, 2012). *The SCREEN: A theoretically guided, online working memory measure*. Poster presentation at University of South Carolina Graduate Student Day, Columbia, SC. ***1st place winner**

Englund, J. A., & Decker, S. L. (October, 2011). *The South Carolina Early Evaluation Net (SCREEN): A brief online working memory Assessment*. Poster and live test demonstration presented at the South Carolina Association of School Psychologists Fall Conference, Columbia, SC.

Englund, J. A., & Roberts, A. M. (March, 2011). *Special Education Issues: Learning Disabilities*. Invited talk presented at the annual Volunteers for Youth Conference (sponsored by Richland Country Court-Appointed Special Advocates), Columbia, SC.

Englund, J. A. (April, 2011). *Visual integration and reading fluency: What can dots tell us about reading ability?* Oral presentation at University of South Carolina Graduate Student Day, Columbia, SC. ***2nd place winner**

Englund, J. A. (March, 2010). *Fragile X Syndrome: Its Relationship to Autism and Practical Implications*. Presentation at the annual Family Connections Conference, Irmo, SC

Englund, J. A., Roberts, A. M., Hodes, D., & Decker, S. L. (October, 2010). *Cognitive influences on visual-motor integration*. Poster presented at the South Carolina Association of School Psychologists Fall Conference, Columbia, SC.

Roberts, A. M., **Englund, J. A.,** Hodes, D., Hinojosa, S., & Decker, S. L. (October, 2010). *Variability in RTI measurement models*. Poster presented at the South Carolina Association of School Psychologists Fall Conference, Columbia, SC.

Tonnsen, B. K., **Englund, J. A.,** Tackett, B., Nihart, E., & Roberts, J. E. (October, 2010). *Cross-battery assessment: An integrated approach for South Carolina school psychologists*. Poster presented at the South Carolina Association of School Psychologists Fall Conference, Columbia, SC.

School In-services & Workshops Provided

Englund, J. A. (August, 2013). *Anxiety, Trauma, and Depression in Children*. Invited staff inservice at Crowley's Ridge Educational Service Cooperative, Harrisburg, AR.

Englund, J. A. (July, 2013). *Executive Skills in the Classroom*. Invited staff inservice at Crowley's Ridge Educational Service Cooperative, Harrisburg, AR.

Englund, J. A., & Decker, S. L. (May, 2012). *Research-based Alternative Models of SLD Identification and the Richland Two Learning Disabilities Identification Matrix*. Invited staff inservice at Richland Two School District, Columbia, SC.

GRANT WRITING EXPERIENCE

Co-author*

Development and Validation of a Theoretically Based, Online Working Memory Measure for Early Identification of Children with ADHD

2013 Institute for Educational Sciences, Special Education Research: Cognition and Student Learning: Measurement Goal

P.I. Scott L. Decker, PhD; Co-I Kate Flory, PhD; Co-I Brian Habing, PhD; Co-I Mark Weist, PhD; Co-I Jose Vidal, PhD
Amount requested: \$997,322. (Unfunded)

*This proposal was based on the conceptual model, literature review, and pilot work from my dissertation and focuses on validating the Working Memory Battery (WOMBAT), an original measure I developed for my dissertation research.

P.I., Author

Visuospatial Integration in Children with Reading Disabilities

2010 National Institutes of Health, Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows (F31)

Faculty mentors Scott L. Decker, PhD; Melanie Palomares, PhD; collaborators John Henderson, PhD (Psychology Department Chair); Robbin Morris, PhD

Amount requested: \$116,445. (Unfunded)

*This proposal was an expansion of my master's thesis (an original study).

SERVICE

Professional Organization Involvement

Student-to-School Psychologist Ratio Task Force Co-Chair (August 2013-present)
Northeast Arkansas Association of School Psychologists, Jonesboro, AR

Ad Hoc Reviewer (January 2012-present)
School Psychology Quarterly, a publication of Division 16 of the American Psychological Association

Ad Hoc Reviewer (November 2011-present)
Journal of School Psychology, a publication of the Society for the Study of School Psychology

Legislative Committee Member (June 2012-present)
South Carolina Association of School Psychologists, Columbia, SC

Children's Services Committee Co-Chair (June 2011 – June 2012)
South Carolina Association of School Psychologists, Columbia, SC

NASP Student Leader for University of South Carolina (June 2011 – June 2012)
National Association of School Psychologists, Columbia, SC

University Involvement

Graduate Student Faculty Search Committee Member (November 2011-March 2012)
University of South Carolina Department of Psychology Faculty Search Committee – Memory Position
Met with and reviewed qualifications and program fit of applicants for Assistant Professor in Memory position. Other members included Drs. Amit Almor, Doug Weddell, John Henderson, and Fernanda Ferreira.

Student Representative/Committee Member (November 2011-May 2012)

2011-2012 USC School Psychology Doctoral Program Handbook Revision Committee

Solicited and compiled student and faculty feedback to inform major handbook revisions for School Psychology doctoral program. Represented student interests and needs in committee meetings for amending handbook.

President (August 2010-May 2011)

Psychology Graduate Students' Association, Columbia, SC

Elected by fellow students to lead psychology graduate student association (PGSA) at USC. Planned and chaired PGSA and Town Hall (department chair and graduate students) meetings, represented student interests in psychology department faculty and executive committee meetings, planned committee meetings and social events, and solicited and organized feedback from peers about program needs and concerns.

Convention Assistant in Career Services (March 2010)

National Association of School Psychologists Annual Convention, Chicago, IL

Assisted job seekers in signing up for on-site interviews and in obtaining information about employers and career services.

Discovery Day Judge (April 2011)

University of South Carolina, Columbia, SC

Volunteer graduate student judge on a collaborative team that evaluated 8 undergraduate research posters in the Humanities & Social Sciences category at university system-wide competition.

Psi Chi Applying to Graduate School Panel Speaker, Graduate Organizer (April 2011)

University of South Carolina, Columbia, SC

Led seven-member graduate student panel in describing graduate school application, interview, and admissions process for and answering questions from USC undergraduates interested in graduate school in psychology.

Student Representative (May 2010)

School Psychology Faculty Program Retreat, Columbia, SC

Invited to represent school psychology students at faculty retreat following first year of graduate study. Discussed and presented ideas related to program mission statement, program requirements and sequencing, and revision of the program handbook. Submitted idea for instituting a weekly school psychology forum in which to share research and ideas throughout the school year.

Student Volunteer Panel Member (February 2010; February 2011; February 2012)

USC School Psychology New Applicant Interview Day, Columbia, SC

Served on student interview panel for new student applicants to USC School Psychology program. Planned social activities for visiting applicants.

Service to Schools

Austin High School Faculty Sponsor for Teen Summit on Race Relations (January 2008)

Inter-Ethnic Forum, Cypress, TX

Attended teacher training for and prepared, organized, accompanied, and advised students in 2008 Houston-wide conference to discuss adolescent race relations.

Diversity Committee, Safe Teachers Program Co-Founder (May 2007-May 2008)

Stephen F. Austin High School, Sugar Land, TX

Co-authored and promoted new school disciplinary policy on derogatory language use in school setting, helped establish program for GLBT and questioning high school students to attain informational and counseling resources from "safe teachers."

PROFESSIONAL EXPERIENCE

Practicum and Internship Experience

School Psychology Predoctoral Intern (July 2013 – present)

Crowley's Ridge Educational Service Cooperative: Early Childhood Department; School Psychology Department, Harrisburg, AR

Supervisors: John D. Hall, PhD, Licensed Psychologist, NCSP; Mary Bryant, EdS, Licensed Psychological Examiner, NCSP

Pediatric School Psychology Practicum Student (August 2012 – May 2013)

University of South Carolina School of Medicine: Department of Developmental Pediatrics, Columbia, SC

Supervisors: Mark Posey, PhD, Licensed Psychologist; Emily P. Lowell, PhD, Licensed Psychologist

School Psychology Practicum Student (August 2011 – June 2012)

Richland School District Two: Kelly Mill Middle School, Rice Creek Elementary, Joseph Keels Elementary, Round Top Elementary, Columbia, SC

Field Supervisor: Jonathan McCullough, PhD

University Supervisor: Mark Weist, PhD, Licensed Psychologist

Pediatric School Psychology Practicum Student (May 2011 – August 2011)

Palmetto Health Children's Hospital: Children's Special Care Center, Columbia, SC

Field Supervisor: Maria Bernard, PhD, Licensed Psychologist, NCSP

University Supervisor: Kim J. Hills, PhD, Licensed Psychologist, NCSP

School Psychology Practicum Student (August 2010 – June 2011)

Richland School District Two: Blythewood Academy (Alternative School), Interim Educational Setting, Longleaf Middle School, Columbia, SC

Field Supervisor: Sarah Bassin, PhD

University Supervisor: Kim J. Hills, PhD, Licensed Psychologist, NCSP

Related Employment Experience

Psychometrist (December 2010 – August 2011)

Tidewater Neuropsychology, Palmetto Health Senior Primary Care, Columbia, SC

Supervisor: Joy H. Wymer, PhD, Board-Certified Neuropsychologist and Licensed Psychologist; Assistant Professor, Department of Neurosciences, Medical University of South Carolina

Middle School English—Language Arts Teacher (August 2008-June 2009)

Fort Bend ISD: Billy Baines Middle School, Missouri City, TX

Supervisors: Linda Flaxman, ELA Department Head; David Yaffie, Principal

High School English—Language Arts and ELA TAKS Support Teacher (January 2007-June 2008)

Fort Bend ISD: Stephen F. Austin High School, Sugar Land, TX

Supervisors: Jennifer Shepherd, English Department Head; Michael Leach, Principal

Preschool Teacher (September 2004-May 2005)

Children's Center of Austin: Jester Blvd. Center, Austin, TX

Promoted to Team Lead (coordinator for all four 3-year-old classrooms) (January 2005). Teacher of the Month (January 2005).

