Appendix A - Rationale for Selection of Peer Institutions

The Department of Counseling and Psychological Services is composed of standards-based programs. The College of Education is NCATE (National Council on the Accreditation of Teacher Education) accredited and that accreditation includes the M. Ed. and Ed. S. in School Counseling and the M.Ed. and Ed.S. in School Psychology. The School Psychology doctoral program is accredited by APA (American Psychological Association), as is the Counseling Psychology doctoral program. The M.S. in Rehabilitation Counseling is accredited by CORE (Council on Rehabilitation Education). The M. Ed. program in School Counseling, the M. S. program in Professional Counseling, and the Ph. D. program in Counselor Education and Practice are all accredited by CACREP (Council on the Accreditation of Counseling and Related Educational Programs). We value our accreditation status and endeavor to continually assess and revise our programs to maintain compliance with current best practices as identified by the accreditation agencies.

The Georgia Board of Regents has named peer institutions and aspirational institutions to Georgia State University. We did not select any of the peer institutions for several reasons; some institutions had no counseling programs, others were not CACREP accredited and others did not have doctoral programs. One of the aspirational institutions—The University of Maryland at College Park—was selected as a comparison. It was not possible to locate departments in peer institutions that have the exact configuration of programs that we have in the CPS Department. Because we believe accreditation of programs is a departmental strength, we decided to select peer departments that maintain a combination of programs that are similar to our programs and whose programs also are accredited by the agencies that accredit our programs. All of the universities selected maintain accreditation of their programs by NCATE, CACREP, CORE and/or APA.

Our search for peer institutions was narrowed by our need to find universities that are located in urban areas, and that serve multicultural populations. One of the universities selected is located in a mid-size city of just under 200,000 people; however, they do serve a diverse population. The other 2 universities selected are located in urban areas. Georgia State University is a Doctoral/Research University – Extensive as classified by the Carnegie Foundation for the Advancement of Teaching. All of the peer institutions also hold this classification.

In addition, we wanted to compare ourselves with universities that are recognized as exemplary in the fields of education and counseling. The College of Education at the University of Tennessee at Knoxville was ranked 47th by the U.S. News and World Report. The University of North Texas (2000) received the Robert Frank Outstanding Program Award from ACES (Association for Counselor Education and Supervision) as did the CPS Department in 1993 and 2004. In addition, the University of North Texas was ranked 18th in the nation and 1st in Texas for their counseling program by the U.S. News and World Report. The University of Maryland – College Park also earned high ratings by the U.S. News and World Report. Their College of Education was ranked 21st, the department of Counseling and Personnel Services was ranked 1st, and their
Appendix A - Rationale for Selection of Peer Institutions

rehabilitation counseling program was ranked 9th by this group. The Rehabilitation program in the CPS Department was also ranked 48th by this group.
## Appendix D Faculty Roster

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MIDDLE NAME</th>
<th>GSU HIRE</th>
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## Summary of the Minimum GRE and GPA Requirements for Admissions

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Appendix E-2 - Student Publications


Appendix E-2 - Student Publications


Appendix E-2 - Student Publications


Weed, R. & **Berens, D.** (2004). Ethical issues for the life care planner. In R. Weed (Ed.), *Life Care Planning and
Appendix E-2 - Student Publications


**Student Grants**


**Hays, D. G.** (2004, February). *Initial construction and validation of the Privilege and Oppression Inventory.* Donald Hood Student Research Grant received from the Association for Assessment in Counseling and Education ($500).

**Hays, D. G.** (2003, March). *Addressing privilege and oppression in counselor training and practice: A qualitative analysis.* ACES Research Grant received from the Association for Counselor Education and Supervision ($500).


**Mason, E.** (2001). Grant Recipient, People’s Bank ($500).

**Morgan, T.** (2000-2002). Principal Investigator, After School Service Program, “*Kindness Club*”, Awarded by the Gwinnett Alliance with Youth ($3000).

Appendix E-2 - Student Publications

**Student Professional Presentations**


**Berens, D.** (2003, March). *Overview of functional capacity evaluations (FCE) and their use in rehabilitation counseling*. Georgia State University, Atlanta, Georgia.


**Chaney, M., Williams, W., & Hays, D. G.** (2004, September). *Becoming aware: Creative approaches with media in group counseling and training*. To be presented at the Southern Association for Counselor Education and Supervision Conference, Athens, Georgia.
Appendix E-2 - Student Publications


Conley, C. M. (2001, October). *Learning to be a group leader through a didactic and experiential process*. Paper presented at the meeting of the Southern Association for Counselor Education and Supervision, Athens, GA.


Appendix E-2 - Student Publications


Hall, K. (2003, October). *Navigating in the schools*. Presentation for Grandparents & Other Relatives Raising Children at the Community Service Center in Gainesville, GA.


Appendix E-2 - Student Publications


Lassiter, P.S. Perceived Multicultural Competencies of Substance Abuse Counselors. Southern Association for Counselor Education and Supervision Regional Conference; Chattanooga, TN, September 4-5, 2003.


Appendix E-2 - Student Publications


Appendix E-2 - Student Publications


Suprina, J.S. (2003, October). *Surviving Graduate School*. Panelist presentation at Kennesaw State University, Kennesaw, GA.

Suprina, J.S. (2003, October). *The Body-Mind Connection: The Key to Balanced Wellness*. Workshop presented to senior citizens as part of the Adventures in Learning series for Life Enrichment Services, Atlanta, GA.


Student Honors and Awards


Mason, E. (2001). GSCA Region II Middle School Counselor of the Year, 2001

Mason, E. (2001). Gwinnett County Middle School Counselor of the Year, 2001
Strategic Action Plan

Department of Counseling and Psychological Services

College of Education

Georgia State University

Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide service to the profession and the community.

Goal #1
Research

The department is committed to making a significant contribution to the field of counseling and psychological services by engaging in scholarly work. In keeping with the above goal, the department is committed to research and other scholarly activities that result in:

1. research and scholarly work that lead to presenting findings in professional publications (e.g. peer review journals, books, book chapters)
2. research and scholarly work that lead to presenting findings in regional, national, and international conferences
3. research that shall be conducted in a manner that is sensitive to diversity issues
4. research that shall provide implications for practice including advocacy
5. efforts to obtain funding for ongoing research
6. research that includes students in the examination and study of effective practices in the field of counseling and psychological services
7. research that extends the knowledge, teaching and practice of counseling and psychological services
8. research that is undertaken with cooperation, collaboration, and team work including students and faculty that bring an interdisciplinary approach to the project
Appendix F-1 Strategic Plan 2002

Action Items for Goal #1

A. The department will financially support attendance at professional conferences to the best of its ability.
B. It will be a priority for the department to support doctoral students through graduate assistantships.
C. Mentors will be provided for junior faculty.
D. The department will investigate funding opportunities for doctoral students to attend professional conferences.

Goal #2
Program Evaluation

A central goal of The Department of Counseling and Psychological Services (CPS) is to ensure that the mission statement's principles are met through multifaceted program evaluation and research as a means of fostering dynamic program development. Stakeholders involved in departmental evaluation include faculty, students, staff, alumni, community professionals, accrediting bodies, professional organizations, and on site and campus supervisors. In keeping with the above goal, the department is committed to activities that result in:

1. maintaining accreditation with NCATE, APA, CACREP, CORE, & NASP
2. effective program evaluation via formal evaluation surveys with current students and alumni
3. effective program evaluation via feedback from the CPS Community Advisory Committee
4. effective program evaluation via university course/faculty evaluation procedures
5. effectiveness program evaluation via continuing evaluative reviews of practicum/internship sites, students, and supervisors
6. effective use of various program evaluation results for on-going improvement of curriculum, course scheduling, and services to students, relationships with community and school professionals (including on-site supervisors), and general organization of the department

Action Items for Goal #2

A. CPS will undergo continuous updating and accreditation of programs.
B. CPS will conduct an annual survey of current students and biannually with alumni.
C. CPS will meet regularly with the CPS Community Advisory Committee in order to receive feedback regarding the department’s programs and suggestions for further development. From that meeting the Chair will report to the faculty the CPS Community Advisory Committee's recommendations for program development.
D. CPS faculty will conduct course evaluations based upon the College of Education’s standard format, and a summary of those evaluations will be included in the faculty member’s annual report to the Chair.

E. CPS faculty supervising practicum/internship students will regularly discuss the program's status and areas of further growth with on-site supervisors. The faculty teaching the practicum/internship classes will then report suggestions and feedback to the Chair.

E. The CPS Chair’s Advisory Committee will annually discuss curriculum issues, scheduling, student services, and program development. Included in these discussions will be a review of student issues, community relationships with the department, and collaborative efforts with the department and associated schools and organizations. When necessary, the CPS Chair’s Advisory Committee may appoint a faculty subcommittee to review such domains in more detail.

Goal #3
Special Programs

The department is committed to the development and initiation of special programs in response to identified community and professional needs. All special programs will strive to integrate teaching, service and research. When appropriate the development of these special programs will support the College of Education’s focus on urban education.

In keeping with the above goal, the department is committed to activities that result in:

1. continued support of existing special programs that identify community and professional needs and resources by collaborating with schools, agencies, and other community organizations
2. continued support for the Office of School Safety that seeks to promote basic applied research to facilitate educational outreach efforts regarding school safety, school climate and classroom management
3. active involvement with the metro-Atlanta area, the Georgia Department of Education, Georgia Emergency Management Agency and others regarding the Office of School Safety
4. continued support of other special programs currently in place: Project DOVE, Grady Project, Project for the Empowerment of South African Counselors, Peer Counseling Project with the University of Venda (South Africa), and the Sri Lanka Mental Health Project
5. development and implementation of additional special programs to meet identified needs
6. evaluation of the efficacy of all special programs via traditional research methods, as well as via brief reports that summarize the project goals and achievements (prepared by project director and submitted to the CPS faculty annually)
7. dissemination of knowledge gained from special programs to professional and community audiences
Action Items for Goal #3

A. Faculty involved in special projects will seek external, internal, and departmental funding to support existing special projects.
B. Faculty involved in special projects will disseminate information pertaining to project progress and activities within the department and to appropriate publications.
C. Faculty will encourage student involvement in the identification, implementation, and evaluation of all special projects.

Goal #4
Recruitment, Retention, Student Development and International Issues

The department is committed to the recruitment, retention and development of students, faculty, and staff who represent the diversity of the public at large and who contribute to program excellence.

Recruitment:
In order to expand our methods and strategies of recruiting a competent and diverse (national, international and multicultural) faculty and student population, the department is committed to activities that result in:

1. quality advertisement of the program in journals, newsletters and the CPS website
2. the development of a systematic plan related to recruitment of a diverse student population with attention to admission criteria
3. information on the CPS web page, departmental brochures, and other departmental materials that indicates the involvement of faculty and students in issues related to diversity
4. continued support of the work of the CPS Diversity Committee

Student Development and Retention
In order to ensure that students develop skills for counseling so that they are able to provide quality and ethical services to the public, the department is committed to activities that result in:

1. continued implementation of the CPS Student Development and Retention Policy
2. examination of the admissions procedures related to deadlines, admission of students and how/if faculty should take a more active role in the admissions process
3. identification of a vehicle or structure to coordinate activities of faculty and students related to diversity (e.g., student interest group, newsletter, research/study group, colloquium series, and so forth).
Faculty Development
In order to ensure the quality and diversity of the CPS faculty, the department is committed to activities that result in:

1. the assignment of a faculty mentor for each new faculty member
2. a reduced teaching load for the first two years for new tenure-track faculty members
3. financial assistance to support new faculty research projects and professional development
4. exemption for new, tenure-track faculty from serving on major college and university committees for the first two years in the department

Staff Development
In order to ensure that the CPS staff members are able to provide quality support to the students and faculty and ensure department efficiency, the department is committed to activities that result in:

1. support of quality staff development opportunities related to the unique responsibilities of individual staff members
2. staff involvement in CPS decision making regarding policies that effect services to students
3. staff involvement in CPS decision making regarding the use of resources for areas such as facilities, technology, advisement materials, student assistants, graduate surveys, student surveys
4. maintaining a staff that represents the department’s commitment to diversity

Goal #5

Teaching and Clinical Training
The CPS faculty considers teaching a most critical function in each of its professional programs. All degree and certification programs in CPS are designed for training counseling and psychology professionals; therefore, emphasis in training is placed on developing a professional identity, knowing and behaving consistently with professional standards and ethics, mastering proven skills and intervention strategies, understanding/conducting research and evaluation, and demonstrating professional competence in supervised practica and internships. In order to ensure that quality teaching is consistent throughout all curricular offerings and that faculty can model professional, ethical behavior in the classroom and through advisement and collaboration, the department is committed to activities that result in:

1. the continuation and maintenance of rigorous, scholarly programs of study that prepare students for positions in education, business and human services
Appendix F-1 Strategic Plan 2002

2. student acquisition of knowledge and professional practice in specialized areas of school counseling, school psychology, professional counseling, rehabilitation counseling, counselor education, and counseling psychology
3. the preparation of leaders and researchers in school counseling, school psychology, professional counseling, rehabilitation counseling, counselor education, and counseling psychology
4. involvement of students in the development and preparation of applications for external funding
5. the advancement of the practice of school counseling, school psychology, professional counseling, rehabilitation counseling, counselor education, and counseling psychology both in the CPS training program and outside of the university
6. the dissemination of information regarding best practices in school counseling, school psychology, professional counseling, rehabilitation counseling, counselor education, and counseling psychology both in the CPS training program and outside of the university
7. quality supervision of students in order to ensure a smooth transition from theory to practice through field based practica and internships in school counseling, school psychology, professional counseling, rehabilitation counseling, counselor education, and counseling psychology

Action Steps for Goal #5

A. Faculty will attend and participate in professional meetings in order to stay abreast of current developments in the field.
B. Faculty will insure quality of on-site supervision by establishing guidelines for selection and evaluation of on-site supervisors and variety of supervision experiences.

Goal #6

Governance.

The CPS faculty is committed to insure effective governance over matters of the department in the following ways:
1. providing strong support for our Chair in carrying out departmental decisions
2. actively participate in decision-making regarding issues brought before the faculty.
3. review up-coming agendas and prepare beforehand to contribute meaningfully to the discussion of matters scheduled for faculty attention
4. volunteer to lead, or serve on, committees established to carry out responsibilities of the department, college, or university
5. give unstintingly of our time and energy in implementing the strategic plan for the department
6. collaborate in such ways as participating on research teams, co-teaching, working together to develop curricular content, and in mentoring students
Goal #7
Leadership and Service to the College, the University, and the Profession.

The CPS faculty is committed to furthering the mission of the College and University through service, research, and teaching activities that result in:

1. sharing of expertise with students and faculty within the College of Education
2. representing the department on COE committees
3. representing the department on COE teams established to offer assistance to targeted populations within the urban community
4. participating in cross-disciplinary research projects with faculty members throughout the COE
5. attending COE faculty meetings
6. participating on, and offering leadership for, University committees and the University Senate
7. participating in faculty outreach programs that target community populations as they relate to the professions of counseling and psychological services a
8. contributing to appropriate professional organizations by serving on committees, accepting leadership roles, and making scholarly presentations

Approved by the Counseling and Psychological Services Faculty, January 11, 2002
Amended by the Counseling and Psychological Services Faculty, August 16, 2002
Department of Counseling and Psychological Services  
School Psychology PhD Program

The School Psychology Ph.D. Program embraces a researcher-practitioner model. The program espouses an ecological perspective that emphasizes understanding of the whole person (cognitions, perceptions, behaviors). The program also emphasizes a multicultural perspective that is infused throughout the training program.

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<th>Population &amp; Timeline</th>
<th>Use of Results</th>
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| **1.** Graduates are prepared for employment as professional psychologists | 1. Evaluation of employment status | 1. All students after graduation. | All results are used to:  
• evaluate the program  
• assist with decision s about program modifications  
• help maintain professional accredita tion |
| **2.** Graduates can use and conduct research, particularly practitioner-based research | 1. Successful Completion of pre-dissertation research  
2. Successful completion of dissertation research | 1. All students, prior to taking comprehensive exams  
2. All students prior to graduation |
<p>| <strong>3.</strong> Graduates understand theories of human development, psychopathology and systems | 1. Successful completion of comprehensive examination | 1. All students, after all coursework is completed and before beginning dissertation and internship |
| <strong>4.</strong> Graduates are proficient in psycho-educational diagnosis, prevention and remedial interventions, teacher consultation, organizational consultation and practitioner research | 1. Successful completion of internship | 1. All students, prior to graduation |
| <strong>5.</strong> Graduates are prepared to work with clients who are culturally and individually different | 1. Successful completion of internship | 1. All students, prior to graduation |
| <strong>6.</strong> Graduates are knowledgeable about the | 1. Successful Completion of | 1. All students, after completion |</p>
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### Mission

The Counseling Psychology PhD Program subscribes to a scientist-practitioner model, a model designed to integrate science with practice. Students are prepared to generate and apply psychological knowledge to human problems.