Supervisor: LeighAnn Bellow

SPECIALIZED TRAINING

Specialized Practicum Coursework

PSYC 841G Autism Theory & Diagnosis (Spring 2013)

Supervisor: Jane E. Roberts, PhD; Lindsay McCary, PhD, Licensed Psychologist, NCSP; Kim Hills, PhD, Licensed Psychologist, NCSP

PSYC 889 Pediatric School Psychology Practicum (Fall 2012 – Spring 2013)

Supervisor: Mark Posey, PhD, Licensed Psychologist

PSYC 889 Neuropsychological Assessment (Spring 2011)

Supervisor: Joy Wymer, PhD, Board-Certified Clinical Neuropsychologist and Licensed Psychologist

Clinical Training

Autism Diagnostic Observation Schedule—Second Edition (ADOS-2) and Autism Diagnostic Interview—Revised (ADI-R) training; 30+ hours. (January – May 2013)

University of South Carolina

Supervisors: Jane Roberts, PhD; Kim Hills, PhD, Licensed Psychologist, NCSP; Lindsay McCary, PhD, Licensed Psychologist, NCSP

Dyslexia Screening, Assessment, and Intervention; 12 hours. (August 2013)

Crowley's Ridge Educational Service Cooperative

Supervisor: Mary Bryant, Licensed Psychological Examiner

Psychological First Aid online training; 6 hours. (August 2013)

National Child Traumatic Stress Network

Supervisor: John D. Hall, PhD, Licensed Psychologist, NCSP

NEPSY-II training; 6 hours. (November 2011)

University of South Carolina, Applied Cognitive Neuropsychology Lab

Supervisor: Betsy Grier, PhD, Licensed Psychologist

Trauma-Focused Cognitive-Behavioral Therapy; 10 hours. (April 2011)

Medical University of South Carolina (TF-CBT Web)

Supervisor: Kim Hills, PhD, Licensed Psychologist, NCSP

Neuropsychological assessment battery; 12 hours. (September 2010)

Tidewater Neuropsychology

Measures included: *Wisconsin Card Sorting Test (WCST)*, *Trail Making Test A and B*, *Grooved Pegboard*, *Clock Drawing*, *Mini Mental State Exam (MMSE)*, *Repeatable Battery for the Assessment of Neuropsychological Status (RBANS) Forms A and B*, *Boston Naming Test (BNT)*, *Controlled Oral Word Association Test (Word Fluency/FAS)*, *State/Trait Anxiety Inventory (STAI)*, *Geriatric Depression Scale (GDI)*, *Wechsler Memory Scales (WMS)*, *Wechsler Adult Intelligence Scales, 3rd Edition (WAIS-III)* and *Wechsler Test of Adult Reading (WTAR)*.

Supervisor: Joy Wymer, PhD, Board-Certified Clinical Neuropsychologist and Licensed Psychologist

Research Training

Motivational Interviewing to improve middle schoolers' academic achievement; 5 hours. (Fall 2012)

University of South Carolina

Supervisor: John Terry, Clinical Psychology Doctoral Student

Psychometrics for Test Development: Rasch modeling /Item Response Theory (IRT) and Structural Equation Modeling/ Factor Analysis; **Winsteps** software training; 30 hours. (Spring 2012 – Fall 2012)
University of South Carolina, Applied Cognitive Neuropsychology Lab
Supervisors: Scott L. Decker, PhD

Q-EEG capping procedures; Q-EEG **BrainMaster** and **NeuroGuide** software; 15 hours. (August 2010)
University of South Carolina, Applied Cognitive Neuropsychology Lab
Supervisor: Scott L. Decker, PhD

Woodcock-Johnson Research Edition administration and scoring; 10 hours. (August 2010)
University of South Carolina, Applied Cognitive Neuropsychology Lab
Supervisor: Scott L. Decker, PhD

PROFESSIONAL REFERENCES

Research:

Scott L. Decker, PhD, Assistant Professor, University of South Carolina: (803) 777-4137, sdecker@mailbox.sc.edu

E. Scott Huebner, PhD, Professor, (Former) School Psychology Doctoral Program Director, University of South Carolina: (803) 777-3591, huebner@sc.edu

Jane E. Roberts, PhD, Professor, School Psychology Doctoral Program Director, University of South Carolina: (803) 777-4638, jane.roberts@sc.edu

Ryan A. Allen, PhD, Associate Professor, John Carroll University: (216) 397-4601, rallen@jcu.edu

Clinical:

Mark Posey, PhD, Licensed Psychologist, Associate Professor of Clinical Pediatrics, Director of Developmental Pediatric Clinic, University of South Carolina School of Medicine: (803) 935-5347, mark.posey@uscmed.sc.edu

Kimberly J. Hills, PhD, Licensed Psychologist, NCSP, Clinical Assistant Professor, University of South Carolina: (803) 777-7616, hillskj@mailbox.sc.edu

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: 10/01/2013

On Campus

Off Campus

Instructor Name: Linda Brady

Faculty Position: Instructor

College: Humanities and Social Sciences

Department: Criminology, Sociology, and Geography

Course Prefix(es) SOC 5063 Sociology of Disasters
 Number and Title: SOC 5243 Social Theory

Requested Duration: 08/16/2013-05/15/2014

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other
 Experience and
 Qualifications
 (Optional):

The Department and College have reviewed this instructor's credentials
 and approve him/her to teach the courses listed above.

Date: 10/03/2013

Originator:

Date: 10/03/2013

Department Chair:

Date: 10/4/13

College Dean:

Date: _____

Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

Linda Brady

4403 Southbrook Drive

Jonesboro, AR 72404

Home: (870) 210-2047 · Cell: (870) 882-4266

Email: lindabradys55@yahoo.com

EDUCATION:

M. A., Sociology, Arkansas State University, Jonesboro, AR August, 2007

B. S., Business Administration, Arkansas State University, Jonesboro, AR December, 2003

ACADEMIC EXPERIENCE

Instructor of Sociology and Criminology, Department of Criminology, Sociology, & Geography, Arkansas State University- Jonesboro Dec. 2007- Present

Instructor of Sociology, Continuing Education and Community Outreach, Arkansas State University (Paragould campus; Distance Learning) 2008 - Present

Teaching Intern, Department of Criminology, Sociology & Geography, Arkansas State University- Jonesboro January - May 2007

TEACHING:

COURSES TAUGHT:

Making Connections (First Year Experience)

Principles of Sociology

Criminology

Classical Social Theory

Social Problems

Sociology of Religion

Rural Sociology

Sociology of Marriage and Family

Urban Sociology

Sociology of Disasters

RESPONSIBILITIES

- Prepared and taught web-assisted courses
- Prepared and taught online (web) courses
- Prepared and taught compressed video classes delivered simultaneously to all six ASU Degree Center locations and the Jonesboro campus
- Prepared syllabi & lectures
- Delivered lectures and facilitated classroom discussions and interaction
- Prepared & graded exams, assignments, and extra-credit projects
- Facilitated & guided students in the utilization of critical thinking skills
- Advised & referred students
- Maintained office hours for student advisement
- Supervised, graded and submitted student's work for assessment for the Higher Learning Commission Assessment

SERVICE:

Criminology, Sociology & Geography Dept., Arkansas State University- Jonesboro

Budget Committee Jan. 2011 - Present

Search Committee Jan. 2012 - Present

Academic Advisor for Sociology and Criminology undergraduate majors Fall 2009 - Present

Advisor CSG Club 2012 - Present

AWARDS:

"General Education's Most highly recommended instructor", Arkansas State University 2011

SEP 30 2013

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: Sept. 24, 13 On Campus Off Campus Online

Instructor Name: Lonnie Williams Faculty Position: adjunct

College: COEBS Department: Educational Leadership, Curriculum + Sped.

Course Prefix(es) Number and Title: CSPS 6333 Requested Duration: 1 year

Student Personnel Services in Higher Ed.

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Sept 24, 13

Originator: Annette R. Huff

Date: Sept. 24, 13

Department Chair: Annette R. Huff

Date: 9/30/13

College Dean: SJR

Date: _____

Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

LONNIE R. WILLIAMS, Ed.D.
204 E. Lawson Road
Jonesboro, AR 72404
(870) 933-1887-Home (870) 974-2020-Cell
E-mail Lonnie1974@gmail.com

EDUCATION

University of Arkansas, Fayetteville

Ed. D.	Adult Education
Ed. S.	Higher Education Administration
M. Ed.	Higher Education Administration/Student Personnel Services
B. S. B. A.	Finance & Banking

SPECIAL COURSES AND TRAINING

M.B.A.	Partial fulfillment (27 of 33 hours) University of Arkansas, Fayetteville
Certificate of Completion	Arkansas Law Enforcement Training Academy Camden, AR. Emphasis: Police Training

EMPLOYMENT HISTORY

Arkansas State University - Jonesboro

Associate Vice Chancellor for Student Affairs (April 2003 – present).