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<tr>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Population &amp; Timeline</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduates are prepared for employment as professional psychologists</td>
<td>1. Evaluation of employment status</td>
<td>1. All students after graduation.</td>
<td>All results are used to:</td>
</tr>
</tbody>
</table>
| 2. Graduates can use and conduct research, particularly practitioner-based research | 1. Successful Completion of research course sequence and pre-dissertation research 2. Successful completion of dissertation research | 1. All students prior to dissertation. 2. All students prior to graduation | • evaluate the program  
• assist with decision about program modifications  
• help maintain professional accreditation |
| 3. Graduates understand theories of human development, psychopathology and the principles of psychology | 1. Successful completion of psychology core courses and comprehensive examination | 1. All students, after all coursework is completed and before beginning dissertation and internship |                                |
| 4. Graduates are proficient in psycho-educational diagnosis, prevention and remedial interventions, psychotherapy, consultation and supervision. | 1. Successful completion of practicum sequence and APA accredited internship       | 1. All students, prior to graduation         |                                |
| 5. Graduates are prepared to work with clients who are culturally and individually different | 1. Successful completion of coursework, including Advanced Multicultural Counseling | 1. All students, prior to graduation         |                                |
| 6. Graduates are knowledgeable about the                                           | 1. Successful Completion of                                                          | 1. All students, after completion            |                                |
### Appendix G-1 Outcomes and Assessments

<table>
<thead>
<tr>
<th>Tenets of Ethical Practice</th>
<th>Comprehensive Examinations</th>
<th>Of all coursework.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Successful completion of internship</td>
<td>2. All students, prior to graduation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Outcomes</th>
<th>Assessments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Graduates have a subspecialty that strengthens their skills as psychologists</td>
<td>1. Successful completion of cognate coursework</td>
<td>1. All students after completion of all coursework</td>
</tr>
</tbody>
</table>
### Mission Statement

Doctoral degree programs in Counselor Education and Practice are intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic, public schools, and clinical settings. Doctoral programs accept as a primary obligation extending the knowledge base of the counseling profession in a climate of scholarly inquiry. Doctoral programs prepare students to generate new knowledge for the counseling profession through research that results in dissertations that are appropriate to the field of counselor education and supervision. This extension of knowledge should take into account the societal changes of the 21st century and prepare graduates to be leaders and advocates for change.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Population &amp; Timeline</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach in a University setting</td>
<td>The candidate is required to complete a course EPY 8070, 8070, or EPY 9000 (Facilitating College Teaching), teach a course under the mentorship of a core counseling faculty member, and teach a minimum of two courses for two consecutive semesters. The candidate must be the instructor of record.</td>
<td>The timeline would include taking the EPY course in year one, mentoring with a core counseling faculty member year two and teaching two courses as an instructor of record year three.</td>
<td>Results of mentorship are used to assess readiness of candidate to teach as instructor of record. Teacher of record courses are used for job recommendations and revision of internship experience. Student evaluations of teaching activities are reviewed by the chair of the department and used to inform the candidate’s chair if problems have occurred in the instructional component of the candidate’s program.</td>
</tr>
<tr>
<td>2. Become proficient in the delivery of counseling, consultation and clinical services to individuals, families, children, or groups in various mental health, community, educational, correctional or rehabilitation</td>
<td>Course content used to assess the proficiency of this learning outcome are 8450 (Advanced Group) CPS 8660 /9660 (Applied Practice), 9480S (Supervision of Counseling Services) and CPS9680 (Internship). These courses deal with actual counseling and consultation with</td>
<td>Group, individual, and family supervision and counseling of clients begins the first year of the Ph.D. candidate’s enrollment in the degree program and continues throughout. A typical guideline for the candidate would be to enroll in CPS 8660 and 9660 in year one, CPS 9680 for nine hours in</td>
<td>The results of practicum and internship experiences are used to monitor the candidates progress so as to position them to attain licensure as an individual or marriage counselor in Georgia, receive a passing grade on the National Counselor Certification Exam, and/or complete a</td>
</tr>
</tbody>
</table>
### Appendix G-1 Outcomes and Assessments

<table>
<thead>
<tr>
<th>Settings</th>
<th>Designated target population related to the candidate’s area of interest and specialty area.</th>
<th>Year two, and finish with a supervision of counselors course (CPS/S) in year three.</th>
<th>Certifiable program related to the individual candidates chosen field of concentration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Become proficient in research in the field of counseling</td>
<td>The requirement of 25 hours of courses related to research and design from the department of Counseling and Psychological Services and Educational Policy and Research department, completion of a first year study to submit for publication, present original research at professional conferences, successfully pass the comprehensive exam that has as a requirement the submission of an original piece of research for publication and complete a prospectus and dissertation prior to graduation.</td>
<td>Statistical and Research courses and experiences begin in the first year of the candidate’s admittance to the program, continue throughout the candidate’s program, and accumulate with the completion of the dissertation. Results of this competency are used to develop the student’s research agenda for the next career step, present at national and international conferences, and construct recommendation data for future employment in university, public schools and other educational settings.</td>
</tr>
<tr>
<td>4.</td>
<td>Become proficient in working with client populations related to ethnic, gender, and socio-economic parameters and ethical standards of the profession.</td>
<td>The learning outcome is continually assessed within the context of the majority of courses in the department that require in the syllabi specific objectives and activities related to this outcome variable. Validation of this proficiency has been confirmed by the positive review of the CACREP review team in 2003. The continuous assessment of this outcome occurs during the practicum and internship experience where by the candidate is required to fulfill the 900-hour client contact segment of the program.</td>
<td>This proficiency is a continual focus throughout the entire program of the candidate’s involvement in courses and practicum and internship experiences and the continual assessments via follow-up studies, APACE, and the professional accrediting body (CACREP) This outcome is so critical to our existence as professionals that we have implemented within each departmental meeting, a time set aside to address how we continue to emphasize this outcome in classes and internship experiences. It has also resulted in becoming part of the departmental strategic plan. To further confirm the relevance of this outcome variable, we have used results of student focus group feedback, the external accrediting agencies, and the follow-up studies to continue to make needed adjustments in the</td>
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<tr>
<td>Appendix G-1 Outcomes and Assessments</td>
<td>Formal assessments include follow-up studies conducted within the department, APACE, student focus groups, feedback from the departmental diversity committee, and the comprehensive exam at the conclusion of the candidate’s program.</td>
<td>curriculum, instruction and administering of the program.</td>
<td></td>
</tr>
<tr>
<td>5. Design and complete an individualized internship experience to parallel career goals</td>
<td>Each candidate is required to complete a one calendar year experience of clinical, consultation, and teaching opportunities that is documented in contract form and submitted to the major advisor. The contract must include a minimum of 900 hours of counseling and consultation for licensure, the teaching mentorship, and the teaching of two courses. The remainder of the internship can be created in any way the candidate and the advisor believe will more fully complement the area of expertise that the candidate wishes to complete. The candidate’s decision on how the internship is individualized must be submitted in writing for approval by the candidate’s chairperson. An additional assessment from a cognitive perspective occurs by the candidate, proposing to his/her advisor of the Ph.D. program, an area of expertise to write to in This occurs around the third year of the candidate’s course of study.</td>
<td>This outcome is used to position the candidate for future employment as it relates to letters of recommendation and the job search.</td>
<td></td>
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<tr>
<td></td>
<td>the written comprehensive segment of the Ph.D. program.</td>
<td>Completion of licensure, assignment to committees in professional organizations, and presenting solo or with faculty or peers at professional organizations is the assessment criteria for this outcome variable.</td>
<td>The fulfillment of the outcome dimension of the program is continuous in nature, though usually participation in presentations at conferences takes place during the second year of the candidate’s involvement in the Ph.D. program.</td>
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<tr>
<td>6.</td>
<td>Participate in seminars, professional organizations, and professional development experiences related to career goals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G-1 Outcomes and Assessments

Counseling and Psychological Services

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Method of Assessment</th>
<th>Population/Sample</th>
<th>Time/Frequency</th>
<th>Use of Results</th>
<th>Share Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>A counselor is advanced in their preparation to function at higher levels of competence in their work settings.</td>
<td></td>
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</tr>
<tr>
<td>Mission Statement: Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide service to the profession and the community.</td>
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</tbody>
</table>

| Work with individuals and groups to effectively lead groups and affect change in the counseling relationship | CPS 8450, CPS 8650- Written examination and practical experience leading a process group. Video taped samples of performance | First year Ed. S. students | Fall, 2000, 2002, 2004 | Determine effectiveness of knowledge acquisition for training group leaders | Professional faculty, unit leaders, Chairperson, Professional accreditation agencies |
| Work with individuals experiencing a trauma or in crisis | CPS 8470 end of semester written test and applied exercise with individuals in crisis | First year Ed. S. students | Fall, 2000, 2002, 2004 | Compare outcome results with literature frequency and skills | Professional faculty, unit leaders, Chairperson, Professional accreditation agencies |
| Process ethical dilemma's and lead others in supervision | CPS 8530 written examination-semester end. Attitudinal and skills necessary to process a dilemma | First year Ed. S. student | Fall, 2000, 2002, 2004 | To gauge advancement in professional judgment in the application of decision-making skills | Professional faculty, unit leaders, Chairperson, Professional accreditation agencies |
| Advocate for the profession of Professional Counseling | CPS 8530 written exam at end of semester. Special Project which is specific to giving back to the profession-develop training material, present at conference, etc. | Second year Ed. S. students | Fall, 2001, 2003, 2005 | To affect the literature, legislation, and professionals in the advancement of the profession. | Alumni, LPC and LAPC members, professional faculty, unit leaders, Chair, |
Appendix G-1 Outcomes and Assessments

## Counseling and Psychological Services

### Professional Counseling: Specialist Degree

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Method of Assessment</th>
<th>Population/Sample</th>
<th>Time/Frequency</th>
<th>Use of Results</th>
<th>Share Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>A counselor is advanced in their preparation to function at higher levels of competence in their work settings.</td>
<td>Mission Statement: Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide service to the profession and the community.</td>
<td>Share knowledge with master level students and professionals</td>
<td>EPRS 8530 with design and data collection toward publication or submission or conference presentation</td>
<td>Second year Ed. S students</td>
<td>Fall, 2001, 2003, 2005</td>
</tr>
<tr>
<td>Implement advanced counseling skills</td>
<td>CPS 8660 Form 1006 from site supervisor-rating 106 scale, special training development toward accreditation</td>
<td>Second year Ed. S student</td>
<td>Fall, 2001, 2003, 2005</td>
<td>Individual counseling effectiveness results to meet code of ethics responsibility</td>
<td>Department, Professional faculty, unit leaders, Chairperson, Professional accreditation agencies</td>
</tr>
</tbody>
</table>

| Required courses at Ed.S. level: | | | | | |
| EPRS 8530  Advanced Research | CPS 8450  Advanced Group Counseling | CPS 8470  Crisis Intervention |
| CPS 8530  Professional Issues and Decisions | CPS 8650  Advanced Counseling Theory | CPS 8660  Practicum |
Appendix G-1 Outcomes and Assessments

Counseling and Psychological Services
Professional Counseling: Masters of Science

Mission Statement: The major in professional counseling prepares persons to function as counselors in mental health centers, governmental agencies, labor departments, employee assistance programs, community agencies, religious settings, and correctional agencies. Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide service to the profession and the community.

A counselor is prepared to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Method of Assessment</th>
<th>Population/Sample</th>
<th>Time/Frequency</th>
<th>Use of Results</th>
<th>Share Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work individually and with groups of clients</td>
<td>CPS 6410-individual evaluation of core conditions via taped interaction-Scale 1-5 CPS 6450-Written evaluation and group evaluation experiential interaction in self-disclosure and core conditions-Scale 1-5 CPS 7260, CPS 7660-Form 1005-35 item scale rated 1-6 Tape samples and case conceptualization Comps*, NCE*</td>
<td>First year MS students</td>
<td>Fall, 2000, 2002, 2004</td>
<td>Determine if individual and group training skills are meeting CACREP objectives and CPS departmental goals in reinforcing the 7 core communication conditions and leadership skills as a co-leader of groups. Determine if interns are effectively able to develop client-counselor relationships and manage a client session</td>
<td>Departmental meetings, Professional faculty, new instructors, unit leaders, Faculty Affairs-Curriculum Committee CACREP, NCATE, APACE,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First year MS students</td>
<td>Fall, 2000, 2002, 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second year MS students</td>
<td>Fall, 2001, 2003, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counsel and consult with diverse population</td>
<td>CPS 7340-cognitive measure-end of semester grade. CPS 7660, 7680-site supervisor evaluation-Form 1005-rating 1-6. Comps*, NCE*</td>
<td>First year MS students</td>
<td>Fall, 2000, 2002, 2004</td>
<td>Feed back on how well department is meeting departmental goals of in diversity training and experiences</td>
<td>Departmental meetings, Professional faculty, unit leaders, Faculty Affairs-Curriculum Committee, Core Review Committee, CACREP, NCATE, APACE,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second year MS students</td>
<td>Fall, 2001, 2003, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Method of Assessment</td>
<td>Population/Sample</td>
<td>Time/Frequency</td>
<td>Use of Results</td>
<td>Share Results</td>
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</tr>
<tr>
<td>Counsel with other professionals and administrators concerning the client’s developmental needs</td>
<td>CPS 8200-cognitive measure-end of semester grade. CPS 7680-Form 1006A Comps*, NCE*</td>
<td>First year students</td>
<td>Fall, 2000, 2002, 2004</td>
<td>Determine if MS students are equipped and trained to assess human growth and development for effective interventions</td>
<td>Departmental meetings, Professional faculty, unit leaders, Faculty Affairs-Curriculum Committee CACREP, NCATE, APACE,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second year students</td>
<td>Fall, 2001, 2003, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in educational, social, and career assessment</td>
<td>CPS 7450, CPS 7300-applied practice in administering, scoring, and interpreting non-cognitive measures (pass/fail) Applied assessment and interpretation CPS 7680-career center internship Comps*, NCE*</td>
<td>First year MS students</td>
<td>Fall, 2000, 2002, 2004</td>
<td>Determine functional skills to assess, score, and interpret client data</td>
<td>Departmental meetings, Professional faculty, unit leaders, Faculty Affairs-Curriculum Committee CACREP, NCATE, APACE,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second year MS students</td>
<td>Fall, 2001, 2003, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide information and understanding in the areas of educational, social, and career assessment</td>
<td>CPS 7450,7300, 8200 cognitive assessment end of semester grades CPS 7680-internship referrals, problem solving taped samples. Comps*, NCE*</td>
<td>First year MS students</td>
<td>Fall, 2000, 2002, 2004</td>
<td>Determine if MS students have minimum knowledge to share with clients in the three areas of development.</td>
<td>Departmental meetings, Professional faculty, unit leaders, Faculty Affairs-Curriculum Committee CACREP, NCATE, APACE,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second year MS students</td>
<td>Fall, 2001, 2003, 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct and facilitate program evaluation and research efforts</td>
<td>EPRS 7900 cognitive end of semester evaluation, CPS 7680-pre-post tests with clients for effectiveness, Comps*, NCE*</td>
<td>First year MS students</td>
<td>Fall, 2000, 2002, 2004</td>
<td>Determine if students are capable of reading the literature and in conducting research to determine individual effectiveness</td>
<td>Departmental meetings, Dean of COE, Site Clinical Directors, Faculty Affairs-Curriculum Committee, Core Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second year MS students</td>
<td>Fall, 2001, 2003, 2005</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix G-1 Outcomes and Assessments

#### Counseling and Psychological Services

#### Professional Counseling: Masters of Science

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Method of Assessment</th>
<th>Population/Sample</th>
<th>Time/Frequency</th>
<th>Use of Results</th>
<th>Share Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice ethical code of ACA</td>
<td>CPS 6010, 6150, 6410, 6450, 7260, 7300, 7340, 7450, 7540, 8100, 8200, 8460 (semester eval) 7660, 7680 assessed by taped samples, site supervisor evaluation, Forms 1005, 1006 (rate 1-6), Comps*, NCE*</td>
<td>First year MS students</td>
<td>Fall, 2000, 2002, 2004 Fall, 2001, 2003, 2005</td>
<td>To provide a gauge whereby students can assess his/her acquisition and application of knowledge, skills and attitude development</td>
<td>ACA, LPCA, SAO, Professional faculty supervisors, Professional literature, journals, Internship Site and GSU supervisors</td>
</tr>
<tr>
<td>appropriate technology to assist clients/educ, social, career assessment</td>
<td>CPS 7300, 7450-applied Practice &amp; feedback CPS 7660, 7680 two-way mirror supervision, powerpoint psychoeducation instruction, CPS 7300-Internet research for client welfare, Comps*, NCE*</td>
<td>Second year MS students</td>
<td>Fall, 2001, 2003, 2005</td>
<td>To assess effective utilization of technology and to remain current in tools for client welfare</td>
<td>Clients, internship sites, professional faculty, Faculty Affairs-Curriculum Committee, Technology Committee</td>
</tr>
<tr>
<td>appropriate identity as a professional counselor through advocacy for the profession</td>
<td>CPS 6010, 7660, 7680 membership ACA, Liability membership, Membership in SAO, Presentation at local, state, national conferences, NCE*, Comps*</td>
<td>First and second year MS students</td>
<td>Fall, 2000, 2002, 2004 Fall, 2001, 2003, 2005</td>
<td>To assist students in knowledge application of the principles underlying a profession and avenues to support advocacy for continued professionalism</td>
<td>LPCA, SAO, Professional faculty and alumni</td>
</tr>
</tbody>
</table>
## Counseling and Psychological Services
### Rehabilitation Counseling: Masters of Science

**Mission Statement:** Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in rehabilitation counseling to contribute to the body of knowledge that undergirds these professions and to provide service to the profession and the community.