Supervise, with the Vice Chancellor for Student Affairs, and coordinate the daily activities of a professional staff to include: Assistant Vice Chancellor, Dean of Student Development and Leadership, Enrollment Services and an Executive Assistant to the Vice Chancellor. The departments supervised by the aforementioned include: Residence Life, Dining Services, Student Union, Financial Aid and Scholarships, Testing Services, Admissions, Judicial Affairs (Student Conduct), Parking Services, Multicultural Affairs, Leadership Center, Greek Life, Recreation and Intramurals, and the Yearbook staff. Provide direct supervision to the directors of: Counseling, Career Services, Student Health Center, Disability Services, Web and Technology Services, and University Police. Serve as resource for resolving personnel and customer service issues. Assist in the implementation of the student affairs division's mission. Coordinate multicultural initiatives: review minority recruitment of students/staff for effectiveness; review the student affairs minority recruitment process; serve as a resource for cultural awareness training for student affairs. Serve as an appeal

officer for student affairs student conduct matters. Conduct administrative withdrawals and other assigned duties.

Adjunct Faculty (2003 – present).

Teach a graduate level course in College Student Personnel Services within the Counseling and Psychology department each fall semester.

EMPLOYMENT HISTORY
University of Arkansas, Fayetteville

Assistant Vice Chancellor for Student Affairs (July 2000 – April 2003).

Directed the Multicultural Center providing leadership for programs that assisted students of color in succeeding in their academic and personal endeavors, serving as ombudsman, assuming a liaison role with Academic Affairs, Student Affairs, and the Fayetteville community to ensure the educational and developmental needs of students of color were met. Supervised the Office of Multicultural Student Services providing programs and services for African American, Latino, Native American and Asian American students. Coordinated the scholarship program for the Division of Student Affairs and served as Coordinator of the Black Alumni Society of the Arkansas Alumni Association which included establishing and maintaining a positive relationship with the Society Board of Directors, developing, promulgating, and executing an annual and long-range plan, monitoring and evaluating the progress of the Society, including membership, recommending and monitoring an annual budget.

Assistant Vice Chancellor for Student Affairs (January 1991 - June 2000).

Assisted the Associate Vice Chancellor for Student Affairs/Dean of Students with the administration of the Dean of Students Office consisting of Greek Affairs, International Programs, New Students Programs and Orientation, Non-Traditional Students, Judicial Affairs, and the Office for Campus Access (Office for Disability Services). Direct supervision of the following departments: Student Support Services, Educational Talent Search, Veterans Upward Bound, Testing Services, Upward Bound Math and Science, Upward Bound, Multicultural Student Services and served as director of the following; Multicultural Center, Youth Opportunities Unlimited, Youth Opportunities Unlimited II, and Youth Opportunities Unlimited Follow-Up. Provided strong leadership and policy direction in all areas, and worked effectively with a diverse student body, faculty, and staff in addressing the challenges facing the University.

Interim Director of Student Support Services and Asst. Vice Chancellor for Student Services (March 1998 - August 1998 and January 1991 - August 1991).

Supervised and coordinated all program components of a U. S. Department of Education grant including establishing administrative and professional policies consistent with the grant. Prepared reports, administered/monitored the project budget, interviewed and hired qualified staff, and other administrative functions as deemed necessary to meet the requirements of the grant and the University.

Assistant Dean of Students and Coordinator of Minority Affairs for the Division of Student Services (January 1986 - January 1991).

As Assistant Dean of Students - Coordinated planning, budget formulation, administration, and staff development for the Dean of Students' Office. The Dean of Students' Office consisted of the Assistant Dean of Students for Greek Affairs, Judicial Affairs, New Student Programs, Campus Access (Disability Services Office), International Programs, and Multicultural Student Affairs. As Coordinator of Minority Affairs - Directed the Multicultural Student Affairs Office, developed and coordinated educational and cultural programs to meet the needs of students of color including the recruitment and supervision of graduate and undergraduate staff working with the peer counselor program.

Director of Minority Engineering Programs for the College of Engineering (March 1984 - January 1986; 25% appointment from October 1981 - February 1984).

Directed the Transition Retention Minority Engineering Program (TRMEP) - A program designed to increase the number students of color enrolled in engineering. The program was an eight-week summer residential program with class credit for incoming first year students. Emphasis on recruiting, supervision of tutors, retention, budgeting, academic and personal advising of students. Directed the Minority Introduction to Engineering (MITE) Program - A one-week summer residential program for students of color designed to acquaint incoming high school seniors with career opportunities in engineering. Associate Director from October 1981 - August 1983; Director from August 1983 - 1986.

Night Manager of the Arkansas Student Union (August 1978 - February 1984; 75% split appointment from October 1981 - 1984 with the College of Engineering).

Supervised the operation of the Student Union in the evening and weekend hours. Prepared departmental budget and payroll reports. Helped in the general supervision of all personnel and facilities during the evening and weekends including supervision of the two part time Assistant Night Managers and cashiers. Coordinated cash handling procedures with the Cashier Supervisor and the Assistant Director of the Arkansas Union.

Police Sergeant (Shift Supervisor) for University of Arkansas Police Department (January 1978 - August 1978; Police Officer from July 1976 - January 1978).

Performed all duties of a Police Officer. Patrolled the University of Arkansas campus and community for violations, crime prevention, community relations, and assistance to citizens. Protected life, property, and the welfare of subordinates while insuring every person at the University was allowed to continue his or her pursuits uninhibited by obstruction of their civil rights. Made work assignments and supervised all shift personnel including officers, dispatchers, and community cadets. Conducted routine training sessions. Reviewed all work of officers to assure fairness, completeness, and appropriateness. Completed performance evaluations on subordinates. Regularly trained on the use of firearms and weapons. Enforced all traffic laws of the State and the rules and regulations of the University within jurisdictional boundaries.

GRANTS and FUND-RAISING

Panel Reviewer for the National Science Foundation's (NSF) Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program.

Purpose was to review, discuss and critique proposals submitted to the NSF in this category and make recommendations for funding while providing valuable peer advice to the proposal writers (twice in 2008, 2007, 2006).

Coordinator of Arkansas State University's Alumni Association and Strong-Turner Black Alumni Chapter Black Alumni Reunion (2008).

Responsibilities included the organization and coordination of activities associated with the Black Alumni Reunion. First reunion held since 1993 and \$6,000 was raised for scholarships.

Directed and served as grant administrator of the Youth Opportunities Unlimited (Y.O.U.) Grants (1996 – 2000 at University of Arkansas, Coordinator in 2006 and 2007 at Arkansas State University).

Y.O.U. was a six and a half week high school dropout prevention program for 14-16 year old students supported by the Job Training Partnership Act and the State of Arkansas. Total grant funding 1996-2000 was approximately one million dollars (2006 and 2007 funding was approximately \$400,000 at Arkansas State University).

Y.O.U. II was a five-week high school dropout prevention program for 16-17 year-old students. Total grant funding 1998-2000, approximately \$400,000.

Y.O.U. Follow-Up grant supported by the Arkansas Department of Higher Education based on the number of students supported in the previous Y.O.U. programs still attending high school. Total grant funding 1994-2000 was approximately \$120,000.

Administrator of the U. S. D. A. Food Grants (1994 - 2000)

Responsibilities included solicitation and administration of the U. S. D. A. Food Grant that supplements the Y.O.U. budget each year. Total grant funding for 1994-2000, approximately \$100,000.

Administrator of the Coca-Cola Foundation Scholarships (1996 - 2003).

The Coca-Cola Foundation provided the University of Arkansas with a \$50,000 grant in 1996 to be used for scholarships for students of color. The original writers included Judy Schwab, Bob Brisiel, and Lonnie R. Williams. Responsible for solicitation of applicants, serve as a mentor to the scholarship recipients, and budgeting. An additional grant of \$100,000 was received in 1998 to supplement the initial grant.

Administrator of the Arkansas Alumni Association Black Alumni Society Scholarship (1990 - 2003).

Each year an African American student from Arkansas is awarded a tuition scholarship renewable for three years funded by donations received from Black

Alumni of the University. (\$2,600 per year per student - more than \$47,000 awarded 1994 - 2003). Responsibilities included solicitation of funds, solicitation of applicants, served as mentor to the scholarship recipients, and budgeting. As a result of this development effort, five African Americans created endowed scholarships at \$25,000 each and a sixth donor sponsored scholarships for more than \$30,000 annually beginning in 2000 to the present (Yvonne Keaton-Martin Scholarship sponsored by Beverly Enterprise of Ft. Smith, AR).

Administrator of the Rodney E. Momon Memorial Scholarship (1998 - 2003).

Responsibilities for solicitation and nurturing of initial funding (donation by the Momon Family of \$10,000 to create the scholarship) and raising supplemental funds (an additional \$11,000 was raised in 1999).

Coordinator of the Arkansas Alumni Association's Black Alumni Society Reunions (2003, 2000, 1998, 1995, 1993, 1990).

Responsibilities included creating and coordinating activities associated with the Black Alumni Reunions with the Arkansas Alumni Association. Attendance at the reunions grew from 148 at the 1990 banquet to over 600 at the 2003 banquet. African American membership in the Arkansas Alumni Association increased from less than 100 to more than 800. African American giving to the University increased more than 100% from 1998 -2000 over all previous years combined.

PUBLICATIONS

Williams, L. R., Bonner, F. A., Monts, A. M., Robinson, P.A., & Louis, D. (In progress). Recasting college outreach approaches to target African American alumni.

Robinson, C., and Williams, L. R. (eds.) 2010. *Remembrances in Black: Personal Perspectives of the African American Experience at the University of Arkansas, 1940s-2000s*. Fayetteville: University of Arkansas Press.

MAGAZINE ARTICLES

Williams, L. R. (2010, Spring). African American males' incarceration, education, and the effect on single African American females. *African American Perspectives Magazine*, 4 (2), 4.

Williams, L. R. (2009, Spring). A legacy of hope. *African American Perspectives Magazine*, 3 (1), 34-39.

Williams, L. R. (2008, Winter). College in your future: What you need to know now! *African American Perspectives Magazine*, 2 (1), 14-15.