A rehabilitation counselor is prepared to:

<table>
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<tr>
<th></th>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Population (Masters Students) &amp; Time Line</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Work individually and with groups of clients with physical, cognitive and/or emotional disabilities</td>
<td>CPS 6050, 8410, 8420, introduction to rehab practices, and medical &amp; psychological aspects exams, papers and presentations. CPS 6450-Written evaluation and group evaluation experiential interaction in self-disclosure and core conditions-Scale 1-5 CPS 7260, CPS 7660-Form 1005-35 item scale rated 1-6, &amp; CPS 8460, substance abuse. Tape samples and case conceptualization Comps, CRC exam</td>
<td>Fall and Spring 2004 and every year thereafter for new students</td>
<td>Determine if individual and group training skills are meeting CORE objectives and CPS departmental goals in reinforcing the 7 core communication conditions and leadership skills as a co-leader of groups. Determine if interns are effectively able to develop client-counselor relationships and manage a client session Departmental meetings, Professional faculty, new instructors, unit leaders, Faculty Affairs-Curriculum Committee, CORE Review Committee, CORE requirements</td>
</tr>
<tr>
<td>2</td>
<td>Counsel and consult with diverse population</td>
<td>CPS 7340-cognitive measure-end of semester grade. CPS 7660-site supervisor evaluation-Form 1005-rating 1-6. Comps, CRC exam</td>
<td>Fall, 2000, 2002, 2004 Fall, 2001, 2003, 2005</td>
<td>Feed back on how well department is meeting departmental goals of in diversity training and experiences Departmental meetings, Professional faculty, unit leaders, Faculty Affairs-Curriculum Committee, Core Review Committee, CORE requirements</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Method of Assessment</td>
<td>Population (Masters Students) &amp; Time Line</td>
<td>Use of Results</td>
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<tr>
<td>3 Counsel with other professionals and administrators concerning the client’s rehabilitation needs</td>
<td>CPS 7430 assessment of rehabilitation potential, project, semester grade. CPS 7680-Form 1006A Comps, CRC exam*</td>
<td>Fall, 2000, 2002, 2004</td>
<td>Determine if MS students are equipped and trained to assess rehabilitation potential for effective interventions Departmental meetings, Professional faculty, unit leaders, Faculty Affairs-Curriculum Committee, CORE requirements</td>
<td></td>
</tr>
<tr>
<td>4 Participate in educational, social, and career assessment</td>
<td>CPS 7430, applied practice in administering, scoring, and interpreting non-cognitive measures. Applied assessment and interpretation CPS 7680-career center internship, CPS 7300, career theory, CPS 7500, lifespan, Comps, CRC exam</td>
<td>Spring, 2004</td>
<td>Determine functional skills to assess, score, and interpret client data Departmental meetings, Professional faculty, unit leaders, Faculty Affairs-Curriculum Committee, CORE</td>
<td></td>
</tr>
<tr>
<td>5 Provide information and understanding in the areas of rehabilitation (medical and psychological), educational, social, and career assessment</td>
<td>CPS 7430,8410, 8420, 8460, 7500, 8200 cognitive assessment end of semester grades CPS 7680-internship referrals, problem solving taped samples. Comps, CRC exam</td>
<td>Fall &amp; Spring, 2004, 2005</td>
<td>Determine if MS students have minimum knowledge to share with clients in the development of rehabilitation plan. Departmental meetings, Professional faculty, unit leaders, Faculty Affairs-Curriculum Committee, CORE requirements, Professional meetings</td>
<td></td>
</tr>
<tr>
<td>6 Conduct and facilitate program evaluation and research efforts</td>
<td>EPRS 7900 cognitive end of semester evaluation, CPS 7680-pre-post tests with clients for effectiveness, Comps, CRC exam</td>
<td>Fall, 2004, 2006, 2008</td>
<td>Determine if students are capable of reading the literature and in conducting research to determine individual effectiveness Departmental meetings, Dean of COE, Site Clinical Directors, Faculty Affairs-Curriculum Committee, CORE Review</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix G-1 Outcomes and Assessments

#### Counseling and Psychological Services

**Rehabilitation Counseling: Masters of Science**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Population (Masters Students) &amp; Time Line</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>7  Practice ethical code of CRC and state licensing</td>
<td>CPS 6050, 6450, 7430, 7660, 7680 assessed by taped samples, site supervisor evaluation, Forms 1005, 1006 (rate 1-6), Comps, CRC*</td>
<td>Fall &amp; Spring, 2004, 2006, 2008</td>
<td>To provide a gauge whereby students can assess his/her acquisition and application of knowledge, skills and attitude development</td>
</tr>
<tr>
<td>8  Appropriate technology to assist clients/educ, social, career assessment</td>
<td>CPS 6050, 7430, 7660, 7680 direct supervision, PowerPoint psychoeducation instruction, Internet research for client welfare, Comps, CRC</td>
<td>Fall &amp; Spring 2005, 2007, 2009</td>
<td>To assess effective utilization of technology and to remain current in tools for client welfare Clients, internship sites, professional faculty, Faculty Affairs-Curriculum Committee, Technology Committee</td>
</tr>
<tr>
<td>9  Appropriate identity as a professional counselor through advocacy for the profession</td>
<td>CPS 6050, 7660, 7680 membership in relevant association (e.g, student NRA chapter), Liability membership, Presentation at local, state, national conferences</td>
<td>Fall &amp; Spring, 2004, 2006, 2008</td>
<td>To assist students in knowledge application of the principles underlying a profession and avenues to support advocacy for continued professionalism NRA student association, professional faculty and alumni</td>
</tr>
</tbody>
</table>
# Department of Counseling and Psychological Services
## School Counseling Ed. S Program
### Mission Statement:
The School Counseling Ed. S. program within the Department of Counseling and Psychological Services at Georgia State University is dedicated to training school counselors at the advanced certification level who are prepared to continue to provide a developmentally appropriate, preventive school counseling program for all students, teachers, parents, administrators and community members. They will have advanced knowledge and skills in educational statistics, group counseling, crisis intervention, program evaluation and in current trends and ethical issues in the field. In addition, they will be able to provide effective supervision to school counselors-in-training.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Population &amp; Timeline</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Students will have knowledge of statistical procedures.</td>
<td>Complete EPRS 8530 which requires exams and projects.</td>
<td>Required of all students. Taken at any time during the program.</td>
<td>Students must complete this course to be eligible for the SC-6 level of certification. Assessment results are shared in faculty meetings and program faculty meetings as well as with accrediting agencies.</td>
</tr>
<tr>
<td><strong>2.</strong> Students will learn advanced group leadership skills necessary for leading effective groups with children, youth, teachers, parents, and others.</td>
<td>Complete CPS 8450 which includes role plays, small group discussion, and peer supervision of audio-taped counseling sessions.</td>
<td>Required of all students. Taken at any time during the program.</td>
<td>Students must complete this course to be eligible for the SC-6 level of certification. Assessment results are shared in faculty meetings and program faculty meetings as well as with accrediting agencies.</td>
</tr>
<tr>
<td><strong>3.</strong> By critically examining group work literature, students will implement effective educational and counseling groups and evaluate the effectiveness of these groups.</td>
<td>Complete CPS 8450 which requires students to research, lead, and evaluate a counseling group in their school. Peer supervision</td>
<td>Required of all students. Taken at any time during the program.</td>
<td>Students must complete this course to be eligible for the SC-6 level of certification. Assessment results are shared in faculty meetings and program faculty meetings as well as with accrediting agencies.</td>
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<tr>
<td><strong>4.</strong> Students will know crisis counseling</td>
<td>Complete CPS 8470 which requires exams</td>
<td>Required of all students. Taken at any time during</td>
<td>Students must complete this course to be eligible</td>
</tr>
<tr>
<td></td>
<td>procedures and practices based upon the research literature.</td>
<td>and projects.</td>
<td>the program.</td>
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<tr>
<td>5.</td>
<td>Students will apply crisis counseling procedures productively considering diverse populations and ethical and legal considerations.</td>
<td>Complete CPS 8470 which requires exams and projects. Students work in groups to develop crisis plans relevant to the population with whom they work.</td>
<td>Required of all students. Taken at any time during the program.</td>
</tr>
<tr>
<td>6.</td>
<td>Students will learn major counselor supervision models.</td>
<td>Complete CPS 8480 which requires exams and small group discussions.</td>
<td>Required of all students. Taken at any time during the program.</td>
</tr>
<tr>
<td>7.</td>
<td>Students will develop a repertoire of helping strategies, techniques, and problem solving methods to effectively provide feedback to counselors-in-training regarding their strengths and weaknesses.</td>
<td>Complete CPS 8480 which requires journaling, summaries of supervision sessions, and peer supervision of audio-tapes of supervision sessions.</td>
<td>Required of all students. Taken at any time during the program.</td>
</tr>
<tr>
<td>8.</td>
<td>Students will be able to appropriately apply the ethical standards</td>
<td>Complete CPS 8490 which requires group discussion of issues. Ethical issues regarding</td>
<td>Required of all students. Taken at any time during the program.</td>
</tr>
</tbody>
</table>
## Appendix G-1 Outcomes and Assessments

| 9. | Students will explore issues that may affect the development and functioning of children and adolescents (e.g. abuse, eating disorders, ADHD), including diversity issues. | Complete CPS 8490 which requires group presentation and discussion of specific topics. Diversity issues regarding specific topics must be addressed in group presentations. | Required of all students. Taken at any time during the program. | Students must complete this course to be eligible for the SC-6 level of certification. Assessment results are shared in faculty meetings and program faculty meetings as well as with accrediting agencies. |
| 10. | Students will understand the research literature regarding a particular topic relevant to the needs of their school. | Complete CPS 8661 which requires small group discussion and supervision regarding the selected topic. | Required of all students. Taken at any time during the program. | Students must complete this course to be eligible for the SC-6 level of certification. Assessment results are shared in faculty meetings and program faculty meetings as well as with accrediting agencies. |
| 11. | Students will design and conduct an action research project in their school. | Complete CPS 8661 which requires evaluation of the action research project. | Required of all students. Taken at any time during the program. | Students must complete this course to be eligible for the SC-6 level of certification. Assessment results are shared in faculty meetings and program faculty meetings as well as with accrediting agencies. |
The Masters/Ed.S. Program in School Psychology is primarily oriented toward developing highly skilled practitioners who will promote the academic and social development of children and adolescents through the delivery of school psychology services. Students acquire knowledge and skills that are salient within the school setting including assessment, consultation, prevention and intervention, as well as theory and research in the underlying areas of psychology and education.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Population &amp; Timeline</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Data-Based Decision Making      | 1. Practicum Portfolio 2. Faculty Rating 3. Internship Portfolio 4. Faculty Rating | 1. Second Year Students at end of Spring Semester 2. Second Year Students at end of Spring Semester 3. Third year students at end of spring semester 4. Third year students at end of spring semester | All results are used to:  
  • evaluate the program  
  • assist with decision about program modifications  
  • help maintain professional accreditation |
| 2. Consultation and Collaboration  | 1. Practicum Portfolio 2. Faculty Rating 3. Internship Portfolio 4. Faculty Rating | 1. Second Year Students at end of Spring Semester 2. Second Year Students at end of Spring Semester 3. Third year students at end of spring semester 4. Third year students at end of spring semester | |
| 5. Development of                  | 1. Practicum         | 1. Second Year        |                                                                               |
| Cognitive and Academic competencies | Portfolio  
2. Faculty Rating  
3. Internship Portfolio  
4. Faculty Rating | Students at end of Spring Semester  
2. Second Year Students at end of Spring Semester  
3. Third year students at end of spring semester  
4. Third year students at end of spring semester |
|-------------------------------------|---------------------------------------------------|
| 5. Socialization and Development of Life Competencies | 1. Practicum Portfolio  
2. Faculty Rating  
3. Internship Portfolio  
4. Faculty Rating | 1. Second Year Students at end of Spring Semester  
2. Second Year Students at end of Spring Semester  
3. Third year students at end of spring semester  
4. Third year students at end of spring semester |
| 5. Student Diversity in Development and Learning | 1. Practicum Portfolio  
2. Faculty Rating  
3. Internship Portfolio  
4. Faculty Rating | 1. Second Year Students at end of Spring Semester  
2. Second Year Students at end of Spring Semester  
3. Third year students at end of spring semester  
4. Third year students at end of spring semester |
<p>| 5. School System Organization, Policy | 1. Practicum Portfolio | 1. Second Year Students at end |</p>
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<thead>
<tr>
<th>Appendix G-1 Outcomes and Assessments</th>
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</thead>
<tbody>
<tr>
<td><strong>Development and Climate</strong></td>
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<tr>
<td>2. Faculty Rating</td>
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<td>3. Internship Portfolio</td>
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<tr>
<td>4. Faculty Rating</td>
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<td>of Spring Semester</td>
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<td>2. Second Year Students at end of Spring Semester</td>
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<td>3. Third year students at end of spring semester</td>
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<td>4. Third year students at end of spring semester</td>
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<tr>
<td><strong>Prevention, Crisis Intervention and Mental Health</strong></td>
</tr>
<tr>
<td>1. Practicum Portfolio</td>
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<td>2. Faculty Rating</td>
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<td>3. Internship Portfolio</td>
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<td>4. Faculty Rating</td>
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<tr>
<td>1. Second Year Students at end of Spring Semester</td>
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<td>2. Second Year Students at end of Spring Semester</td>
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<td>3. Third year students at end of spring semester</td>
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<td>4. Third year students at end of spring semester</td>
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<tr>
<td><strong>Home/School/Community Collaboration</strong></td>
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<tr>
<td>1. Practicum Portfolio</td>
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<td>2. Faculty Rating</td>
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<td>3. Internship Portfolio</td>
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<td>1. Second Year Students at end of Spring Semester</td>
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<td>3. Third year students at end of spring semester</td>
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<tr>
<td>4. Third year students at end of spring semester</td>
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<tr>
<td><strong>Research and Program Evaluation</strong></td>
</tr>
<tr>
<td>1. Practicum Portfolio</td>
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<tr>
<td>2. Faculty Rating</td>
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<tr>
<td>1. Second Year Students at end of Spring Semester</td>
</tr>
</tbody>
</table>
| 5. Information Technology | 1. Practicum Portfolio  
2. Faculty Rating  
3. Internship Portfolio  
4. Faculty Rating | 1. Second Year Students at end of Spring Semester  
2. Second Year Students at end of Spring Semester  
3. Third year students at end of spring semester  
4. Third year students at end of spring semester |
|---|---|---|
2. Faculty Rating  
3. Internship Portfolio  
4. Faculty Rating | 1. Second Year Students at end of Spring Semester  
2. Second Year Students at end of Spring Semester  
3. Third year students at end of spring semester  
4. Third year students at end of spring semester |
Appendix G-2 Curricular Changes to Improve Learning Outcomes

Curricular Changes Submitted AY 2001-2002
Implementation 2002-2003

Course Changes

- CPS 6010
  - Changed in title from Introduction to Professional Counseling to Professional Identity and Ethics in Professional Counseling
  - Changed the course description
- CPS 7300
  - Changed the title from Career Exploration and Development to Career Theory, Assessment, and Intervention
- CPS 7400
  - Changed the number from CPS 7400 to CPS 8400
- CPS 7450
  - Changed the title from Educational, Vocational, and Psychological Appraisal to Educational and Psychological Appraisal
- CPS 7490
  - Changed the grade to students must maintain a B average throughout the course
- CPS 7510
  - Changed the grade to students must maintain a B average throughout the course
- CPS 7550 Consultation in School Counseling
  - Added CPS 7500 Individual and Family Over the Lifespan as a prerequisite
- CPS 7660
  - Changed the title from Applied Practice I to Applied Practice I: Professional and Rehabilitation Counseling
  - Changed the course description
- CPS 7661 Applied Practice I: School Counseling
  - Created the new course with new course descriptions and prerequisites
- CPS 7662 Applied Practice I: School Psychology
  - Created the new course with new course descriptions and prerequisites
- CPS 7680
  - Changed the title from Internship to Internship: Professional and Rehabilitation Counseling
- CPS 7681 Internship: School Counseling
  - Created the new course with new course descriptions and prerequisites
- CPS 8100
  - Changed the credit hours from 3 hours to 2 hours
  - Changed the course description
- CPS 8200 Advanced Developmental Psychology: Cognition and Intellect
  - Changed the prerequisites to CPS 6010, CPS 6020, CPS 6030, CPS 6040, or CPS 6050
- CPS 8220 Advanced Developmental Psychology: Personality and Socialization
Appendix G-2 Curricular Changes to Improve Learning Outcomes

- Changed the prerequisites to CPS 6010, CPS 6020, CPS 6030, CPS 6040, or CPS 6050
- **CPS 8360 Psychological Change Strategies**
  - Changed the prerequisites to CPS 6010, 6020, 6030, 6040, or 6050, 6410, 6450, 7260
- **CPS 8380 Family Systems and Interventions**
  - Changed the prerequisites to CPS 6010, 6020, 6030, 6040, or 6050
- **CPS 8460**
  - Changed the title of the course from Psychological Aspects of Substance Abuse to Psychological Aspects of Addiction
  - Changed the course description
- **CPS 8470 Crisis Intervention**
  - Changed the prerequisites to permission of the instructor
- **CPS 8490 Current Trends and Ethical Issues in School Counseling**
  - Changed the prerequisites to CPS 6020 or 6030, and 6150
- **CPS 8540 Child/Adolescent Psychopathology**
  - Changed the prerequisites to CPS 6010, 6020, 6030, 6040, 6050, & 7500, 8100
- **CPS 8580 Child/Adolescent Development in Family**
  - Changed the prerequisites to CPS 6010, 6020, 6030, 6040, or 6050, & 7500 or 8200, & 8380
- **CPS 8620 Adlerian Techniques with Families and Couples**
  - Changed the prerequisites to CPS 6010, 6020, 6030, 6040, or 6050, & 7260
- **CPS 8660**
  - Changed the title of the course from Applied Practice II to Applied Practice II: Professional and Rehabilitation Counseling
  - Changed the course description
- **CPS 8661**
  - Created the new CPS 8661 Applied Practice II: School Counseling with new course description and prerequisites
- **CPS 9390 Psychological Aspects of Human Sexuality**
  - Changed the prerequisites to CPS 6010, 6020, 6030, 6040, or 6050, & 7500, 7260
- **CPS 9400**
  - Created a new course CPS 9400 Advanced Play Therapy with a new course description and prerequisites
- **CPS 9480 Supervision of Counseling Services**
  - Changed the prerequisites to CPS 7660, 7680, 8660, and Masters degree
- **CPS 9540 Consciousness**
  - Changed the grading system from satisfactory/unsatisfactory to the letter grade system
- **CPS 9661**
  - Created the new course CPS 9661 Supervision Internship with new course description and prerequisites
Appendix G-2 Curricular Changes to Improve Learning Outcomes

Program Changes

Master of Education in School Counseling
- Deleted CPS 8200 Advanced Developmental Psychology: Cognition and Intellect from the program of study
- Added CPS 7500 Individual and Family Over the Lifespan to the program of study
- Updated the number change of CPS 7400 Counseling Through Play to CPS 8400
- Changed CPS 7660S and CPS 7680S to CPS 7661 Applied Practice I: School Counseling and CPS 7681 Internship: School Counseling and updated the courses’ prerequisites
- Updated the program description

Master of Education in School Psychology
- Changed CPS 7660P to CPS 7662 Applied Practice I: School Psychology and updated its prerequisites
- Changed the grades for CPS 7490 and CPS 7510 to be a B or higher

Master of Science in Professional Counseling
- Deleted CPS 6150 Ethical and Legal Standards in CPS and CPS 8200 Advanced Developmental Psychology: Cognition and Intellect from the program of study
- Added CPS 7500 Individual and Family Over the Lifespan, CPS 8100 Psychobehavioral Diagnosis, and CPS 8460 Psychological Aspects of Addiction to the program of study
- Changed CPS 7660C to CPS 7660 Applied Practice I: Professional and Rehabilitation Counseling and updated its prerequisites
- Changed CPS 7660C to CPS 7680 Internship: Professional and Rehabilitation Counseling and updated its prerequisites
- Updated the program description

Master of Science in Rehabilitation Counseling
- Deleted CPS 8200 Advanced Developmental Psychology: Cognition and Intellect from the program of study
- Added CPS 7500 Individual and Family Over the Lifespan to the program of study
- Changed CPS 7660C to CPS 7660 Applied Practice I: Professional and Rehabilitation Counseling and updated its prerequisites
- Changed CPS 7660C to CPS 7680 Internship: Professional and Rehabilitation Counseling and updated its prerequisites
- Updated the program description

Specialist in Education in School Counseling
- Changed CPS 8660S to CPS 8661 Applied Practice II: School Counseling
Appendix G-2 Curricular Changes to Improve Learning Outcomes

Specialist in Education in Professional Counseling
- Changed CPS 8660C to CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling

Specialist in Education in Rehabilitation Counseling
- Changed CPS 8660C to CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling

Doctorate of Philosophy in Counseling
- Changed CPS 9660S to CPS 9661 Supervision Internship and updated its prerequisites
Appendix G-2 Curricular Changes to Improve Learning Outcomes

Curricular Changes Submitted in AY 2002-2003
Implementation in AY 2003-2004

School Counseling Program Changes
- Change in prerequisites for CPS 8490 Current Trends/Ethics in School Counseling: CPS 7681
- Clarified non-degree admissions procedures for school counseling in the graduate catalog non-degree admissions section.

Professional Counseling Program Changes
- Change in Program Structure
  - Deletion of EPSF 7120 Social and Culture Foundation of Education
  - Addition of 3 hours of an elective; Students can choose from six classes:
    - CPS 7970 Seminar
    - CPS 8360 Psychological Change Strategies
    - CPS 8400 Counseling Through Play
    - CPS 8430 Interpersonal Skills II
    - CPS 8500 Stress Management
    - CPS 8620 Adlerian Techniques with Families and Couples
  - Change in comprehensive exam prerequisites: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, CPS 7540, CPS 8100, CPS 8380, CPS 8460, and EPRS 7900
  - Change in practicum (CPS 7660) prerequisites: CPS 6450, CPS 7260, CPS 7340, CPS 7500
  - Professional Counseling additional prerequisites: CPS 7450, CPS 8100, and CPS 8460
  - Rehabilitation Counseling additional prerequisites: CPS 6150, CPS 7410
  - Total PRC prerequisites: 6010, 6410, 6450, 7260, 7340, 7450, 7500, 8100, 8460
- EDS PRC: Change in program description and added tracks to description

Rehabilitation Counseling program changes
- Change in Program Structure
  - Deletion of EPSF 7120 Social and Culture Foundation of Education
  - Addition of CPS 8460 Psychological Aspects of Addiction under major
  - Change CPS 7410 and CPS 7420 to 8000-level courses to open registration to Ed.S. and Ph.D. students---CPS 8410 & CPS 8420
- Deactivated the Specialist in Education program due to lack of enrollment

Ph.D. in Counseling program changes
- Addition of EPY 8050 Psychology of Instruction; EPY 8070 Understanding and Facilitating Adult Learning; EPY 9000 Facilitating College Teaching
- Deletion of three hours of an elective
Appendix G-2 Curricular Changes to Improve Learning Outcomes

Ph.D. in Counseling Psychology
- Creation of a new course, CPS 8340 Advanced Multicultural Counseling Strategies and Interventions
  - Open to Ed.S. and Ph.D. students
  - Part of cognate for Counseling Psychology Ph.D. students under section C
- Replace PSYC 8550 with CPS 8540

Ph.D. in School Psychology
- Created the Bachelor’s to Ph.D. Admissions procedures. Applicants who have a bachelor’s degree in psychology, education, or a related field can apply to the Ph.D. program.

Course Changes
- Creation of a new course: CPS 8970 Seminar for Ed.S. students
- Prerequisite Change: CPS 7450 Educational and Psychological Appraisal no longer has a prerequisite, EPRS 7900 Methods of Research in Education deleted
- Change in prerequisite and description: CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services PR: CPS 6020, 6030, 6040, 6050
- Course Numbers changed from 9000-level to 8000-level
  - CPS 9350 Biopsychology and Medication (CPS 8350)
    - PR: consent of instructor
  - CPS 9370 Advanced Career Counseling (CPS 8370)
    - PR: CPS 7300 Restricted to EDS/PHD students
  - CPS 9390 Psychological Aspects of Human Sexuality (CPS 8390)
    - PR: consent of instructor
  - CPS 9400 Advanced Play Therapy (CPS 8600)
    - PR: CPS 7680 or 7681, 8400
  - CPS 9540 Consciousness (CPS 8520)
    - PR: consent of instructor
  - CPS 9640 Behavioral Assessment and Intervention with Children & Adolescents (CPS 8690) PR: consent of instructor
  - CPS 9650 Intervention Strategies for Students with Learning Problems (CPS 8665) PR: consent of instructor
  - CPS 9820 Health Psychology (CPS 8820)
- Course Change: CPS 9655 Diversity and Culture Specific School Psychology
  - Change in title: Designing Culture Specific Interventions for School and Community Settings
  - Change in number---CPS 8655
  - 8000-level to open registration to Ed.S. and Ph.D. students
  - Change in description to reflect title change and course content
  - Open to other programs besides SPS
- Change in course description: CPS 8620 Adlerian Techniques with Families and Couples PR: CPS 7260
Appendix G-2 Curricular Changes to Improve Learning Outcomes
Appendix G-2 Curricular Changes to Improve Learning Outcomes

Curricular Submitted in AY 2003-2004
Implementation in AY 2004-2005

Ph.D. in Counseling
- Changed the title of the Ph.D. program in Counseling to Counselor Education and Practice

Ph.D. in Counseling Psychology
- Added CPS 9420 Adult Personality Assessment and CPS 9440 Advanced Projective Techniques as options under the Assessment requirement

Ph.D. in School Psychology
- Added CPS 8530 Professional Issues and Decisions as a required course

M.Ed./Ed.S. in School Psychology (combined program)
Proposed Changes to Master’s Program
- Deleted CPS 6450 as a requirement
- Deleted EPY 7080 as a core requirement and replace it with CPS/EPY 8200 from the Ed.S. program
- Added CPS 8440 from the Ed.S. Program to the M.Ed. program
- Moved CPS 6150 to the Ed.S. program from the M.Ed. program
- Moved CPS 7340 to the Ed.S. Program from the M.Ed. Program
- Increased the credit hours of CPS 7662 (Applied Practice I) from two to three credits
- Increased the options under the professional studies section for the master’s program of study to include all 3 choices for the EPSF requirement (EPSF 7100, EPSF 7110, or EPSF 7120)
- Revised CPS 7570 so that it focuses only on behavioral consultation and rename the course CPS 7570 Psychological Consultation in the Schools I
- Added new course CPS 7520 Data-Based Decision Making for Academic Interventions in School Psychology (3)
- Changed the comprehensive exam requirement from the departmental comprehensive exam to Praxis II

Proposed Changes to the Ed.S. Program
- Deleted CPS 8580 as a requirement
- Deleted CPS 8530 as a requirement
- Added CPS 6150 from the M.Ed. program to the Ed.S. program
- Added CPS 7340 from the M.Ed. program to the Ed.S. program
- Moved CPS 8440 to the M.Ed. program from the Ed.S. program
- Moved EXC 7110 to the Professional Studies section of the Ed.S. program from the Major section in the Ed.S. program
- Increase CPS 8640 to 4 credit hours
- Added new course CPS 8570 Psychological Consultation in the Schools II
Appendix G-2 Curricular Changes to Improve Learning Outcomes

- Added new course CPS 8662 Applied Practice II: Consultation and Intervention Practicum in School Psychology (4)
- Changed the comprehensive exam requirement for the Ed.S program to CPS 8680 Internship in School Psychology

M.Ed. in School Counseling
- Added CPS 8460 Biopsychosocial Aspects of Addiction as an option for secondary school counseling students
- Revised the program description to state that students cannot begin the practicum/internship sequence until the second year in the program. This requirement includes new students, current CPS students in other programs, and non-degree students.
- Revised the program description to include the new computer requirement—IT 7360
- Change the comprehensive exam requirement to the Praxis II

Course Changes
- Changed the title of CPS 8400 Counseling Through Play to Introduction to Play Therapy
- Changed the prerequisites for CPS 8400 Counseling Through Play to CPS 6010 or CPS 6150 and CPS 7260; current prerequisites: CPS 6010 or CPS 6020
- Changed the prerequisites for CPS 8380 Family Systems and Interventions to CPS 7260; current prerequisites: CPS 6010, CPS 6030, or CPS 6040
- Changed the title and description of CPS 8460 Psychological Aspects of Addiction to Biopsychosocial Aspects of Addiction

Inactive Courses
- Changed the course status to inactive for CPS 7360 Theories of Learning and Behavior Change
- Changed the course status to inactive for CPS 8240 Advanced Developmental Psychology: Neurological Development
- Changed the course status to inactive for CPS 8670 Interpersonal Skills III

Grading
- Changed the grading system of CPS 8480 Supervision and School Counseling Services to S/U and IP
- Changed the grading system of CPS 7540 Consultation in Professional Counseling to include IP
- Changed the grading system of CPS 9962 Counseling Psychology Seminar to include IP
- Changed the grading system of CPS 9970 Doctoral Seminar to include IP
Policy on Student Development and Retention

The Department of Counseling and Psychological Services (CPS) is committed to the professional and personal development of students in all of its masters, Ed.S., and doctoral programs. Since completion of all of these programs leads directly to entry into the professions, the CPS faculty members place considerable emphasis on academic performance as well as on students’ suitability for responsible participation in their chosen field. To meet this obligation, CPS faculty members monitor both academic performance and non-academic behavior in order to identify, nurture, and support appropriate behaviors and respond and intervene when inappropriate behaviors are noted. We will implement the following procedures in each of the CPS training programs (masters, Ed.S. and doctoral) when inappropriate behaviors have been identified. At any time, the seriousness of a given incident or set of behaviors may result in a decision by the Program Faculty, the Program Coordinator, and the Department Chair, in consultation with the University’s Office of Legal Affairs, to bypass intermediate steps and convene the Department’s ad hoc Retention Committee to gather information and recommend departmental action in the matter.

1. At the beginning of each Fall Semester, Program Coordinators for each Master’s/Ed.S./Doctoral program will name a Review Committee of two faculty members who will have the responsibility of reviewing the non-academic reports for Master’s/Ed.S./Doctoral students in their respective program.

2. Once a student is accepted into a program, the Program Coordinator for each program will create a file for a student when faculty reports of academic and non-academic, behavioral concerns are reported in writing. The respective Program Coordinators will maintain the files. These files may also contain letters or reports of commendation for students.

3. Department faculty members are charged with the responsibility of continuous evaluation of all student behaviors throughout a student’s enrollment in his/her program. At any time, a faculty member may prepare a statement citing positive or negative behaviors of a student. The student must be informed of the statement and sign an attached statement showing their knowledge of the report and the fact that the report will become a part of a file to be kept in the Department for review by the faculty. If the report is negative, the faculty member will write a statement of the incident(s), sign it, and obtain the student’s signature acknowledging the existence and intended use of the information. If the student refuses to sign the statement, the faculty member will note that on the statement and give this to the Program Coordinator. At this point, the faculty member and student may determine an appropriate remedy to the behavior. If they decide on such a remedy, they will write a brief statement (signed by both the student and the faculty member) indicating agreement and submit this statement to the Program Coordinator of the program for which the student is enrolled. If the student and the faculty member do not agree on a course of action, the student or the faculty member may take the issue to the Program Coordinator. The Program Coordinator will refer the concern, including documentation, to the two-member faculty review committee of the respective program. That review committee will then recommend a course of action to the Program Coordinator. This may result in a recommendation that requests the formation of a Faculty Retention Committee to review the matter.
4. Each semester the Program Coordinators for each training program will review student folders containing letters of academic and non-academic concerns for all students in the program. He/she will review the folders for indications of repeated incidents, both positive and negative. The Program Coordinators will compose a statement citing positive behaviors in a letter format and will send it to every student who fits the criteria. At the direction of the Program Coordinator, negative statements and accompanying information will be reviewed by the Review Committee for possible additional action by the Program Faculty.

5. Negative statements and accompanying information may form the basis for the following action by the Review Committee:

a. preparation of a written statement for the student showing the seriousness of the recorded negative behaviors and the expectation of receipt of satisfactory completion of a program to correct or stop the behaviors; or

b. review of the student’s suitability for the respective profession by the entire Program Faculty who may, in turn, recommend remedial work* for the student; or

c. referral of the matter to the Department Chair for the formation of a Retention Committee for a formal hearing.