Williams, L.R. (2007, Winter). Financial Advice for College. *African American Perspectives Magazine*, 1 (1), 42-43.

PROFESSIONAL AND CIVIC AFFILIATIONS

Arkansas Baptist College, Board of Trustees (2005 – 2011, Board chair 2009 - 2011).
Jonesboro Church Health Center, Board of Directors (2004 – 2010).
Arkansas State Representative for the 9th District of Omega Psi Phi Fraternity, Inc.
(2000 - present).
Daisy Gatson Bates Holiday Committee for state of Arkansas, appointed by the Governor
(2004 -2005).
Kiwanis of Fayetteville (1999 - 2003).
Arkansas Black Students Association, advisor for the State organization (1988 - 2003).
Association for Black Cultural Centers (ABCC) Executive Board member (1996 – 2002).
Arkansas Counseling Association. Executive Board member (1994 – 2002) and a general
member since 1984.
Sixth National African American Student Leadership Conference, Rust College, Holly
Springs, MS. Advisory Board member (2000, January 14 & 15).
Arkansas Alumni Association, Board of Directors (1998 - 2000).
Black Alumni Society of the Arkansas Alumni Association,
Board of Directors (1998 - 2000).
Arkansas College Personnel Association
Past President (1999), President (1998), President-Elect (1997), Publication
Officer (1996), Minority Affairs Committee Chair (1994-1996) and general
member since 1987.
Arkansas' Chapters of Omega Psi Phi Fraternity.
Newsletter Editor and Past-President (1999); President (1996 –1999).
Arkansas Association for Multicultural Counseling and Development
President (1995 - 97, 1987 – 1988); President-Elect (1993 – 1995);
a general member since 1984.
North Arkansas Girl Scout Council, Board of Directors (1990 - 1992).
Fayetteville, Arkansas' Chamber of Commerce, Leadership Fayetteville Program (1989).
Washington County Economic Opportunity Agency, Vice President -Board of Directors
(1989 - 1991). Member of the Board (1987 – 1991).
University of Arkansas' Cooperative Education (1985 - 1986). Advisory Board member.
National Association of Minority Engineering Program Administrators (1985 - 1986)
Chairperson-Elect for Region B, a general member from 1981 - 1987.
National Society of Black Engineers (1984 - 1987)
Region V Advisory Board member, a general member from 1981 - 1987.

GENERAL MEMBERSHIPS

National Association of Student Personnel Administrators (2008 – present, 2005 -2006,
1996 – 1999).
Association for Black Cultural Centers (1996 – present).
American Counseling Association (1994 - 1999).
Association for Multicultural Counseling and Development (1994 - 1998).
Arkansas Association for Student Assistance Programs (1991 - 2000).

GENERAL MEMBERSHIPS

(continued)

Omega Psi Phi Fraternity, Charter member of Upsilon Chi Graduate Chapter (1989).
Omega Psi Phi Fraternity, Charter member of Gamma Eta Undergraduate Chapter (1974).

ARKANSAS STATE UNIVERSITY SERVICE HIGHLIGHTS

Higher Learning Commission Self-Study Steering Committee (2010-2012)
Enrollment Management Plan Committee (2005).
NCAA Certification Committee – Equity, Gender and Welfare subcommittee chairperson (2004-2005).
Diversity Task Force – Admissions and Recruitment committee co-chairperson (2003- 2004).

UNIVERSITY of ARKANSAS SERVICE HIGHLIGHTS

Created & Organized Black Alumni Reunions (2003, 2000, 1998, 1995, 1993, & 1990).
Chancellor's Diversity Task Force (1998 - 2003).
Arkansas Union Governing Board (1996 - 2000).
Human Resources Advisory Board (1996 - 2000).
Chair - Multicultural Task Force for the Executive Assistant to the Chancellor (1996).
Admissions Standards Review Committees.
Human Relations Committee.
Staff Evaluation Development Committee.
Silas Hunt Hall Dedication Committee.
Multicultural Center Formation Committee.

AWARDS and RECOGNITIONS

“Brother James L. Wise State Representative of the Year” presented by the Ninth District (Arkansas, Louisiana, Oklahoma, and Texas) of Omega Psi Phi Fraternity, Inc. (2013, March 29).
“Distinguished Service Award” presented by the University of Arkansas, Fayetteville’s Division of Student Affairs (2012, March 13).
“Citizen of the Year” presented by Epsilon Alpha Alpha Chapter of Omega Psi Phi Fraternity, Inc. (2011, November 17).
“Founders Award” presented by The Arkansas Chapters of Omega Psi Phi Fraternity, Inc. (2011, September 17).
“Certificate of Recognition” presented by the Arkansas Association for Multicultural Counseling and Development (2010, November 19).
“Certificate of Appreciation” presented by the Jonesboro Church Health Center Board (2010, November 15).

AWARDS and RECOGNITIONS

(continued)

- “Silas Hunt Legacy Award” presented by the University of Arkansas, Fayetteville honoring individuals who have made a significant impact on the University of Arkansas, the state of Arkansas, the nation and the world (2010, April 23).
- “Outstanding Service Award” presented by the Arkansas State University Strong-Turner Alumni Chapter of the ASU Alumni Association (2010).
- “State Representative of the Year” Ninth District of Omega Psi Phi Fraternity (2010, April 2).
- “Certificate of Appreciation” presented by The Consortium for Student Retention Data Exchange at the University of Oklahoma (2009, November 2).
- “Leadership Award” presented by the Northeast Arkansas Dr. Martin Luther King, Jr. Parade Committee (2009, January 19).
- “Outstanding Person” for April by STAND-News of Central Arkansas, a monthly news publication (www.stand-news.com) (2008).
- “President’s Award for Dedicated Service” presented by the Strong-Turner Alumni Chapter of the Arkansas State University’s Alumni Association (2008, April 19).
- “Co-State Representative of the Year” awarded by the 9th District of Omega Psi Phi Fraternity. 9th District consists of the states of Arkansas, Oklahoma, Louisiana and Texas with 18 State Representatives (2008, March 22).
- “The Thomas E. “Pat” Patterson Education Award”, presented by the Arkansas Democratic Black Caucus to an individual who fights for equality of educational opportunity for students and education of employees of color and those who are poor (2008, February 12).
- “Who’s Who Among America’s Teachers & Educators”, 11th ed. (2007).
- “Unsung Heroes Award” presented by the Arkansas Association for Multicultural Counseling and Development (2007, February 10).
- “Our #1 Supporter Award” presented by the Arkansas State University Black Student Association (2007, February 9).
- “Mossie J. Richmond, Jr. Outstanding Leadership Award” presented by the Arkansas College Personnel Association “For outstanding contributions to ArCPA and Student Affairs in Arkansas” (2006, November).
- “Distinguished Performance Award” for Executive/Administrative/Managerial category for 2005-2006 presented by Arkansas State University (2006, April).
- “Friend of Diversity” award presented by Arkansas State University Office of the Diversity (2005, April).
- “Indian Brave” award presented by The Student Activities Board of Arkansas State University for “Outstanding contributions made to the university” (2005, February).
- “The Living Legacy Award” presented by the Black Students Association of the University of Arkansas, Fayetteville to an African American Arkansan, still living, who has distinguished him/herself in such a way to bring statewide, national or international attention to their work or achievements and/or their service to humanity (2004, April 28).

AWARDS and RECOGNITIONS

(continued)

- “Appreciation Award” presented by the Tribal Leadership Center of Arkansas State University (2004, April).
- “Award of Recognition” presented by the Kappa Xi Chapter of Delta Sigma Theta at Arkansas State University for “pivotal role in helping students on the ASU campus” (2004, January 15).
- “Distinguished Service Award” presented by the Northwest Arkansas Martin Luther King, Jr. Planning Committee (2003, July 16).
- “Award for Loyalty, Service and Dedication” presented by the Arkansas Association for Multicultural Counseling and Development (2002, March).
- “Lonnie R. Williams’ Bridging Excellence Award” presented by the Black Students Association. Created and named in the recipients honor for vision, leadership, service and dedication to multiculturalism on the University of Arkansas, Fayetteville’s campus (2001, May).
- “Dr. Martin L. King, Jr. Individual Achievement Award” presented by the Northwest Arkansas Dr. Martin L. King, Jr. Planning Committee (2001, January).
- “25 Years of Service to Omega Psi Phi Fraternity Recognition” presented by the Upsilon Chi Chapter of Omega Psi Phi Fraternity (2000, January).
- “Andrew J. Lucas Service Award” presented by the Arkansas Alumni Association (2000, April).
- “Who’s Who in Black America” (1990 - present).
- “Special Recognition Award” presented by the Arkansas Alumni Association’s Black Alumni Society (2003, 2000, 1998, 1995, 1993, 1990).
- “Service Appreciation Award” presented by Upsilon Chi Chapter of Omega Psi Phi Fraternity (1994).
- “Advisor of the Year” presented by the Arkansas Black Students’ Association (1993).
- “Employee of the Year, Professional Non-Faculty Area” presented by the University of Arkansas (1991).
- “Employee of the Quarter, Professional Non-Faculty Area” presented by the University of Arkansas (1991).
- “Dr. Martin Luther King, Jr.’s Outstanding Faculty/Staff Leadership” presented by the University of Arkansas’ Office of Minority Affairs (1987).
- “Outstanding and Dedicated Service as a Faculty Advisor” presented by the National Society of Black Engineers Chapter, University of Arkansas (1987).
- “Outstanding Young Men of America” (1986).
- “Appreciation of Outstanding Service” presented by the College of Engineering, University of Arkansas (1986).
- “Co-Advisory Board Member of the Year” presented by Region V of the National Society of Black Engineers (1984).
- “Outstanding Service Award” presented by the Gamma Eta Chapter of Omega Psi Phi Fraternity (1984 and 1982).