6. The ad hoc Retention Committee is the last step in the review of a student’s academic and/or non-academic suitability for entering the profession if a problem has been identified. The procedure for the formation and conduct of the ad hoc Retention Committee is as follows:

* Remedial work is any program of activity agreed upon by both the faculty and the student designed to remove or correct negative behaviors within a specified time.

Procedures for Retention Committee Hearings

The procedures for the Retention Committee Hearing are as follows:

1. The Program Coordinator of the program in which the student in question is enrolled will, after consultation with the Program Faculty, request from the Department Chair the appointment of an ad hoc Retention Committee to receive information as regards the suitability of the student for the program.

2. The Department Chair will then appoint three faculty members from the department faculty-at-large who have not had the student in question in any class, or supervised the student in any activity in the department or had any relationship with the student in any other activity. One of the three faculty members will also be appointed Retention Committee Chair.
3. The Department Chair will brief the committee members on the purposes and procedures of the hearing process. Attorneys from the University’s Office of Legal Affairs may be included in these discussions.

4. The purposes of the Retention Hearing are to (a) gather information as regards the student’s behavior, (b) consider the information given in light of the concerns about the student’s suitability for the program and (c) prepare a recommendation for the faculty as regards the student’s future participation in the program.

5. The Department Chair will send a certified letter to the student notifying the student of the formation of the ad hoc Retention Committee to consider the student’s suitability (academic and/or non-academic) for the program. The letter will identify the Retention Committee members and Chair and notify the student that additional information will be forthcoming from the Retention Committee Chair.

6. The Retention Committee Chair will develop a calendar of events for the preparation of the Retention Committee Hearing, the date for the Hearing, and notification of persons to appear for the Hearing. The student will be given notice of the above date and information by certified letter postmarked at least seven days (7) in advance of the hearing.

7. The student will be informed of the information received and the persons who will appear to present information to the Retention Committee. At least seven days (7) prior to the date of the Retention Committee Hearing, the student will be sent copies of all documents and the names of all who will appear. The student should provide to the Retention Committee Chair a copy of all documents that he/she will submit to the Committee at least 24 hours prior to the Retention Committee Hearing. The student may choose to present information at the Hearing or have persons present information relevant to any incidents described in the information received by the Committee.

8. The Retention Committee Chair will be responsible for securing appropriate space for the Hearing, providing the necessary supplies and equipment for recording the Hearing, and notifying persons who are to provide information about the date, time and location of the Hearing.

9. The student is to be informed that the Hearing will not allow for participation by an attorney or other representative. However, an attorney or representative may accompany and give advice to the student. The student is to notify the Chair of the Retention Committee if an attorney or representative will be present. The Retention Committee Chair will, in turn, notify the University’s Office of Legal Affairs of the expected presence of an attorney or representative and the person’s name.

10. The Retention Committee Chair shall preside over the Hearing and be responsible for recording the Hearing.

11. All oral presentations will be given under oath and recorded; written presentations must be signed by the preparer and have a statement swearing or affirming the truthfulness of the information included with the written material. The student has the right (at his/her expense) to receive a copy of tapes of the Hearing and documents presented.
12. Members of the Committee and the student may ask questions of persons providing information for the purpose of clarifying information; as this is not an adversarial proceeding, no questions can be asked except to clarify material presented to the Committee.

13. At the conclusion of the presentation of the information, the student will be allowed an opportunity to present information to challenge the information presented as well as describe their own understanding of events.

14. After all information has been received, the Retention Committee will meet in closed session to discuss the information received and develop a recommendation to the CPS Faculty. The Committee has the following options for framing the recommendation: a) no additional action is necessary; b) the student may continue in the program with stipulations as to corrective measures to remove behavioral deficits; c) the student must leave the program for a prescribed period, take action to correct or remove behavioral deficits, then return to the Retention Committee to present information supporting their return to the program; or d) the student should be removed permanently from the program. The Retention Committee will prepare a written statement of its decision.

The Retention Committee will base its recommendations to the CPS Faculty on professional behaviors expected of all counselors and counselors in training. These professional behaviors are directly related to the Professional Codes of Ethics of the American Counseling Association and the American Psychological Association, licensing laws of Professional Counselors and Psychologists, and the accrediting bodies: American Psychological Association and Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The following list provides examples of behaviors and attitudes expected of successful counseling students. This list is not exhaustive, but rather serves as a guide to the student and to the Retention Committee.

**Characteristics Expected of a Successful Student**

1. Integrity
2. Self Awareness
3. Ability to successfully complete the academic course work required in the program
4. Sensitivity to individual differences and respect for diversity among fellow students, staff, faculty, and clients.
5. Respect for and adherence to the Code of Ethics of the American Counseling Association (for Professional Counseling students, School Counseling Students and Rehabilitation Counseling students) or the American Psychological Association (for Counseling Psychology students and School Psychology students)
6. The ability to accept and make use of feedback from faculty regarding one’s progress in the program as it relates to academics, interactions with fellow students and faculty, and clinical skills.
7. The commitment to upholding confidentiality with fellow students in interpersonal and supervisory experiences and also with clients in practicum and internship.
8. Awareness of how to maintain appropriate interpersonal boundaries with faculty, fellow students, and clients.

15. The Retention Committee Chair will present its recommendation to the CPS faculty. The faculty will discuss the Committee’s findings and approve, disapprove or modify the Retention
Appendix G-3 Policy on Student Development and Retention

Committee’s recommendation. A majority vote of the faculty will be necessary to carry the motion.

16. The Retention Committee Chair will prepare a report of the faculty decision for the Department Chair and the student. The student will receive a copy of the faculty’s decision by certified mail.

17. The student may appeal the CPS faculty’s decision by following the printed appeals procedures described in the College of Education Catalog.

Amended by the CPS Faculty, March 2002
Appendix I Degree Requirements

2003-2004 PROGRAMS OF STUDY

School Counseling (M.Ed.)
Department of Counseling and Psychological Services Program Theme: Development of Professional Skills to Maximize the Student’s Potential for Learning
The program for the major in School Counseling prepares students for State Certification. Degree requirements may exceed the minimum number of hours for professional certification. The Master of Education program in school counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Program Objectives
Upon conclusion of the program, graduates will:
1. Be able to provide counseling and educational services to all children in their schools.
2. Be able to design developmentally appropriate and comprehensive preventative guidance programs for their schools.
3. Be able to counsel children and adolescents individually and in small groups.
4. Be able to develop preventative classroom guidance units and to present them to large groups of students.
5. Be able to consult with teachers, parents, administrators, and community agencies.
6. Be aware of issues of diversity in school populations.
7. Understand students with special needs and their families.
8. Be aware of research related to school counseling processes and outcomes.
9. Know the American Counseling Association and the American School Counselors Association codes of ethics and know how to deal with ethical dilemmas in the school setting.
10. Be aware of their legal responsibilities as school counselors
11. Be able to use technological skills in appropriate ways with students, parents, and other school staff.

Program Requirements
All school counseling students must complete CPS 6020 (Introduction to Elementary and Middle School Counseling) or CPS 6030 (Introduction to Secondary School Counseling) with a grade of B or higher. A grade lower than B requires repetition of the course. A student may not register for any other CPS course (except CPS 6410, 6150, 7260, 7300, and 7340) until he or she has completed CPS 6020 or CPS 6030 with a grade of B or higher.

The following courses must be completed before the student may take his or her comprehensive examination: CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule.

For an elementary-middle school counseling student to be eligible to begin the applied practice (CPS 7661), the following courses must be successfully completed: CPS 6020, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7500, and CPS 8400. CPS 7550 must be taken concurrently with the applied practice. Students are approved to begin the applied practice based upon the number of hours they have completed in their programs.

For a secondary school counseling student to be eligible to begin the applied practice (CPS 7661), the following courses must be successfully completed: CPS 6030, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, and CPS 7500. CPS 7550 must be taken concurrently with the applied practice. Students are approved to begin the applied practice based upon the number of hours they have completed in their programs.

Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course, the program, or both if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.

A school counseling student who does not already have initial certification in the State of Georgia must successfully complete EXC 2010 (Exceptional Children and Youth) and the appropriate Praxis II Assessment before Georgia State University will recommend him or her for certification in school counseling.

Departmental Endorsement Policy
Appendix I Degree Requirements

The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

**Program of Study**

A. Professional Studies (9)
   Required (9):
   CPS 8220 Advanced Development Psychology: Personality and Socialization (3)
   EPRS 7900 Methods of Research in Education (3)
   EPSF 7120 Social and Cultural Foundations of Education (3)

B. Teaching Field/Major (31)
   Required (19):
   CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (3)
   CPS 6410 Interpersonal Skills I (3)
   CPS 6450 Group Counseling Systems (3)
   CPS 7260 Counseling Systems and Interventions (3)
   CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
   CPS 7500 Individual and Family Over the Life Span (3)
   CPS 7550 Consultation in School Counseling (3)
   Select one of the following two options (12):
   1. Elementary-Middle Grades School Counseling Required (12):
      CPS 6020 Introduction to Elementary and Middle School Counseling (3)
      CPS 7300 Career Theory, Assessment, and Intervention (3)
      CPS 7450 Educational and Psychological Appraisal (3)
      CPS 8400 Counseling Through Play (3)  
   2. Secondary School Counseling Required (12):
      CPS 6030 Introduction to Secondary School Counseling (3)
      CPS 7300 Career Theory, Assessment, and Intervention (3)
      CPS 7450 Educational and Psychological Appraisal (3)
      CPS 8380 Family Systems and Interventions (3)  
   C. Applied Practice (8)
   Required (3):
   CPS 7661 Applied Practice I: School Counseling (3)
   Required (5):
   CPS 7681 Internship: School Counseling (5)

**Program total: minimum of 48 semester hours**

**School Psychology (M.Ed.)**

Department of Counseling and Psychological Services Program Theme: Developing Professional School Psychology Skills to Maximize Student’s Potential for Learning

**Philosophy**

The professional in school psychology is educated in the major disciplines of education and psychology. He or she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his or her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist must be well grounded in the philosophy and methods of education and must achieve a high level of understanding of the psychological processes such as learning, personality, and social competence.

**Program Goals**

The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in the school setting. He or she must be prepared to:

1. Intervene constructively when acute and chronic behavior problems occur.
2. Consult effectively with change agents in the child’s life (i.e., parents, administrators, teachers).
3. Participate in the assessment of individual learning problems.
4. Participate in education program planning and management.
5. Provide information to promote effective use of the resources of agencies outside the school setting.
Appendix I Degree Requirements

6. Design and carry out action and situational research requiring a knowledge of the school and of the learner in interaction in such a setting.

**Program Objectives**

The master’s degree program in School Psychology requires a minimum of 36 semester hours with a minimum cumulative grade-point average of 3.00. This program is ideally completed in four consecutive academic terms, commencing fall term. There are two major training thrusts in the School Psychology program. The training first provides a knowledge base about schools, instructional methods, research methods, learning, and developmental issues. Secondly, application skills are developed in the area of cognitive and achievement testing as well as interviewing. Skills in both teacher and parent consultation are developed. Specific topics of study and development for the M.Ed. student are as follows:

**Knowledge Base**
1. The social system of school
2. Theories of learning and behavior change
3. Developmental psychology
4. Basic research methods
5. Human relations principles in interviewing
6. Techniques and principles of intellectual assessment
7. Techniques and principles of consultation in the schools
8. Characteristics of students with learning disabilities and intellectual disabilities

**Skills Application**
1. Cognitive assessment using major IQ instruments
2. Academic assessment using major achievement instruments
3. Interviewing students, teachers, and parents as part of the assessment task
4. Classroom observation and data collection
5. Parent-teacher consultation (conferences) regarding assessed skills and abilities
6. Participation in special education eligibility determination (learning disabled, mildly handicapped, and gifted)
7. Psychological report writing on initial and reevaluation for gifted, learning disabled, and mildly handicapped services.

This program does not lead to certification in the State of Georgia. The Master of Education degree major in School Psychology is prerequisite to the Specialist in Education (Ed.S.) degree with a major in School Psychology.

All school psychology students must complete CPS 6040, CPS 7490, and CPS 7510 with grades of B or higher. A grade lower than B requires repetition of the prospective course. Unless otherwise indicated, students may not register for any other CPS course until they have completed CPS 6040 with a grade of B or higher. For a school psychology student to be eligible to register for the practicum (CPS 7662), he or she must have completed the following courses: CPS 6040, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7490, and CPS 7510. The following courses must be completed before the student may take his or her comprehensive examination: CPS 6150, CPS 6410, CPS 7260, CPS 7340, CPS 7490, CPS 7510, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course, the program, or both if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.

**Departmental Endorsement Policy**
The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

**Program of Study**

A. Professional Studies (9)

Required (9):
- EPRS 7900 Methods of Research in Education (3)
- EPSF 7120 Social and Cultural Foundations of Education (3)
- EPY 7080 The Psychology of Learning and
Appendix I Degree Requirements

Learners (3)
B. Major (27)
Required (27):
CPS 6040 Introduction to School Psychological Services (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 6410 Interpersonal Skills I (3)
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
CPS 7490 Psychological Assessment I: Intelligence (3)
CPS 7510 Psychological Assessment II: Achievement (3)
CPS 7570 Consultation in School Psychological Services (3)
CPS 7662 Applied Practice I: School Psychology (2)
Program total: minimum of 36 semester hours
EPRS 7910 Action Research (3)
Select one (3):
EPSF 7100 Critical Pedagogy (3)
EPSF 7110 Multicultural Education (3)
EPSF 7120 Social and Cultural Foundations of Education (3)
Select one (3):
EPY 7080 The Psychology of Learning and Learners (3)
EPY 7100 The Psychology of Learning and Learners: Preadolescent and Adolescent (3)
B. Teaching Field/Major (27)
Required (12):
EDCI 7800 Professional Inquiry (3)
EDSC 7550 Theory and Pedagogy in Science Instruction (3)
EDSC 8600 Science in the School Curriculum (3)
IT 7360 Technology for Educators (3)
Select Advanced Studies in Science (15): With the consent of his or her adviser, the student selects coursework numbered 6000 or higher and related to science. The coursework chosen should lead to the development of an understanding of the history, philosophy, conceptual underpinnings, and applications of science.
Program total: minimum of 36 semester hours

Professional Counseling
(M.S.)
Department of Counseling and Psychological Services The program for the major in professional counseling is a noncertification program that prepares persons to function as counselors in mental health centers, governmental agencies, labor departments, employee assistance programs, community agencies, religious settings, and correctional agencies. This major is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
Philosophy
The counselor employs skills, principles, and techniques to assist people to identify and resolve personal, social, career, intrapersonal, and interpersonal concerns.
Program Objectives
Appendix I Degree Requirements

The counselor is prepared to:
• work individually and with groups of clients on educational, vocational, social, emotional, or personal problems.
• counsel and consult with diverse populations
• consult with other professionals and administrators concerning the client’s development needs.
• participate in educational, social, and career assessment programs, including the interpretation of test results.
• provide information and understanding to clients in the areas of educational, social, and career planning.
• conduct and facilitate program evaluation and research efforts.
• practice according to the ethical codes of the American Counseling Association.
• use appropriate technology to assist clients with educational, social, and career planning.
• further their identity as a professional counselor through advocacy for the profession.

Requirements
A minimum of 48 semester hours of graduate coursework must be completed with a minimum cumulative grade point average of 3.00. Degree objectives may require more than the minimum number of hours to meet certain professional standards. Usually, six semester hours of the student’s program consist of laboratory experiences. The remainder of the courses occur in classroom settings. The program culminates in an extensive supervised practicum and internship. All professional counseling students must complete CPS 6010 with a grade of B or higher. A grade lower than B requires repetition of the course. CPS 6010 is a prerequisite for most CPS courses. During the academic term in which CPS 6010 is first taken, other courses may be taken concurrently. However, when repetition of CPS 6010 is necessary, no other CPS coursework may be taken concurrently.

Students must successfully complete the following courses to take the comprehensive exam: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, CPS 7540, CPS 8100, CPS 8380, CPS 8460, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule.

For a professional counseling student to be eligible to begin the applied practice (CPS 7660), the student must successfully complete the following courses: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7450, CPS 7500, CPS 7540, CPS 8100, and CPS 8460. Students are approved to begin applied practice based on the number of hours they have completed in their programs and based on space available in applied practice sections. The department may delay a student’s beginning his or her applied practice for one or more academic terms. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.

Departmental Endorsement Policy
The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study
A. Professional Studies (11)
Required (8):
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
CPS 7500 Individual and Family Over the Life Span (3)
EPRS 7900 Methods of Research in Education (3)
Select one (3):
CPS 7970 Seminar (3)
CPS 8360 Psychological Change Strategies (3)
CPS 8400 Counseling Through Play (3)
CPS 8430 Interpersonal Skills II (3)
CPS 8500 Stress Management (3)
CPS 8620 Alderian Techniques with Families and Couples (3)
Appendix I Degree Requirements

B. Major (29)
Required (29):
CPS 6010 Professional Identity and Ethics in Professional Counseling (3)
CPS 6410 Interpersonal Skills I (3)
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7300 Career Theory, Assessment, and Intervention (3)
CPS 7450 Educational and Psychological Appraisal (3)
CPS 7540 Consultation in Professional Counseling (3)
CPS 8100 Psychobehavioral Diagnosis (2)
CPS 8380 Family Systems and Interventions (3)
CPS 8460 Psychological Aspects of Addiction (3)
C. Applied Practice Sequence (8)
Required (8):
CPS 7660 Applied Practice I: Professional and Rehabilitation Counseling (2)
CPS 7680 Internship: Professional and Rehabilitation Counseling (6)

Program total: minimum of 48 semester hours

Rehabilitation Counseling
(M.S.)
Department of Counseling and Psychological Services
The program for the major in rehabilitation counseling prepares the student for employment in a variety of corporate and agency rehabilitation settings. The rehabilitation counseling program is accredited by the Council on Rehabilitation Education (CORE). Students who complete the program are prepared to take the examination for certification as a certified rehabilitation counselor.

Philosophy
The rehabilitation counselor employs skills, instrumentation, and techniques to assist people to identify and resolve personal, social, vocational, intrapersonal, and interpersonal concerns.

Program Goals
The rehabilitation counselor is prepared to:
• work individually with clients on educational, vocational, social, emotional, or personal problems.
• consult with other professionals and administrators concerning the client’s development needs.
• participate in psychological assessment programs, including the interpretation of test results.
• provide information and understanding to clients in the areas of educational, social, or vocational planning.
• conduct and facilitate local research efforts.

Requirements
A minimum of 48 semester hours of graduate coursework must be completed with a minimum cumulative grade point average of 3.00. Degree objectives may require more than the minimum number of hours to meet certain professional standards. Usually, six semester hours of the student’s program consist of laboratory experiences. The remainder of the courses occur in classroom settings. The program culminates in an extensive supervised practicum and internship.
During his or her first term of enrollment, each rehabilitation counseling student must complete CPS 6050 with a grade of B or higher. If the student does not complete CPS 6050 with a grade of B or higher, he or she may not register for any other CPS course until he or she has completed CPS 6050 with a grade of B or higher. A student will be allowed to retake CPS 6050 for this reason only once. CPS 6050 is offered only during fall term.
The following courses must be completed before the student may take his or her comprehensive examination: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7430, CPS 7500, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination.
Appendix I Degree Requirements

schedule. For a rehabilitation counseling student to be eligible to begin the applied practice (CPS 7660), he or she must have successfully completed the following courses: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7500, and CPS 8410. Students are approved to begin applied practice based on the number of hours they have completed in their programs and based on space available in applied practice sections. The department may delay a student’s beginning his or her applied practice for one or more academic terms. Students must maintain a 3.00 cumulative GPA to participate in the practicum/internship sequence. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.

Departmental Endorsement Policy
The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study
A. Professional Studies (5)
Required (5):
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (2)
EPRS 7900 Methods of Research in Education (3)
B. Major (32)
Required (32):
CPS 6050 Introduction to Rehabilitation Counseling Research and Practice (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 6410 Interpersonal Skills I (3)
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7300 Career Theory, Assessment, and Intervention (3)
CPS 7430 Assessment of Rehabilitation Potential (3)
CPS 7500 Individual and Family Over the Life Span (3)
CPS 8410 Medical and Psychological Aspects of Disability I (3)
CPS 8420 Medical and Psychological Aspects of Disability II (3)
CPS 8640 Psychological Aspects of Addiction (3)
C. Applied Practice Sequence (8)
Required (8):
CPS 7660 Applied Practice I: Professional and Rehabilitation Counseling (2)
CPS 7680 Internship: Professional and Rehabilitation Counseling (6)
D. Elective (3)
The student should contact the Department of Counseling and Psychological Services (404/651-2550) for a Rehabilitation Counseling program outline that suggests an appropriate elective.

Program total: minimum of 48 semester hours

Professional Counseling
(Ed.S.)
Department of Counseling and Psychological Services The specialist degree for the major in professional counseling prepares counselors to function at higher levels of competence in their work settings. A minimum of 30 graduate semester hours beyond the master’s degree must be completed with a cumulative grade point average of at least 3.00.
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Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Advanced Research (3)
Required (3):
EPRS 8530 Educational Statistics I (3)

B. Major (15)
Required (15):
CPS 8450 Advanced Group Counseling (3)
CPS 8470 Crisis Intervention (3)
CPS 8530 Professional Issues and Decisions (3)
CPS 8650 Advanced Counseling Theory (3)
CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling (3)

C. Electives (12)
For elective options, the Department of Counseling and Psychological Services has developed tracks or areas of specialization. Students select from the following: assessment, research, child/adolescent, family, consultation, traumatology, career, gerontology, skills application, Adlerian family, health psychology, and mental health. Students can also develop their own areas of specialization. The tracks or areas of specialization are only an option for students. Students should contact the Department of Counseling and Psychological Services at 404-651-2550 for a list of specific courses in the tracks or suggested course electives.

Program total: minimum of 30 semester hours

School Counseling (Ed.S.)
Department of Counseling and Psychological Services Program Theme: Developing Professional Skills to Maximize Student’s Potential for Learning The program for the major in school counseling (elementary, middle, or secondary) prepares certified school counselors to function at higher levels of competence in their work settings.

Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Professional Studies (3)
Required (3):
EPRS 8530 Educational Statistics I (3)

B. Teaching Field/Major (15)
Required (15):
CPS 8450 Advanced Group Counseling (3)
CPS 8470 Crisis Intervention (3)
CPS 8480 Supervision of School Counseling Services (3)
CPS 8490 Current Trends and Ethical Issues in School Counseling (3)
CPS 8661 Applied Practice II: School Counseling (3)

C. Electives (12)
Students should contact the Department of Counseling and Psychological Services (404/651-2550) for a School Counseling program outline that suggests appropriate electives.

Program total: minimum of 30 semester hours
Appendix I Degree Requirements

School Psychology (Ed.S.)
Department of Counseling and Psychological Services Program Theme: Developing School Psychology Skills to Maximize Student’s Potential for Learning

Philosophy
The professional in school psychology is educated in the major disciplines of education and psychology. He or she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his or her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist has to be well grounded in the philosophy and methods of education and must achieve a high level of understanding of psychological processes such as learning, personality, and social competence.

Program Goals
The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in the school setting. He or she must be prepared to:
1. Intervene constructively when acute and chronic behavior problems occur.
2. Consult effectively with change agents in the child’s life (i.e., parents or guardians, administrators, and teachers).
3. Participate in the assessment of individual learning problems.
4. Participate in education program planning and management.
5. Provide information to promote effective use of the resources of agencies outside the school setting.
6. Administer programs of psychological services in the educational setting.
7. Design and carry out action and situational research requiring a knowledge of the school and of the learner in interaction in such a setting.

Objectives
In addition to the areas of knowledge covered under the master’s level of training, the specialist program focuses on emotional and behavioral development of the child’s psychoeducational functions, introduction to concepts of behavioral management and treatment, and considerable study in the field of learning disorders. Counseling and consultation skills will be employed, with opportunities for utilizing family therapy techniques in the school setting. The program meets the State of Georgia renewable certification requirements and requires a minimum of 36 semester hours for a master’s degree in this major and an additional 42 semester hours to qualify for certification recommendation. A two-term internship in a public school setting is required as part of the coursework requirements for this program. Specific topics of study and development at the specialist level include:

Knowledge Base
1. Individual counseling theory
2. Family counseling theory
3. Polycultural counseling theory
4. Legal, ethical, and professional issues in counseling and school psychology
5. Physiological aspects of human development
6. Psychological consultation from a systems approach
7. Principles of personality development and assessment

Skills Application
1. Use of projective techniques, objective tests, interviews, observations, behavior rating scales, and behavior checklists to assess social/emotional functioning in children and diagnose emotional dysfunction
2. Diagnosis of severe emotional dysfunction utilizing Georgia Special Education Guidelines and DSMIV
3. Psychological report writing to include gifted and all disability categories
4. Psychological consultation (i.e., through Student Support Team participation) on learning difficulties, intellectual disabilities, and social/emotional disorders
5. Participation in eligibility determination for Emotionally Behavior Disordered services
6. Individual student consultation/counseling/therapy
7. Family consultation/counseling/therapy for students with social/emotional difficulties
8. Participation in Individual Educational Plans (IEP) conferences
Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Professional Studies (9)
Required (9):
EPRS 8530 Educational Statistics I (3)
CPS 8200 Advanced Developmental Psychology: Cognition and Intellect (3)
CPS 8220 Advanced Developmental Psychology: Personality and Socialization (3)

B. Teaching Field/Major (33)
Required (33):
CPS 8380 Family Systems and Interventions (3)
CPS 8440 Social/Emotional Assessment of Children and Adolescents (3)
CPS 8530 Professional Issues and Decisions (3)
CPS 8540 Child/Adolescent Psychopathology (3)
CPS 8580 Child/Adolescent Development in Family (3)
CPS 8640 Administration and Supervision in Pupil Personnel Services for School Psychology (3)
CPS 8680 Internship in School Psychology (12)
EXC 7110 Characteristics of Students with Behavior and Learning Disabilities (3)

Program total: minimum of 42 semester hours

Counseling (Ph.D.)
Program Theme: The Counselor as Facilitator of Change through Holistic, Preventive Guidance Programs
The Ph.D. degree in counseling prepares professionals for positions in mental health counseling, school counseling, marriage and family therapy, rehabilitation, counselor education, and college counseling. This program is accredited by the council for Accreditation of Counseling and Related Educational programs. Evaluation of a student’s performance is continuous and involves consideration of the student’s performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Departmental Endorsement Policy
The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study
A. Core Area (21)
The student must meet all general core area requirements with the following additional requirement:
Required (3):
CPS 9930 Prospectus Design (3)

B. Major Area (49)
Required (43):
CPS 8370 Advanced Career Counseling (3)
CPS 8450 Advanced Group Counseling (3)
CPS 8530 Professional Issues and Decisions (3)
Appendix I Degree Requirements

CPS 8650 Advanced Counseling Theory (3)
CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling (3)
CPS 9480 Supervision of Counseling Services (3)
CPS 9660 Applied Practice III (3)
CPS 9661 Supervision Internship (3)
CPS 9680 Doctoral Internship (9)
CPS 9920 Research and Publication (4)
CPS 9963 Counseling Seminar (6)
Select one (3):
EPY 8050 The Psychology of Instruction (3)
EPY 8070 Understanding and Facilitating Adult Learning (3)
EPY 9000 Facilitating College Teaching (3)
Elective (3): Select one appropriate course
C. Cognate Area (18)
The cognate area provides the student an opportunity to enrich his or her preparation as a counselor with further study in a related area of expertise. The student selects one of the following cognate areas: behavior therapy, child clinical/family, general clinical, health psychological, or psychotherapy, or the student may design an individual cognate area. The student’s Doctoral Advisory Committee may require courses in the cognate area be from outside the department, outside the College of Education, or both.
D. Dissertation (9)
Required (9):
CPS 9990 Dissertation (9)
Program total: minimum of 97 semester hours

Counseling Psychology
(Ph.D.)
Department of Counseling and Psychological Services The counseling psychology doctoral program at Georgia State University is accredited by the American Psychological Association. It subscribes to a scientist-practitioner model for the training of counseling psychologists. Students are prepared to profit from and contribute to the body of knowledge underlying counseling psychology. Graduates are also equipped with a rich array of clinical skills and are eligible for licensure as applied psychologists. The program of study prepares students for employment in academic and private settings.

Philosophy
The services of counseling psychology are primarily directed to the problems of everyday living rather than to psychopathology. Although psychopathology is also studied to allow for a more accurate reading of normal behavior, it is not the central focus of the program. It is rather cultural discontinuities, developmental difficulties and challenges, educational and occupational choicemaking and adjustment, marriage and family problems, high risk behaviors, unhealthy lifestyles, and the like that receive primary attention. In assisting persons to adjust creatively and to fulfill their human potential, the counseling psychologist is expected to perform three complementary roles: a preventative role in helping persons anticipate, circumvent, and forestall future adjustment difficulties; a developmental role in helping persons make use of life experiences in the realization of their potentials; and a remedial role in helping persons overcome personal problems. Students are trained to use individual and group counseling, psychoeducational techniques, and consultation skills to address the above mentioned problem areas.
The program emphasis is on counseling psychology and not psychological counseling. Therefore, students are expected to affiliate with psychology because it is the generic discipline from which the counseling psychology specialty arises. The program seeks to train psychologists who will prepare themselves for licensure, the diplomate, and other forms of professional sanctioning. While the faculty reserves the right to change program requirements as the need arises, the following is representative of current program requirements for the degree.

Internship
Appendix I Degree Requirements

The internship (CPS 9680) is an essential component of doctoral training programs in professional psychology. It provides trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. Internships in Counseling Psychology require either a fulltime experience for one academic or calendar year or a halftime experience for two consecutive years.

Prerequisites
Students beginning the doctoral program in Counseling Psychology should have completed a master’s degree in an appropriate major, such as counseling or clinical psychology. Students lacking an appropriate master’s will be required to complete compensatory curricular experiences as stipulated by their doctoral advisory committees.

Program of Study
A. Core Area (21)
The student must meet all general core area requirements with the following additional requirement and specification:
Required (3):
CPS 9930 Prospectus Design (3)
The student must select CPS 8200 Advanced Developmental Psychology: Cognition and Intellect (3) or CPS 8220 Advanced Developmental Psychology: Personality and Socialization (3) to fulfill the psychology of learning component of the Social Foundations and Psychology of Learning Core.
B. Major Area (63)
Required (49):
CPS 8370 Advanced Career Counseling (3)
CPS 8450 Advanced Group Counseling (3)
CPS 8500 Stress Management (3)
CPS 8530 Professional Issues and Decisions(3)
CPS 8650 Advanced Counseling Theory (3)
CPS 8660 Applied Practice II: Professional and Rehabilitation Counseling (3)
CPS 9480 Supervision of Counseling Services (3)
CPS 9660 Applied Practice III (3)
CPS 9680 Doctoral Internship (9)
CPS 9920 Research and Publication (4)
CPS 9962 Counseling Psychology Seminar (6)
Psyc 8500 History of Psychology (3)
Psyc 8510 History of Social Psychology (3)
Select one (3):
CPS 8100 Psychobehavioral Diagnosis (3)
CPS 8540 Child/Adolescent Psychopathology (3)
Assessment
Required (11):
CPS 9660 Applied Practice III (3)
Psyc 8020 Assessment I (4)
Psyc 8030 Assessment II (4)
C. Cognate Area (18)
Required (9):
CPS 8340 Advanced Multicultural Counseling Strategies and Intervention (3)
CPS 9660 Applied Practice III (6)
The cognate area provides the student an opportunity to enrich his or her preparation as a counseling psychologist with further study in a related area of expertise. The student must select one of the following
Appendix I Degree Requirements

cognate areas (9): child and family, clinical assessment, health psychology, human sexuality, psychotherapy, multicultural, geriatric psychology, organizational development, rehabilitation psychology, or research methodology. Students should contact their Doctoral Advisory Committees for a program outline for Counseling Psychology. The program outline describes the course sequencing and describes additional cognate course requirements.

D. Dissertation (9)
Required (9):
CPS 9990 Dissertation (9)

Program total: minimum of 111 semester hours

School Psychology (Ph.D.)
Department of Counseling and Psychological Services The Ph.D. degree in School Psychology prepares psychologists for licensure as applied psychologists and focuses on the application of psychological knowledge and skills to schoolrelated problems. The program is accredited by the American Psychological Association. Completion of the master’s degree in an area related to school psychology is required for admission to the program.