CONFERENCE AND WORKSHOP PRESENTATIONS

- Williams, L. R. (2011, October 22). "Cultural competency in today's centers." Association for Black Cultural Centers national conference. Dayton, Ohio.
- Williams, L.R. (2011, September 24). "Ties that Bind: The black experience at the University of Arkansas from Silas Hunt to Today." Afro-American Historical and Genealogical Society, Inc. 32nd national Genealogy Conference. Little Rock, AR.
- Williams, L. R. (2010, November 12). "Multicultural Competence: No longer separate, not yet equal." Arkansas College Personnel Association annual conference keynote address. Springdale, AR.
- Mock, R., Stuart, C., and Williams, L. (2009, October 1). "Student African American Brotherhood and Brother to Brother: Retaining black males in higher education." The Fifth National Symposium on Student Retention in Buffalo, NY sponsored by The Consortium for Student Retention Data Exchange at the University of Oklahoma.
- Williams, L.R. (2007, February 10). "From hence we came: Multicultural issues for the 21st century." Arkansas Association for Multicultural Counseling and Development Conference keynote address. University of Arkansas Community College. Hope, AR.
- Williams, L.R. (2005, November 18). "But we have always done that program: A look at assessment and best practices in student affairs." Arkansas College Personnel Association's annual conference (received "Best Program" award). Hot Springs, AR.
- Williams, L. R. (2004, November 4). "Multicultural Counseling: A means to a greater good." Arkansas Counseling Association's 59th Annual Conference. Hot Springs, AR.
- James, P., Reedus, L., Skinner, J., and Williams, L.R. (2004, June 2). "The state of black professionals at pre-dominantly white institutions: Are black professionals an endangered species at predominantly white institutions?" The John D. O'Bryant National Think Tank for Black Professionals in Higher Education Summit Meeting at the 17th National Conference on Race & Ethnicity, Miami Beach, Fl.
- Williams, L. R. (2003, August 11). "Multicultural/Minority Affairs & Cultural Centers: Needed as much today as when first founded." IMOKANE (Iowa, Missouri, Kansas and Nebraska) Symposium, University of Kansas.

CONFERENCE AND WORKSHOP PRESENTATIONS

(continued)

- Lofton, B. and Williams, L. R. (2000, May 19). "The changing role of minority affairs directors to meet the challenges of tomorrow in higher education." National Academic Advising Association's (NACADA) Region 7 South Central Conference, University of Arkansas.
- Williams, L. R. (1999, June 4). "Advising in a diverse world: More challenges ahead." Arkansas Academic Advising Network Annual Conference, East Arkansas Community College, Forrest City, AR.
- Williams, L. R. (1999, March 30). "Review of current literature on retention on minority students." Arkansas College Personnel Association's Minority Affairs' Workshop. Hot Springs, AR.
- Williams, L. R. (1998, November). "Directions for new directors of cultural centers." Association for Black Culture Centers' Annual Conference, West Virginia University.
- Williams, L. R. (1997 and 1996, November). "Budgeting for cultural centers." Association for Black Culture Centers' Annual Conferences at the University of Maryland, College Park, MD (1997) and at the University of Arkansas (1996).
- Williams, L. R. (1997, October). "Current retention and graduation trends among minority students on Arkansas' campuses, Empowering campus minority affairs: Developing strengths and strategies." Arkansas College Personnel Associations' Minority Affairs Committee's Conference. University of Arkansas at Little Rock, AR.
- Thomas, E. W. and Williams, L. R. (1996, November). "Multicultural students and generation x, Student life in higher education: Making the pieces fit." Arkansas College Personnel Association's Annual Conference, Little Rock, AR.
- Thomas, E. W. and Williams, L. R. (1995, November). "Enhancing diversity with today's college student: Can we meet the challenge, Students of today: Issues and concerns." Arkansas College Personnel Association's Annual Conference, Hot Springs, AR.
- Midgette, T., Seawood, G., Williams, L. R., and Williams, N.E. (1993, November). "The African-American male: Empowerment strategies." Arkansas Counseling Association's Annual Conference, Hot Springs, AR.

CONFERENCE AND WORKSHOP PRESENTATIONS

(continued)

- Gordon, S. E. and Williams, L. R. (1992, October). "A perspective on diversity: Recruiting minority students versus retaining minority students, focus on outcomes." Arkansas College Personnel Association's Fall Conference, Little Rock, AR.
- Williams, L. R. (1991, March). "Communicating: A part of diversity." Arkansas College Personnel Association's Spring Workshop, Conway, AR.
- Williams, L. R. (1991, March). "The office of minority affairs survey: Similarities, purpose, and need." Arkansas College Personnel Association's Spring Workshop, Conway, AR.
- Williams, L. R. (1989, April). "Freshman year peer counseling: Extending orientation." National Orientation Directors Association's Third Annual Region IV Conference, Fayetteville, AR.
- Williams, L. R. (1988, October). "Minority student recruitment and retention." Presenter and panelist at the Arkansas Association of Collegiate Registrars and Admissions Officers' Annual Conference, Hot Springs, AR.
- Matthews, L. and Williams, L. R. (1985). "Developing an advocacy role on your campus: The other side of successful minority student recruitment." Presenter and panelist at the American Association of Collegiate Registrars and Admissions Officers 71st Annual Conference, Cincinnati, OH.

ENTREPRENEURIAL INTEREST

Partner in Diversified Publishing, LLC, publisher of the award winning African American Perspectives magazine of northeast Arkansas (52 - 60 page full color quarterly production) January 2007 – present.

Special feature writer for the *Lincoln Echo* of Ft. Smith, AR. on post-secondary education issues (Nov. 2002- May 2003).

SEP 30 2013

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

Date: Sept 24, 13 On Campus Off Campus Online

Instructor Name: Rick Stripling Faculty Position: Adjunct

College: COE. B.S. Department: Educational Leadership, Curriculum + SpEd

Course Prefix(es) Number and Title: CSPS 6383 Practicum Requested Duration: 1 Year

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Sept 24, 13 Originator: Annette R Huff

Date: Sept. 24, 13 Department Chair: Annette R Huff

Date: 9/30/13 College Dean: SPZ

Date: _____ Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

William R. Stripling, Ph.D.

Vice Chancellor for Student Affairs
Associate Professor of Educational Leadership
Arkansas State University

Student Affairs, P.O. Box 189, State University, AR 72467
Office 870-972-2048 Fax 870-972-3002
dr.rick@astate.edu

Academic Background

1984-1987	Doctorate of Philosophy in Education in Student Personnel in Higher Education	Southern Illinois University Carbondale
1981-1982	Graduate Work in College Student Personnel	Memphis State University Tennessee
1980-1982	Specialist in Community College Student Personnel	Arkansas State University Jonesboro
1977-1978	Master of Science in Rehabilitation Counseling	Arkansas State University Jonesboro
1975-1977	Bachelor of Arts in Psychology and Sociology	University of Tampa Florida

Professional Experience

July 2002- Present
Vice Chancellor for Student Affairs
Arkansas State University, Jonesboro
Enrollment: 11,500

Responsibilities:

- Provide leadership for student support service programs within the Student Affairs Division, including oversight of \$16 million operating budget (educational and general, auxiliary). Areas of supervision are:

Admissions	Parking Services	Student Union	-Student Involvement
Career Services	Residence Life	-Fitness Club	-Non-traditional Student Services
Counseling Center	Scholarships	-I-Classes	-Outdoor Activities
Sodexo Dining Services	Student Health Center	-Intramurals	-Red WOLF Center
Disability Services	Testing	-Leadership Center	-Student Activities
Financial Aid	University Police	-Multicultural Affairs	-Yearbook
Greek Life	Judicial Affairs		
- Worked with university administrators and others, on campus and off, to plan and complete multiple construction projects related to student services including:
 - \$3.4 million renovation of women's residence hall (Kays Halls);

\$10 million construction of new, luxury apartments for juniors and seniors;
 \$4 million parking garage;
 \$22 million Student Union;
 \$2 million outdoor plaza, amphitheater and gathering places;
 \$1.5 million Student Health Center;
 \$8 million Student Services Center;
 \$14 million Florida coast-style apartments (for 200 nontraditional / graduate students);
 \$23 million new residence hall complex for sophomores and juniors;
 \$11.2 million Red Wolf Den apartments for students with 60+ credit hours;
 \$9.3 Honors Living-Learning Community;
 \$5.6 STEM / ROTC Living-Learning Communities
 \$17.6 Red W.O.L.F. Center fitness and recreation facility.
 Student Union Renovation
 \$6 million Greek Village
 Honors Living-Learning Community Expansion

- July 2013- Present** **Associate Professor of Educational Leadership**
College of Education, Arkansas State University
- July 2013- Present** **Program Coordinator**
College Student Personnel Services Online Master's Degree Program
College of Education, Arkansas State University
- 1998 to 2002** **Associate Vice President for Student Affairs**
Arkansas State University, Jonesboro
- 1996 to 1998** **Assistant Vice President for Student Affairs**
Arkansas State University, Jonesboro
- 1993 to 1996** **Dean of Students**
Arkansas State University, Jonesboro
- 1992 to 1993** **Associate Dean of Students**
Arkansas State University, Jonesboro
- 1987 to 1992** **Assistant Dean of Students**
Arkansas State University, Jonesboro
- 1980 to 1987** **Director of Student Activities/Counselor**
Arkansas State University, Jonesboro

Publications

Stripling, William R. and Hinck, Cheryl, "New Student Orientation: Student Assessment of a Program Content," Resources in Education Journal ED 363 178, March, 1994.