Practicum and Internship
The practicum and internship (CPS 8680 and CPS 9680) are essential components of the doctoral training program in school psychology. They provide trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. The practicum (CPS 8680) is a one-term, full-time experience. The doctoral internship (CPS 9680) in school psychology requires either a full time experience for one calendar year or a halftime experience for two consecutive years. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or the functioning of a school or agency is, in the judgment of Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Core Area (24)
The student must meet all general core area requirements with the following additional requirements:
Required (6):
CPS 9930 Prospectus Design (3)
EPRS 9550 Multivariate Analysis (3)
B. Major Area (40)
The major area of requirements complete the basic body of knowledge for applied professional practice as a school psychologist, building upon the foundation acquired at earlier graduate levels in school psychometry or school psychology. Eligibility for professional certification in school psychology must be attained either prior to admission to the doctoral program in school psychology or in addition to the coursework specified below. A minimum of credits must be earned in the doctoral major, and these must include the courses listed below. Some of the required courses listed below may have been required in the master’s or Ed.S. program prior to admission to the doctoral program. In that case, appropriate substitutions may be made with approval of the student’s doctoral advisory committee.
Required (40):
CPS 8350 Biopsychology and Mediation (3)
CPS 8650 Advanced Counseling Theory (3)
CPS 8655 Designing Culture Specific Interventions for School and Community (3)
CPS 8665 Intervention Strategies for Students with Learning Problems (3)
CPS 8680 Internship in School Psychology (3)
CPS 8690 Behavioral Assessment and Intervention with Children and Adolescents (3)
CPS 9630 Advanced Issues in Consultation (3)
CPS 9680 Doctoral Internship (9)
CPS 9920 Research and Publication (4)
Appendix I Degree Requirements

CPS 9961 School Psychology Seminar (6)
C. Cognate Area (18)
   Required (3):
   Psyc 8500 History of Psychology (3)
   Electives (15):
   The cognate area provides the student an opportunity to enrich his or her preparation as a counselor educator with further study in a related area of expertise. The student may select one of the following cognate areas: behavior therapy, child clinical/family, health psychology, or psychotherapy, or the student may design an individual cognate area. At least one course must have the CPS prefix.
   D. Dissertation (9)
   Required (9):
   CPS 9990 Dissertation (9)

Program total: minimum of 91 semester hours
Appendix I Degree Requirements

2001-2002 PROGRAMS OF STUDY

School Counseling (M.Ed.)
Department of Counseling and Psychological Services Program Theme: Development of Professional Skills to Maximize the Student’s Potential for Learning. The program for the major in School Counseling prepares students for State Certification. Degree requirements may exceed the minimum number of hours for professional certification. The Master of Education program in school counseling is accredited by the Council for Accreditation of Counseling and Related Programs.

Program Objectives
Upon conclusion of the program, graduates will:
1. Be able to provide counseling and educational services to all children in their schools.
2. Be able to design developmentally appropriate and comprehensive preventative guidance programs for their schools.
3. Be able to counsel children and adolescents individually and in small groups.
4. Be able to develop preventative classroom guidance units and to present them to large groups of students.
5. Be able to consult with teachers, parents, administrators, and community agencies.
6. Be aware of issues of diversity in school populations.
7. Understand students with special needs and their families.
8. Be familiar with research related to school counseling processes and outcomes.
9. Know the American Counseling Association and the American School Counselors Association codes of ethics and know how to deal with ethical dilemmas in the school setting.
10. Be aware of their legal responsibilities as school counselors.

Program Requirements
All school counseling students must complete CPS 6020 (Introduction to Elementary and Middle School Counseling) or CPS 6030 (Introduction to Secondary School Counseling) with a grade of B or higher. A grade lower than B requires repetition of the course. A student may not register for any other CPS course (except CPS 6410) until he or she has completed CPS 6020 or CPS 6030 with a grade of B or higher. The following courses must be completed before the student may take his or her comprehensive examination: CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS College of Education/165, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule. For an elementary-middle school counseling student to be eligible to begin the applied practice (CPS 7660S), the following courses must be successfully completed: CPS 6020, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7400, and CPS 8200. CPS 7550 must be taken concurrently with the applied practice. Students are approved to begin the applied practice based upon the number of hours they have completed in their programs. For a secondary school counseling student to be eligible to begin the applied practice (CPS 7660S), the following courses must be successfully completed: CPS 6030, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, and CPS 8200. CPS 7550 must be taken concurrently with the applied practice. Students are approved to begin the applied practice based upon the number of hours they have completed in their programs. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course, the program, or both if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior. School counseling students who do not already have initial certification in the State of Georgia must successfully complete EXC 2010 (Exceptional Children and Youth) and the appropriate Praxis Assessments before Georgia State University will recommend them for certification in school counseling.

Program of Study
A. Professional Studies (12)
Required (12): CPS 8200, CPS 8220, EPRS 7900, EPSF 7120
B. Teaching Field/Major (28) Required (16): CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7550
Select one of the following two options:
1. Elementary-Middle Grades School Counseling Required (12): CPS 6020, CPS 7300, CPS 7400, CPS 7450
2. Secondary School Counseling Required (12): CPS 6030, CPS 7300, CPS 7450, CPS 8380
C. Applied Practice (8)
Appendix I Degree Requirements

Required (3): CPS 7660S Required (5): CPS 7680S

**Program total: minimum of 48 semester hours**

**School Psychology (M.Ed.)**
Department of Counseling and Psychological Services
Program Theme: Developing Professional School Psychology Skills to Maximize Student’s Potential for Learning

**Philosophy**
The professional in school psychology is educated in the major disciplines of education and psychology. He or she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his or her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist must be well grounded in the philosophy and methods of education and must achieve a high level of understanding of the psychological processes such as learning, personality, and social competence.

**Program Goals**
The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in the school setting. He or she must be prepared to
1. Intervene constructively when acute and chronic behavior problems occur.
2. Consult effectively with change agents in the child’s life (i.e., parents, administrators, teachers).
3. Participate in the assessment of individual learning problems.
4. Participate in education program planning and management.
5. Provide information to promote effective use of the resources of agencies outside the school setting.
6. Design and carry out action and situational research requiring a knowledge of the school and of the learner in interaction in such a setting.

**Program Objectives**
The master’s degree program in School Psychology requires a minimum of 36 semester hours with a minimum cumulative grade-point average of 3.00. This program is ideally completed in four consecutive academic terms, commencing fall term. There are two major training thrusts in the School Psychology program. The training first provides a knowledge base about schools, instructional methods, research methods, learning, and developmental issues. Secondly, application skills are developed in the area of cognitive and achievement testing as well as interviewing. Skills in both teacher and parent consultation are developed. Specific topics of study and development for the M.Ed. student are as follows:

**Knowledge Base**
1. The social system of school
2. Theories of learning and behavior change
3. Developmental psychology
4. Basic research methods

**Program total: minimum of 36 semester hours**

**Professional Counseling (M.S.)**
Department of Counseling and Psychological Services
The program for the major in professional counseling is a noncertification program that prepares persons to function as counselors in mental health centers, governmental agencies, labor departments, employee assistance programs, community agencies, religious settings, and correctional agencies. This major is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**Philosophy**
The counselor employs skills, principles, and techniques to assist people to identify and resolve personal, social, vocational, intrapersonal, and interpersonal concerns.

**Program Goals**
The counselor is prepared to:
• work individually with clients on educational, vocational, social, emotional, or personal problems.
• consult with other professionals and administrators concerning the client’s development needs.
• participate in psychological assessment programs, including the interpretation of test results.
• provide information and understanding to clients in the areas of educational, social, or vocational planning.
• conduct and facilitate local research efforts.
Appendix I Degree Requirements

Requirements
A minimum of 48 semester hours of graduate course work must be completed with a minimum cumulative grade point average of 3.00. Degree objectives may require more than the minimum number of hours to meet certain professional standards. Usually, six semester hours of the student’s program consist of laboratory experiences. The remainder of the courses occur in classroom settings. The program culminates in an extensive supervised practicum and internship. All professional counseling students must complete CPS 6010 with a grade of B or higher. A grade lower than B requires repetition of the course. CPS 6010 is a prerequisite for most CPS courses. During the academic term in which CPS 6010 is first taken, other courses may be taken concurrently. However, when repetition of CPS 6010 is necessary, no other CPS course work may be taken concurrently. CPS 6410 does not require CPS 6010 as a prerequisite. The following courses must be completed before the student may take his or her comprehensive examination: CPS 6010, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 8200, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule. For a professional counseling student to be eligible to begin the applied practice (CPS 7660C), he or she must have successfully completed at least 25 semester hours of program course work including the following courses: CPS 6010, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, and CPS 8200. Students are approved to begin applied practice based on the number of hours they have completed in their programs and based on space available in applied practice sections. The department may delay a student’s beginning his or her applied practice for one or more academic terms. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Professional Studies (14)
Required (14): CPS 7340, CPS 8200, CPS 8220, EPRS 7900, EPSF 7120
B. Major (26) Required (26): CPS 6010, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 8200
C. Applied Practice Sequence (8)
Required (2): CPS 7660C
Required (6): CPS 7680C
Program total: minimum of 48 semester hours

Rehabilitation Counseling (M.S.)
Department of Counseling and Psychological Services The program for the major in rehabilitation counseling prepares the student for employment in a variety of corporate and agency rehabilitation settings. The rehabilitation counseling program is accredited by the Council on Rehabilitation Education (CORE). Students who complete the program are prepared to take the examination for certification as a certified rehabilitation counselor.

Philosophy
The rehabilitation counselor employs skills, instrumentation, and techniques to assist people to identify and resolve personal, social, vocational, intrapersonal, and interpersonal concerns.

Program Goals
The rehabilitation counselor is prepared to:
• work individually with clients on educational, vocational, social, emotional, or personal problems.
• consult with other professionals and administrators concerning the client’s development needs.
• participate in psychological assessment programs, including the interpretation of test results.
• provide information and understanding to clients in the areas of educational, social, or vocational planning.
• conduct and facilitate local research efforts.

Requirements
A minimum of 48 semester hours of graduate course work must be completed with a minimum cumulative grade point average of 3.00. Degree objectives may require more than the minimum number of hours to meet certain professional standards. Usually, six semester hours of the student’s program consist of laboratory experiences. The remainder of the courses occur in classroom settings. The program culminates in an extensive
supervised practicum and internship. During his or her first term of enrollment, each rehabilitation counseling student must complete CPS 6050 with a grade of B or higher. If the student does not complete CPS 6050 with a grade of B or higher, he or she may not register for any other CPS course until he or she has completed CPS 6050 with a grade of B or higher. A student will be allowed to retake CPS 6050 for this reason only once. CPS 6050 is offered only during fall term. The following courses must be completed before the student may take his or her comprehensive examination: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7430, CPS 8200, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule. For a rehabilitation counseling student to be eligible to begin the applied practice (CPS 7660C), he or she must have successfully completed the following courses: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7410, and CPS 8200.

Students are approved to begin applied practice based on the number of hours they have completed in their programs and based on space available in applied practice sections. The department may delay a student’s beginning his or her applied practice for one or more academic terms. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.

**Program of Study**

**A. Professional Studies (11) Required (11):** CPS 7340, CPS 8200, EPRS 7900, EPSF 7120

**B. Major (26) Required (26):** CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7410, CPS 7420, CPS 7430

**C. Applied Practice Sequence (8) Students desiring to begin the Applied Practice Sequence for a particular academic term must submit an application by the end of the fourth week of the preceding term. Application forms and applied practice site directories are available in the department.**

**Required (2):** CPS 7660C

**Required (6):** CPS 7680C

**D. Elective (3) The student should contact the Department of Counseling and Psychological Services (404/651-2550) for a Rehabilitation Counseling program outline that suggests an appropriate elective.**

**Program total: minimum of 48 semester hours**

**Professional Counseling (Ed.S.)**

Department of Counseling and Psychological Services The specialist degree for the major in professional counseling prepares counselors to function at higher levels of competence in their work settings.

A minimum of 30 graduate semester hours beyond the master’s degree must be completed with a cumulative grade-point average of at least 3.00. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

**Rehabilitation Counseling (Ed.S.)**

Department of Counseling and Psychological Services The program for the major in rehabilitation counseling prepares rehabilitation counselors to function at higher levels of competence in their work settings.

A minimum of 30 graduate semester hours beyond the master’s degree must be completed with a cumulative grade-point average of at least 3.00. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

**Program of Study**

**A. Advanced Research (3) Required (3):** EPRS 8530

**B. Major (15) Required (12):** CPS 8460, CPS 8470, CPS 8530, CPS 8650 Required (3): CPS 8660C

**C. Electives (12) Students should contact the Department of Counseling and Psychological Services (404/651-2550) for a**
Appendix I Degree Requirements

Rehabilitation Counseling program outline that suggests appropriate electives.

**Program total: minimum of 30 semester hours**

**School Counseling (Ed.S.)**

Department of Counseling and Psychological Services Program Theme: Developing Professional Skills to Maximize Student’s Potential for Learning

The program for the major in school counseling (elementary, middle, or secondary) prepares certified school counselors to function at higher levels of competence in their work settings. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

**Program of Study**

A. Professional Studies (3) Required (3): EPRS 8530
B. Teaching Field/Major (15) Required (12): CPS 8450, CPS 8470, CPS 8480, CPS 8490 Required (3): CPS 8660S
C. Electives (12)

Students should contact the Department of Counseling and Psychological Services (404/651-2550) for a School Counseling program outline that suggests appropriate electives.

**Program total: minimum of 30 semester hours**

**School Psychology (Ed.S.)**

Department of Counseling and Psychological Services Program Theme: Developing School Psychology Skills to Maximize Student’s Potential for Learning

**Philosophy**

The professional in school psychology is educated in the major disciplines of education and psychology. He or she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his or her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist has to be well grounded in the philosophy and methods of education and must achieve a high level of understanding of psychological processes such as learning, personality, and social competence.

**Program Goals**

The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in the school setting. He or she must be prepared to:

1. Intervene constructively when acute and chronic behavior problems occur.
2. Consult effectively with change agents in the child’s life (i.e., parents or guardians, administrators, and teachers).
3. Participate in the assessment of individual learning problems.
4. Participate in education program planning and management.
5. Provide information to promote effective use of the resources of agencies outside the school setting.
6. Administer programs of psychological services in the educational setting.
7. Design and carry out action and situational research requiring a knowledge of the school and of the learner in interaction in such a setting.

**Objectives**

In addition to the areas of knowledge covered under the master’s level of training, the specialist program focuses on emotional and behavioral development of the child’s psycho-educational functions, introduction to concepts of behavioral management and treatment, and considerable study in the field of learning disorders. Counseling and consultation skills will be employed, with opportunities for utilizing family therapy techniques in the school setting. The program meets the State of Georgia renewable certification requirements and requires a minimum of 36 semester hours for a master’s degree in this major and an additional 42 semester hours to qualify for certification recommendation. A two-term internship in a public school setting is required as part of the course work requirements for this program.

Specific topics of study and development at the specialist level include:
Appendix I Degree Requirements

Knowledge Base
1. Individual counseling theory
2. Family counseling theory
3. Polycultural counseling theory
4. Legal, ethical, and professional issues in counseling and school psychology
5. Physiological aspects of human development
6. Psychological consultation from a systems approach
7. Principles of personality development and assessment

Skills Application
1. Use of projective techniques, objective tests, interviews, observations, behavior rating scales, and behavior checklists to assess social/emotional functioning in children and diagnose emotional dysfunction
2. Diagnosis of severe emotional dysfunction utilizing Georgia Special Education Guidelines and DSM-IV
3. Psychological report writing to include gifted and all disability categories
4. Psychological consultation (i.e., through Student Support Team participation) on learning difficulties, intellectual disabilities, and social/emotional disorders
5. Participation in eligibility determination for Emotionally Behavior Disordered services
6. Individual student consultation/counseling/therapy
7. Family consultation/counseling/therapy for students with social/emotional difficulties
8. Participation in Individual Educational Plans (IEP) conferences Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Professional Studies (9) Required (9): EPRS 8530, CPS 8200, CPS 8220
B. Teaching Field/Major (33) Required (21): CPS 8380, CPS 8440, CPS 8530, CPS 8540, CPS 8580, CPS 8640, EXC 7110 Required (12): CPS 8680

Program total: minimum of 42 semester hours

Counseling (Ph.D.)
Department of Counseling and Psychological Services Program Theme: The Counselor as Facilitator of Change Through Holistic, Preventive Guidance Programs The Ph.D. degree in counseling prepares professionals for positions in mental health counseling, school counseling, marriage and family therapy, rehabilitation, counselor education, and college counseling. This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs, a specialized accrediting body recognized by the Council on Postsecondary Accreditation. Evaluation of a student’s performance is continuous and involves consideration of the student’s performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Core Area (30)
The student must meet all general core area requirements with the following additional requirement:
Required (3): CPS 9930
B. Major Area (49)
Required (24): CPS 8450, CPS 8530, CPS 8650, CPS 8660, CPS 9370, CPS 9480, CPS 9660, CPS 9660S
Required (9): CPS 9680
Required (4): CPS 9920
Required (6): CPS 9963
Electives (6): Select two appropriate courses
C. Cognate Area (18)
The cognate area provides the student an opportunity to enrich his or her preparation as a counselor with further study in a related area of expertise. The student selects one of the following cognate areas: behavior therapy, child clinical/family, general clinical, health psychological, or psychotherapy, or the student may design an individual cognate area. The student’s Doctoral Advisory Committee may require courses in the cognate area be from outside the department, outside the College of Education, or both.
Appendix I Degree Requirements

Program total: minimum of 97 semester hours

Counseling Psychology (Ph.D.)
Department of Counseling and Psychological Services The counseling psychology doctoral program at Georgia State University is accredited by the American Psychological Association. It subscribes to a scientist-practitioner model for the training of counseling psychologists. Students are prepared to profit from and contribute to the body of knowledge underlying counseling psychology. Graduates are also equipped with a rich array of clinical skills and are eligible for licensure as applied psychologists. The program of study prepares students for employment in academic and private settings.