Stripling, William R. and Lee, Roger, "Greek Judicial Affairs: Building an Educational Program," Perspectives, April/May, 1994.

Stripling, William R. and Cooper, Ken, "Freshman and Senior Perceptions of a University Law Enforcement Department," Campus Law Enforcement Journal, September/October, 1991.

Stripling, William R., "Factors Influencing the Matriculation and Non-Matriculation of Students," Dissertation Abstracts, May, 1987.

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

RECEIVED
COLLEGE OF EDUCATION

OCT 21 2013

Date: 10-19-13 On Campus Off Campus Online

Instructor Name: Casey Rockwell Faculty Position: Adjunct

College: COE Department: Ed Ldrship, Curr+Spec

Course Prefix(es) Number and Title: Requested Duration: 3yrs

ELAD 6073 School Law

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Oct. 19, 2013

Originator: Annette R. Huff

Date: Oct 19, 2013

Department Chair: Annette R. Huff

Date: 10/21/13

College Dean: SL

Date: _____

Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

Dr. Casey Carder Rockwell
700 East 9th Street Condo 12B • Little Rock, AR • 72202
(501) 281-7114 • CaseyRockwell@hotmail.com

QUALIFICATIONS

- Raised graduation rates by over 1400 graduates through an extensive degree audit and working closely with academic deans
- Considerable practice in student advising and knowledge of educational support services including, but not limited to, Trio, Career Pathways, and Carl Perkins grant programs
- Extensive experience with federal and state guideline compliance and contract evaluation
- Broad teaching experience in both developmental and advanced classes

EDUCATION

Doctorate of Educational Administration and Supervision. University of Arkansas at Little Rock, 2011

Juris Doctorate. University of Arkansas at Little Rock, 2006

Masters in Public Service. Clinton School of Public Service, 2007

Bachelor of Arts in Education Policy. Hendrix College, 2003

CAREER EXPERIENCE

Deputy Director/Attorney Supervisor, Arkansas Tobacco Control Little Rock, AR

- Legal:
 - Conducted investigations and assisted in the prosecution of retailers cited for selling to minors
 - Collected and reviewed evidence; created case files
 - Investigated illegal ownership transfer of business licenses intended to avoid monetary penalties or prosecution
 - Oversaw more than 2,000 compliance checks to date
 - Oversaw the state implementation of all new federal tobacco regulations and mandates
 - Recruited, trained, and monitored undercover buys by minors
 - Prepared sworn statements
- Grant Procurement and Management:
 - Wrote and received \$834,000 second federal grant
 - Oversaw the implementation of the \$500,000 first grant distribution
 - Coordinated all financial aspects of the grant including invoicing and payment
- Job Creation:
 - Secured ten federally funded positions within the state
- Management of Personnel:
 - Directed the hiring and training of all new employees
 - Managed the assignment and conduction of routine inspections on tobacco retail establishments
 - Assisted in retailer training
 - Developed training manual

Degree Audit Coordinator, Pulaski Technical College North Little Rock, AR

- Grant Administration and Assessment
 - Oversaw the implementation of key grant objectives
 - Measured and assessed outcomes and developed reporting systems for all data
 - Developed grant positions and oversaw the implementation of new employees in a variety of areas
- Governmental Relations and Judicial Affairs
 - Assisted the Director of Governmental Relations during the Fiscal Session to support the acquisition of additional staff positions and funding
 - Conducted judicial investigations and hearings
 - Reviewed contracts for guest speakers and new construction
- Financial Aid
 - Assisted in compliance with Direct Lending financial aid program
 - Composed "Student Right to Know" information for consumer services web site
 - Developed Net Price calculator
 - Drafted letters to current student body regarding financial aid issues such as the Arkansas Lottery Scholarship, Go! Grants, Workforce Improvement grants, and others
 - Assisted in the development and implementation of a new staff annual evaluation process
- Counseling and Advising
 - Utilized POISE to conduct pilot studies in a successful effort to increase graduation rates
 - Served as an academic advisor for career and technical students
 - Assisted students in credential obtainment through degree auditing, advising, training in disability services testing, and counseling
- Enrollment and Registration
 - Developed FERPA training for new student services employees
 - Drafted policies for Academic Catalog
 - Drafted new degree plans including, but not limited to, histography and dental assisting
 - Promoted student recruitment initiatives through the scheduling of community events
- Graduation and Records
 - Conducted comprehensive degree audit
 - Assisted in alignment of program of studies to increase graduation rates
 - Increased student graduates by 1400 in a single semester
- Development
 - Solicited major gifts and donations for special events
 - Assisted in major solicitations for building funds
- Student Activities
 - Assisted in programming for Student Life and Leadership including Spring Fling, Honors Convocation, and graduation

Attorney, Carder Law Firm Searcy, AR

- Practiced in the areas of oil and gas leases, property, estate planning, domestic relations, and personal injury
- Reviewed and analyzed client issues and documentation relating to legal matters in order to determine appropriate course of action
- Drafted legal briefs, motions and other pleadings to support arguments to facilitate the mediation/litigation process
- Researched case law, state law, and any applicable federal laws related to pending legal issues in order to prepare clients for potential mediation, litigation, or settlement
- Advised private and corporate clients on potential legal issues and offered legal opinions on action the client could take to resolve said issues
- Represented clients in mediation and depositions which varied in setting and jurisdiction
- Conducted research regarding policy advancements in the field of education

- Assisted in the development of drug policy and teen drug court, Bryant School District
- Supervised an administrative support staff by assigning and reviewing work and evaluating the performance of employees
- Interviewed and recommended for hire applicants for various firm vacancies

Public Relations Coordinator, Pulaski Heights Middle School Little Rock, AR

- Chief Recruitment and Public Relations Officer
- Nominated for Teacher of the Year
- Taught Inclusion and Pre-AP English
- Developed and distributed “Good News” articles to be published on the school and district websites
- Worked with a school public relations committee to develop and implement a school visit program between all major feeder schools
- Assisted in the development of a teacher exchange program between local elementary schools and Pulaski Heights Middle School

International Studies Coordinator, Dunbar Gifted and Talented International Studies Middle School Little Rock, AR

- Examined and evaluated the German educational system through the Fulbright Scholar program; participated in the German Fulbright Teacher Exchange Program to develop student exchange and pen pal opportunities
- Taught Gifted and Talented and Pre-Advanced Placement Classes
- Assisted in the International Studies program in the areas of Japanese, Irish, Finnish and New Zealand cultures
- Developed curriculum entitled “Conflict Resolution on a Global Scale” and mentored first year teachers in the areas of social studies
- Developed partnership with the Clinton School of Public Service to generate student understanding of multiple cultures through a distinguished speaker series and the Mexican Consulate

Independent Contractor, Northland District Health Board Whangarei, New Zealand

- Developed a bibliotherapy program focusing on the areas of oral health, cancer, and elective treatment
- Worked with Maori people to increase access to bibliotherapy programs
- Conducted extensive public relations campaigns and focus group to assess the effectiveness of current outreach programs

Independent Contractor, Cranford, Johnson, Robinson, Woods Little Rock, AR

- Composed copy for the Arkansas Charter School Resource Center
- Developed brochures and websites for Arkansas educational initiatives
- Worked with the development of KIPP schools within the state

Law Clerk, US Congressional Representative Vic Snyder Arkansas office

- Assisted the Chief of Staff in responding to public policy related inquiries
- Conducted constituent meetings to determine and address cares and concerns
- Performed case work for constituent’s with needs in health care and education
- Researched proposed and pending legislation
- Drafted memorandum for the Congressman on special issues
- Represented the Congressman at community events

Law Clerk, Arkansas Attorney General’s Office Civil and Consumer Protection

- Problem-solved constituent issues such as healthcare and environmental law
- Became certified to research in the Library of Congress – researched pending legislation
- Advised the Board of Auctioneers and Department of Education

LICENSURES/CERTIFICATIONS

- Licensed Attorney
- Licensed Civil Mediator
- Certified Law Enforcement Officer
- Certified Law Enforcement Instructor
- Arkansas Teacher Licensure in P-8 Reading, 7-12 Social Studies, 7-12 English
- Certified Reading Specialist

COMMUNITY INVOLVEMENT AND LEADERSHIP

- Arkansas Association of Women Lawyers, Executive Board
- American Association of Justice, Education Subcommittee
- Arkansas Council for Women in Higher Education, Legislative and Planning Subcommittees
- Presenter for Arkansas Scholars program
- First generation college student tutor
- Volunteer with the Little Rock School District for reading initiatives
- Local and State History Fair Judge
- Member of the Arkansas Bar Association

AWARDS

- *Forbes*, "Meet Your Tax Professional"
- *Arkansas Business*, "20 in their 20s"
- Nominated Teacher of the Year, Little Rock School District
- Fulbright Summer Teacher Exchange, Germany

REFERENCES

Kristina Burford

Director of Student Services
Hendrix College
1600 Washington Avenue
Conway, Arkansas 72032
(501) 329-6811
Burford@Hendrix.edu

Kelly Owens

Dean of Students
Pulaski Technical College
3000 West Scenic Drive
North Little Rock, AR 72118
(501) 812-2756
KOWens@Pulaskitech.edu

Skip Rutherford

Dean
Clinton School of Public Service
1200 President Clinton Avenue
Little Rock, AR 72201
(501) 683-5200
SRutherford@ClintonSchool.uasys.edu

Cindy Harkey

Vice President of Student Services
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(501) 812-2233
CHarkey@Pulaskitech.edu

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

RECEIVED
COLLEGE OF EDUCATION

OCT 21 2013

Date: Oct. 19, 13 On Campus Off Campus

Instructor Name: Markel Quarles Faculty Position: adjunct

College: COE Department: ELCSE

Course Prefix(es) Number and Title: Requested Duration: 3 years

CSPS 6373 Multi Cultural Dynamics

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Oct 21, 13

Originator: Annette R. Huff

Date: Oct 21, 13

Department Chair: Annette R. Huff

Date: 10/21/13

College Dean: ST2

Date: _____

Graduate School Dean: _____

Note: This instructor may **NOT** be assigned to teach courses other than those approved.

Markel D. Quarles, Ed.D.

COLLEGE EXPERIENCE

Arkansas State University – a public four-year university in Jonesboro, AR that is the 2nd largest university in the state. Offers 160 fields of study and the following degrees: associate, bachelor, master, and doctorate. Enrolls over 14,000 students.

Director – Career Services

2012 – Present

- Oversee the administration of career development, job placement, student employment, and experiential education programs for the largest campus in the Arkansas State University system.
- Monitor and evaluate operations and corresponding policies related to student and alumni access to services, internal and external communications, staffing, and workflow.
- Provide frameworks for developing systems that ensure effective and efficient integration of communication, information management, and the technological tools needed to support them.
- Supervise a staff of administrative, professional, support, and interns to carry out departmental functions.

Cuesta College – a public two-year community college in San Luis Obispo, CA that offers 64 degree and 119 certificate programs.

Adjunct Faculty – Department of Workforce & Economic Development

2010 – 2012

Taught college-level and high school credit courses that supported academic, career, economic, and interpersonal success.

California Polytechnic State University – a public four-year university in San Luis Obispo, CA that is the 2nd largest land-holding university in California. Offers 95 bachelor and master degree programs and enrolls over 18,000 students.

Career Counselor – Career Services

2003 – 2012

- Resystematized and managed data collection, analysis, and publication of university's annual graduate report.
- Mediated interests of industry and university communities to provide strategic interdisciplinary career development programs.
- Took lead role delivering services to various campus units: including Admissions, Athletics, TRIO, and military veterans.
- Assisted in formulating, planning, and evaluating integrated departmental and divisional priorities.
- Facilitated ethical hiring processes for staff recruitments and serve as divisional representative for staff development.
- Utilized various technologies to provide comprehensive career counseling services to students and alumni.
- Facilitated career development workshops and employment trend analyses for all levels of university constituents.

COLLEGE EXPERIENCE (continued)

Lecturer – School of Education

2009 – 2012

- Taught graduate-level multicultural counseling course to school, community, and college counselor candidates.
- Created and assessed learning outcomes in accordance with CACREP accreditation standards.

Academic Services & Life Skills Coordinator – Athletics Department

2001 – 2003

- Managed all advising and academic support services for entire intercollegiate Division IA student-athlete population.
- Administered and implemented academic policies and procedures in accordance with NCAA and university regulations.
- Lead 22-member advisory committee that initiated and sponsored institutional and community initiatives.
- Designed curriculum and taught study skills enhancement course for 20+ academically low-achieving student-athletes.
- Supervised and trained staff, interns, and tutors while effectively managing annual budget amidst large cuts.

Academic Advisor & Instructor – Educational Opportunity Program

1999 – 2001

- Provided advising services to low-income and 1st-generation college students.
- Conducted various analyses focusing on retention, multicultural counseling effectiveness, and technological access for program participants while spearheading newly-formed online advising priorities.
- Administered and taught tutor training course certified by College Reading and Language Association.

COURSES TAUGHT

Multicultural Counseling

College Success for At-Risk Student-Athletes

College Success for Low-Income and 1st Generation Students

Tutor Training and Certification

Life Skills for Success

OTHER PROFESSIONAL EXPERIENCE

Department Head – Santa Maria Foursquare – Santa Maria, CA 2010 – 2012

- Managed all Music Arts-related operations, directly overseeing 3 departments with over 30 volunteers.
- Part of senior management team that led efforts to serve members of various socioeconomic and language demographics.
- Provided executive leadership over the development and implementation of organizational policies and goals, personnel matters, risk management, inventory, and skill development.

Associate Education Services Coordinator – Rape Crisis Center of San Luis Obispo County
San Luis Obispo, CA 1998 – 2000

- Facilitated developmentally-appropriate rape risk-reduction/prevention seminars to middle school, high school, and college students.
- Completed 40-hour training for crisis intervention certification.
- Counseled sexual assault, domestic violence, and child molestation survivors on an on-call basis.
- Assisted in community outreach, program development, and training interns and volunteers.

SELECTED PRESENTATIONS

Keynote Motivational Speaker – Annual Pre-Collegiate Symposium: California Polytechnic State University, 2007 – 2012.

“Utilizing StrengthsQuest as a Tool in College Student Career Decision-Making” – California State University Long Beach Career Development Center Counselor Training, 2011.

“Cross-Generational Management Lessons: Implications for Senior-Level Student Affairs Officers” – Student Affairs Administrators in Higher Education (NASPA) Annual Conference, 2009.

“Career Steak and Potatoes: Preparing Students for the Jobs of Tomorrow” – California State University Annual Regional High School and Community College Counselor Conference, 2009.

“Protecting Yourself and Those You Love in Cyberspace” – Southern California Annual Church State Youth Congress Summit, 2006 – 2008.

Keynote Motivational Speaker – California Youth Authority Annual Black History Month Celebration, 2007.

“You Too Can Achieve: A No-Excuse Approach to Success” – Youth Encouraged to Strive for Success Annual Convention, 2006.

SELECTED PRESENTATIONS (continued)

“Reclaiming Our Black Men: Career Development for Incarcerated Males” – Atascadero State Hospital: Annual African-American Leadership In-Service, 2006.

Keynote Motivational Speaker – Martin Luther King, Jr. Foundation, San Luis Obispo Chapter, 2006.

“The Psychosocial Effects of Institutional Racism: Implications for Higher Education” – Change the Status Quo Annual Conference: California Polytechnic State University, 2005.

“The Career Development Process for Intercollegiate Student-Athletes: How Athletic Performance Inspires Career Direction” – California Polytechnic State University Athletics Department In-Service, 2004.

“Bridging the Advising Divide Between Student-Athletes and Advisors” – 29th National Academic Advising Association Pacific Region Conference, 2002.

“Latino Students in Higher Education: Implications for the Next Millennium” – 5th Annual Conference on the Retention of Latino Students in Higher Education, 2002.

PROFESSIONAL AFFILIATIONS

National Association of Colleges and Employers
Arkansas Association of Colleges and Employers
Society for Human Resource Management
Mountain Pacific Association of Colleges and Employers
National Career Development Association
Student Affairs Administrators in Higher Education
California Institute for Educational Leadership
National Athletic Advisors Association
National Academic Advising Association
College Reading and Learning Association

AWARDS AND CERTIFICATIONS

Graduate Opportunity Fellow, 2007.

Distinguished Leadership Award – Black Faculty and Staff Association, 2006.

Certified Crisis Intervention Counselor – Rape Crisis Center of San Luis Obispo County, 1998.

UNIVERSITY COMMITTEES

- Instructional Related Activities Committee, **Vice President's Designee**
- Workplace Violence Prevention Committee, **Vice President's Designee**
- President's Diversity Award Selection Committee
- Student Affairs Division Professional Development Committee
- Council for Student Success
- Committee on Veteran Student Affairs
- Student-Athlete Advisory Committee
- Health Professions Advisory Committee
- Black Faculty and Staff Association, **Co-Chair**
- Week of Welcome Committee
- National Student Exchange Selection Committee

COMMUNITY SERVICE

- Jonesboro Chamber of Commerce, 2013
- Breakthrough Ministries – Advisory Board, 2010 – 2012
- Nipomo Titans Youth Football League – Head Coach, 2008 – 2010
- Santa Maria Foursquare – Board of Directors, 2009
- Nipomo Recreation Association – Basketball Coach, 2006 – 2007
- American Youth Soccer Organization – Advisory Board, 2006
- Sexual Assault-Free Environment Resource Program – Advisory Board, 2005
- Central Coast Christian Center – Music Director, 2001 – 2003
- Rape Crisis Center of San Luis Obispo County – Crisis Line Volunteer, 1998 – 2000
- House of Prayer Church – Youth Director, 1994

EDUCATION

Doctor of Education	Educational Leadership University of California at Santa Barbara – Santa Barbara, CA	2010
	<i>Dissertation Title: Self-Efficacy and Career Decision-Making: The Interplay on African-American College Students</i>	
Master of Arts	Education, specialization in Counseling and Guidance California Polytechnic State University – San Luis Obispo, CA	2003
Bachelor of Science	Physical Education California Polytechnic State University – San Luis Obispo, CA	1998

ARKANSAS STATE UNIVERSITY

Request for Temporary Faculty Approval to Teach for Graduate Credit

RECEIVED
COLLEGE OF EDUCATION

OCT 21 2013

Date: Oct 19, 13 On Campus - online Off Campus

Instructor Name: Jason Penny Faculty Position: adjunct

College: COE Department: ELCSE

Course Prefix(es) Number and Title: Requested Duration: 3 years

CSPS 6363 Development & Advancement in Higher Education

A CURRENT VITA MUST ACCOMPANY THIS FORM

Other Experience and Qualifications (Optional):

The Department and College have reviewed this instructor's credentials and approve him/her to teach the courses listed above.

Date: Oct. 19, 13 Originator: Annette R. Huff

Date: Oct 19, 13 Department Chair: Annette R. Huff

Date: 10/21/13 College Dean: STL

Date: _____ Graduate School Dean: _____

Note: This instructor may NOT be assigned to teach courses other than those approved.

Jason C. Penry, Ph.D.

804 Gloucester Cove
Jonesboro, Arkansas 72401

Phone: (870) 243-8425
penryjason@gmail.com

EMPLOYMENT

Vice Chancellor for University Advancement

July 2012-Present

Chief of Staff for ASU

September 2012-July 2013

Arkansas State University

- Provided leadership for the 30-person university advancement team and its divisions: development, advancement services, alumni relations, media relations, publications and creative services, and creative media
- Served on the six-person Executive Council for the 13,538 student university, the flagship institution of the Arkansas State University System, to establish university priorities, provide strategic leadership and support for university initiatives, and develop policy recommendations
- Leading a collaborative effort to start a medical school, Doctor of Osteopathic Medicine, by 2016

Vice President for Development and Alumni Relations July 2009-August 2012

Executive Director of Development

Angelo State University

Member, Texas Tech University System

- Provided leadership for the development and alumni relations programs involving 13 staff members for a 7,084 student university that is one of three public institutions in Texas, along with Texas A&M University and the University of Texas, to be recognized for four consecutive years by the *Princeton Review* as one of its Best Colleges
- Provided leadership for the ASU Foundation and its 15-member board
- Reported to the university president and vice chancellor for institutional advancement for the Texas Tech University System, providing counsel, guidance, and leadership as a senior executive of the university and with the system's institutional advancement leadership team in support of a \$1 billion capital campaign

Highlights and achievements:

- Planned, implemented and completed a \$25 million capital campaign, the first comprehensive campaign in the university's history, reaching the goal two years in advance
- Secured the best two years of giving (over \$7.7 million/year) in the 84-year history of the university, which both exceeded the previous record giving year by over 60%
- Recognized as one of only 30 institutions (over 1,000 universities and colleges were eligible) presented a prestigious "Circle of Excellence Award for Overall Improvement" in 2012; award is designed by the Council for Advancement and Support of Education (CASE) to honor exemplary development programs nationally; universities cannot apply for the award, they are obtained only through an independent evaluation of giving data
- Secured the two largest commitments in the university's history

- Collaborated with the Texas Tech University System to increase the number of documented planned gifts by 350%, and annual giving, including the participation rate of faculty/staff giving from 7% to 27% in two years

Executive Director, POSSE

January 2007-June 2009

Oklahoma State University

- Oversaw the official fundraising arm of athletics
- Provided leadership for a full-time staff of 11 and a \$3.9 million budget
- Served on the athletic department's athletics executive/senior staff
- Administered the 525-member O-Club letter-winner organization

Highlights and achievements:

- Assisted during the silent phase of the \$1 billion Branding Success Campaign
- Grew POSSE annual membership by 37% (5,846 to 8,058) in first year - largest annual increase in 45-year history of the organization and largest among Big 12 Conference members; successfully reached the organization's highest level of membership (over 9,400 donors)
- Co-chaired 2008 football ticket sales campaign that helped set all-time records in ticket revenue (\$3 million increase from previous year) and total ticket sales (39,750)
- Planned and implemented the award-winning, 84-page official magazine for Athletics
- Developed and implemented an outbound sales call center, which raised over \$513,000 in additional revenue during its first year and was showcased in an Street & Smith's SportsBusiness Journal in 2012

Consultant

December 2004-August 2012

Carr Sports Associates, Inc.

- Served as an associate for an intercollegiate athletics firm that specializes in management consulting and executive searches
- Assisted in athletic program strategic plans and audits for the Old Dominion University, University of Richmond, St. Bonaventure University, University of Louisiana System members, University of Central Florida, University of New Orleans, Troy University, Grambling State University, Radford University, University of Texas-San Antonio, University of North Dakota, and New Jersey Institute of Technology
- Assisted in head football coach search for University of Buffalo; director of athletics and associate athletic director/external affairs searches for Southeast Missouri State University; associate athletic director/development search for the University of Central Florida

Development Officer for Major Gifts

July 2004-January 2007

12th Man Foundation, College Station, Texas

- Managed a portfolio of principal and major gift prospects to ensure a strategic engagement for a wide variety of capital improvements
- Oversaw management of giving societies: Eppright Distinguished Donor lifetime giving society, and John David Crow Legacy Society to honor planned giving
- Oversaw the 800-member student booster foundation

Highlights and achievements:

- Assisted in successful completion of Texas A&M University's Championship Vision Phase I, \$50 million dollar capital campaign for athletics, part of an overall \$1.5 billion One Spirit One Vision Campaign for the university
- Assisted major gifts team that generated \$34.8 million in the first eighteen months of the second phase of the capital campaign for athletics

Assistant Membership Manager

December 2003-June 2004

12th Man Foundation, College Station, Texas

- Received and managed financial gifts, maintained membership database with over 23,000 donors and with annual revenues over \$17.3 million
- Handled annual football membership fund drive for the donor-based seating program

EDUCATION

Texas A&M University, College Station, Texas

August 2008

Doctor of Philosophy, Higher Education Administration

Dissertation Topic: Forecasting Financial Trends in the Intercollegiate Athletic Programs for the Public Institutions in the Atlantic Coast, Big 12, and Southeastern Conferences
(Co-Chaired by Dr. Ed Davis, President of the Texas A&M Foundation)

Louisiana State University, Baton Rouge, Louisiana
Master of Science, Sport Management

December 2002

Louisiana State University, Shreveport, Louisiana
Bachelor of Arts, Secondary Education

May 2001

- Student Body President; served as a liaison between administration/faculty and students through: meetings with the Louisiana Governor Mike Foster, administrative meetings, various committee meetings, and LSU Board of Supervisors meetings

ACADEMICS

- Associate Director for Texas A&M University's Laboratory for the Study of Intercollegiate Athletics, an interdisciplinary research and training laboratory
- Presented paper, Racial differences in the career success of assistant football coaches: The role of discrimination, human capital, and social capital, at the annual conference, at the North American Society for Sport Management (NASSM) Conference in 2004
- Taught a graduate-level seminar at Texas A&M University

SELECTED SERVICE ACTIVITIES

- Council for Advancement and Support of Education (CASE) District Conference, 2009, 2010, 2011, 2012
- Judging Coordinator – Major Gifts/Campaign, CASE Accolade Awards, 2012
- Co-Chair, CASE Newcomers Conference, 2011

Guidelines for Departmental and Program Graduate Faculty Qualification Standards

Relevant passages from the Handbook are in roman type; issues that should be clarified in Departmental or Program Guidelines are in italics. Note that the Handbook sets a minimum expectation; programs may choose to exceed its standards.

A. Regular Member

1. Qualifications

A Regular Member of the Graduate Faculty must be a full-time faculty member with a terminal degree. In exceptional cases, unique experience, specialized training, and professional competence may substitute for a terminal degree. Regular Members must have documented evidence of an appropriate level of scholarly activity and continued participation in graduate education at the course, committee and program levels.

Indicate what an appropriate terminal degree is for your program .

What are appropriate disciplines or fields for the terminal degree.

The Handbook allows for “unique experience, specialized training and professional competence” to substitute for a terminal degree in exceptional circumstances. Does your program wish to leave open the exceptional cases option? If so, what would constitute an exceptional situation and what are the unique experiences, specialized training and professional competence that would substitute for a terminal degree in your program? How often might exceptional circumstances legitimately be invoked?

Indicate what your program considers an “appropriate level of scholarly activity.”

2. Appointment requirements and procedure

Application must include evidence of professional activity related to graduate education such as research, publication, exhibition or performance, membership in professional organizations, participation in regional and national meetings, excellence in teaching and the applicant must meet the qualification standards of the program or department. An appointment is recommended by the department/program graduate faculty and chair (or program director in the case of interdisciplinary programs) and approved by the Graduate Council. Appointment is for up to a six year term at which time the faculty member may reapply; although individual programs, department, or colleges may choose to have shorter terms of appointment. Upon hire as a pre-tenure or tenured faculty member possessing a terminal degree in an appropriate discipline, an initial graduate faculty appointment will be made for up to a six year term. Upon promotion to associate or full professor, a graduate faculty appointment will be made or an existing appointment will be reset to a new term of up to six years.

Does your program wish to use the Handbook’s six-year term, or would it prefer a shorter term?

3. Privileges and responsibilities

A Regular Member may teach graduate courses at any level, serve on the Graduate Council; direct research; and serve on thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. With the approval of the graduate program director and the Dean of the Graduate School, a Regular Member may chair thesis and dissertation committees for students pursuing masters, specialist and doctoral degrees. The Graduate School recommends that faculty who chair thesis and dissertation committees either have previous experience on such committees or work with a mentor, a faculty member who has successfully chaired thesis or dissertation committees in the past.

B. Temporary Member

1. Qualifications

An individual with a terminal degree or documented knowledge and equivalent experience shall be eligible for appointment to the graduate faculty as a Temporary Member to teach specific courses and/or serve on committees over a specified time period.

2. Appointment requirements and procedure

Application is through, or nomination is by the department/program graduate faculty or chair (or program director in the case of interdisciplinary programs). Recommendations must include specific qualifications as related to the course(s) to be taught or committee membership. An appointment is approved by the Graduate Dean for a specified time period. At the end of the specified time period, a Temporary Member of the Graduate Faculty may reapply.

The maximum term for a Temporary Member of the Graduate Faculty to be approved to teach a specified course or courses is three years. Does your program wish to have a shorter term for Temporary Graduate Faculty status?

3. Privileges and responsibilities

A Temporary Member may teach graduate level courses at the masters, specialist and doctoral levels and serve on student committees. A Temporary Member appointment is only valid for the time frame specified and for the course(s) or activities approved on the application.