Philosophy
The services of counseling psychology are primarily directed to the problems of everyday living rather than to psychopathology. Although psychopathology is also studied to allow for a more accurate reading of normal behavior, it is not the central focus of the program. It is rather cultural discontinuities, developmental difficulties and challenges, educational and occupational choice-making and adjustment, marriage and family problems, high-risk behaviors, unhealthy lifestyles, and the like that receive primary attention. In assisting persons to adjust creatively and to fulfill their human potential, the counseling psychologist is expected to perform three complementary roles: a preventative role in helping persons anticipate, circumvent, and forestall future adjustment difficulties; a developmental role in helping persons make use of life experiences in the realization of their potentials; and a remedial role in helping persons overcome personal problems. Students are trained to use individual and group counseling, psycho-educational techniques, and consultation skills to address the above mentioned problem areas. The program emphasis is on counseling psychology and not psychological counseling. Therefore, students are expected to affiliate with psychology because it is the generic discipline from which the counseling psychology specialty arises. The program seeks to train psychologists who will prepare themselves for licensure, the diplomate, and other forms of professional sanctioning. While the faculty reserves the right to change program requirements as the need arises, the following is representative of current program requirements for the degree.

Internship
The internship (CPS 9680) is an essential component of doctoral training programs in professional psychology. It provides trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. Internships in Counseling Psychology require either a full-time experience for one academic or calendar year or a half-time experience for two consecutive years.

Prerequisites
Students beginning the doctoral program in Counseling Psychology should have completed a master’s degree in an appropriate major, such as counseling or clinical psychology. Students lacking an appropriate master’s will be required to complete compensatory curricular experiences as stipulated by their doctoral advisory committees.

Program of Study
A. Core Area (30)
The student must meet all general core area requirements with the following additional requirement and specification:
Required (3): CPS 9930 The student must select CPS 8200 or CPS 8220 to fulfill the psychology of learning component of the Social Foundations and Psychology of Learning Core.
B. Major Area (61)
Required (30): CPS 8450, CPS 8500, CPS 8530, CPS 8650, CPS 8660, CPS 9370, CPS 9480, CPS 9660, Psyc 8500, Psyc 8510 Select one (3): Psyc 8550, Psyc 8660
Required (9): CPS 9680
Required (4): CPS 9920
Required (6): CPS 9962
Assessment: Required (9): CPS 9660, Psyc 8020, Psyc 8030
C. Cognate Area (18) Required (6): CPS 9660
The cognate area provides the student an opportunity to enrich his or her preparation as a counseling psychologist with further study in a related area of expertise. The student must select one of the following cognate areas: child and family, clinical assessment, health psychology, human sexuality, psychotherapy, multicultural, geriatric psychology, organizational development, rehabilitation psychology, or research methodology.
Appendix I Degree Requirements

Students should contact their Doctoral Advisory Committees for a program outline for Counseling Psychology. The program outline describes the course sequencing and describes cognate course work requirements.

**Program total: minimum of 109 semester hours**

**School Psychology (Ph.D.)**
The Department of Counseling and Psychological Services The Ph.D. degree in School Psychology prepares psychologists for licensure as applied psychologists and focuses on the application of psychological knowledge and skills to school-related problems. The program is accredited by the American Psychological Association. Completion of the master’s degree in an area related to school psychology is required for admission to the program.

**Internship**
The internships (CPS 8680 and CPS 9680) are essential components of the doctoral training program in professional psychology. They provide trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internships are distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. Internships in school psychology require either a full-time experience for one calendar year or a half-time experience for two consecutive years. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or the functioning of a school or agency is, in the judgment of Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

**Program of Study**

A. Core Area (33)
The student must meet all general core area requirements with the following additional requirement:
Required (6): CPS 9930, EPRS 9550

B. Major Area (40)
The major area of requirements complete the basic body of knowledge for applied professional practice as a school psychologist, building upon the foundation acquired at earlier graduate levels in school psychometry or school psychology. Eligibility for professional certification in school psychology must be attained either prior to admission to the doctoral program in school psychology or in addition to the course work specified below. A minimum of credits must be earned in the doctoral major, and these must include the courses listed below. Some of the required courses listed below may have been required in M.S. or Ed.S. programs prior to admission to the doctoral program. In that case, appropriate substitutions may be made with approval of the student’s doctoral advisory committee.
Required (21): CPS 8650, CPS 8680, CPS 9350, CPS 9360, CPS 9640, CPS 9650, CPS 9655
Required (9): CPS 9680
Required (4): CPS 9920
Required (6): CPS 9961

C. Cognate Area (18)
Required (3): Psyc 8500
Electives (15)
The cognate area provides the student an opportunity to enrich his or her preparation as a counselor educator with further study in a related area of expertise. The student may select one of the following cognate areas: behavior therapy, child clinical/family, health psychology, or psychotherapy, or the student may design an individual cognate area. At least one course must have the CPS prefix.

**Program total: minimum of 91 semester hours**
Appendix I Degree Requirements

2002-2003 programs of study

School Counseling (M.Ed.)
Department of Counseling and Psychological Services Program Theme: Development of Professional Skills to Maximize the Student’s Potential for Learning The program for the major in School Counseling prepares students for State Certification. Degree requirements may exceed the minimum number of hours for professional certification. The Master of Education program in school counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Program Objectives
Upon conclusion of the program, graduates will:
1. Be able to provide counseling and educational services to all children in their schools.
2. Be able to design developmentally appropriate and comprehensive preventative guidance programs for their schools.
3. Be able to counsel children and adolescents individually and in small groups.
4. Be able to develop preventative classroom guidance units and to present them to large groups of students.
5. Be able to consult with teachers, parents, administrators, and community agencies.
6. Be aware of issues of diversity in school populations.
7. Understand students with special needs and their families.
8. Be familiar with research related to school counseling processes and outcomes.
9. Know the American Counseling Association and the American School Counselors Association codes of ethics and know how to deal with ethical dilemmas in the school setting.
10. Be aware of their legal responsibilities as school counselors
11. Be able to use technological skills in appropriate ways with students, parents, and other school staff.

Program Requirements
All school counseling students must complete CPS 6020 (Introduction to Elementary and Middle School Counseling) or CPS 6030 (Introduction to Secondary School Counseling) with a grade of B or higher. A grade lower than B requires repetition of the course. A student may not register for any other CPS course (except CPS 6410, 6150, 7260, 7300, and 7340) until he or she has completed CPS 6020 or CPS 6030 with a grade of B or higher.

The following courses must be completed before the student may take his or her comprehensive examination: CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule. For an elementary-middle school counseling student to be eligible to begin the applied practice (CPS 7661), the following courses must be successfully completed: CPS 6020, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7500, and CPS 8400. CPS 7550 must be taken concurrently with the applied practice. Students are approved to begin the applied practice based upon the number of hours they have completed in their programs. For a secondary school counseling student to be eligible to begin the applied practice (CPS 7661), the following courses must be successfully completed: CPS 6030, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, and CPS 7500. CPS 7550 must be taken concurrently with the applied practice. Students are approved to begin the applied practice based upon the number of hours they have completed in their programs. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course, the program, or both if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior. A school counseling student who does not already have initial certification in the State of Georgia must successfully complete EXC 2010 (Exceptional Children and Youth) and the appropriate Praxis II Assessment before Georgia State University will recommend him or her for certification in school counseling. Departmental Endorsement Policy The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study
A. Professional Studies (9) Required (9): CPS 8220, EPRS 7900, EPSF 7120
Appendix I Degree Requirements

B. Teaching Field/Major (31) Required (19): CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7500, CPS 7550 Select one of the following two options:
1. Elementary-Middle Grades School Counseling
   Required (12): CPS 6020, CPS 7300, CPS 8400, CPS 7450
2. Secondary School Counseling
   Required (12): CPS 6030, CPS 7300, CPS 7450, CPS 8380
C. Applied Practice (8)
   Required (3): CPS 7661
   Required (5): CPS 7681
Program total: minimum of 48 semester hours

School Psychology (M.Ed.)
Department of Counseling and Psychological Services Program Theme: Developing Professional School Psychology Skills to Maximize Student’s Potential for Learning Philosophy. The professional in school psychology is educated in the major disciplines of education and psychology. He or she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his or her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist must be well grounded in the philosophy and methods of education and must achieve a high level of understanding of the psychological processes such as learning, personality, and social competence.
Program Goals
The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in the school setting. He or she must be prepared to
1. Intervene constructively when acute and chronic behavior problems occur.
2. Consult effectively with change agents in the child’s life (i.e., parents, administrators, teachers).
3. Participate in the assessment of individual learning problems.
4. Participate in education program planning and management.
5. Provide information to promote effective use of the resources of agencies outside the school setting.
6. Design and carry out action and situational research requiring a knowledge of the school and of the learner in interaction in such a setting.

Program Objectives
The master’s degree program in School Psychology requires a minimum of 36 semester hours with a minimum cumulative grade-point average of 3.00. This program is ideally completed in four consecutive academic terms, commencing fall term. There are two major training thrusts in the School Psychology program. The training first provides a knowledge base about schools, instructional methods, research methods, learning, and developmental issues. Secondly, application skills are developed in the area of cognitive and achievement testing as well as interviewing. Skills in both teacher and parent consultation are developed. Specific topics of study and development for the M.Ed. student are as follows:
Knowledge Base
1. The social system of school
2. Theories of learning and behavior change
3. Developmental psychology
4. Basic research methods
5. Human relations principles in interviewing
6. Techniques and principles of intellectual assessment
7. Techniques and principles of consultation in the schools
8. Characteristics of students with learning disabilities and intellectual disabilities Skills Application
1. Cognitive assessment using major IQ instruments
2. Academic assessment using major achievement instruments
3. Interviewing students, teachers, and parents as part of the assessment task
4. Classroom observation and data collection
5. Parent-teacher consultation (conferences) regarding assessed skills and abilities
6. Participation in special education eligibility determination (learning disabled, mildly handicapped, and gifted)
Appendix I Degree Requirements

7. Psychological report writing on initial and reevaluation for gifted, learning disabled, and mildly handicapped services. This program does not lead to certification in the State of Georgia. The Master of Education degree major in School Psychology is prerequisite to the Specialist in Education (Ed.S.) degree with a major in School Psychology. All school psychology students must complete CPS 6040, CPS 7490, and CPS 7510 with grades of B or higher. A grade lower than B requires repetition of the prespective course. Unless otherwise indicated, students may not register for any other CPS course until they have completed CPS 6040 with a grade of B or higher. For a school psychology student to be eligible to register for the practicum (CPS 7662), he or she must have completed the following courses: CPS 6040, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7490, and CPS 7510. The following courses must be completed before the student may take his or her comprehensive examination: CPS 6150, CPS 6410, CPS 7260, CPS 7340, CPS 7490, CPS 7510, EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course, the program, or both if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student's behavior. Departmental Endorsement Policy The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study
A. Professional Studies (9)
Required (9): EPRS 7900, EPSF 7120, EPY 7080
B. Major (27)
Required (25): CPS 6040, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7490, CPS 7510, and EPRS 7900.

Professional Counseling (M.S.)
Department of Counseling and Psychological Services
The program for the major in professional counseling is a noncertification program that prepares persons to function as counselors in mental health centers, governmental agencies, labor departments, employee assistance programs, community agencies, religious settings, and correctional agencies. This major is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Philosophy
The counselor employs skills, principles, and techniques to assist people to identify and resolve personal, social, career, intrapersonal, and interpersonal concerns.

Program Objectives
The counselor is prepared to:
• work individually and with groups of clients on educational, vocational, social, emotional, or personal problems.
• counsel and consult with diverse populations
• consult with other professionals and administrators concerning the client’s development needs.
• participate in educational, social, and career assessment programs, including the interpretation of test results.
• provide information and understanding to clients in the areas of educational, social, and career planning.
• conduct and facilitate program evaluation and research efforts.
• practice according to the ethical codes of the American Counseling Association.
• use appropriate technology to assist clients with educational, social, and career planning.
• further their identity as a professional counselor through advocacy for the profession.

Requirements
A minimum of 48 semester hours of graduate course work must be completed with a minimum cumulative grade point average of 3.00. Degree objectives may require more than the minimum number of hours to meet certain professional standards. Usually, six semester hours of the student’s program consist
Appendix I Degree Requirements

of laboratory experiences. The remainder of the courses occur in classroom settings. The program culminates in an extensive supervised practicum and internship. All professional counseling students must complete CPS 6010 with a grade of B or higher. A grade lower than B requires repetition of the course. CPS 6010 is a prerequisite for most CPS courses. During the academic term in which CPS 6010 is first taken, other courses may be taken concurrently. However, when repetition of CPS 6010 is necessary, no other CPS course work may be taken concurrently. The following courses must be completed before the student may take his or her comprehensive examination: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7450, CPS 7500, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule.

For a professional counseling student to be eligible to begin the applied practice (CPS 7660), he or she must have successfully completed at least 25 semester hours of program course work including the following courses: CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7340, and CPS 7500. Students are approved to begin applied practice based on the number of hours they have completed in their programs and based on space available in applied practice sections. The department may delay a student’s beginning his or her applied practice for one or more academic terms. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.

Departmental Endorsement Policy
The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.
Program of Study
A. Professional Studies (11)
   Required (11): CPS 7340, CPS 7500, EPRS 7900, EPSF 7120
B. Major (29)
   Required (26): CPS 6010, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7450, CPS 7540, CPS 8100, CPS 8380, CPS 8460
   C. Applied Practice Sequence (8)
   Required (2): CPS 7660
   Required (6): CPS 7680
Program total: minimum of 48 semester hours

Rehabilitation Counseling (M.S.)
Department of Counseling and Psychological Services The program for the major in rehabilitation counseling prepares the student for employment in a variety of corporate and agency rehabilitation settings. The rehabilitation counseling program is accredited by the Council on Rehabilitation Education (CORE). Students who complete the program are prepared to take the examination for certification as a certified rehabilitation counselor.

Philosophy:
The rehabilitation counselor employs skills, instrumentation, and techniques to assist people to identify and resolve personal, social, vocational, intrapersonal, and interpersonal concerns.

Program Goals:
The rehabilitation counselor is prepared to:
• work individually with clients on educational, vocational, social, emotional, or personal problems.
• consult with other professionals and administrators concerning the client’s development needs.
• participate in psychological assessment programs, including the interpretation of test results.
• provide information and understanding to clients in the areas of educational, social, or vocational planning.
• conduct and facilitate local research efforts.

Requirements
Appendix I Degree Requirements

A minimum of 48 semester hours of graduate course work must be completed with a minimum cumulative grade point average of 3.00. Degree objectives may require more than the minimum number of hours to meet certain professional standards. Usually, six semester hours of the student’s program consist of laboratory experiences. The remainder of the courses occur in classroom settings. The program culminates in an extensive supervised practicum and internship. During his or her first term of enrollment, each rehabilitation counseling student must complete CPS 6050 with a grade of B or higher. If the student does not complete CPS 6050 with a grade of B or higher, he or she may not register for any other CPS course until he or she has completed CPS 6050 with a grade of B or higher. A student will be allowed to retake CPS 6050 for this reason only once. CPS 6050 is offered only during fall term. The following courses must be completed before the student may take his or her comprehensive examination: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7340, CPS 7430, CPS 7500, and EPRS 7900. Contact the Department of Counseling and Psychological Services (404/651-2550) for information on the comprehensive examination schedule. For a rehabilitation counseling student to be eligible to begin the applied practice (CPS 7660), he or she must have successfully completed the following courses: CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7340, CPS 7410, and CPS 7500. Students are approved to begin applied practice based on the number of hours they have completed in their programs and based on space available in applied practice sections. The department may delay a student’s beginning his or her applied practice for one or more academic terms. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, applied practice, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the CPS faculty, in jeopardy as a result of the student’s behavior.

Departmental Endorsement Policy
The Department of Counseling and Psychological Services requires that program faculty endorsement be given only for the program for which the graduate student has been prepared.

Program of Study
A. Professional Studies (8)
Required (8): CPS 7340, EPRS 7900, EPSF 7120
B. Major (29)
Required (29): CPS 6050, CPS 6150, CPS 6410, CPS 6450, CPS 7260, CPS 7300, CPS 7410, CPS 7420, CPS 7430, CPS 7500
C. Applied Practice Sequence (8)
Required (2): CPS 7660
Required (6): CPS 7680
D. Elective (3)
The student should contact the Department of Counseling and Psychological Services (404/651-2550) for a Rehabilitation Counseling program outline that suggests an appropriate elective.

Program total: minimum of 48 semester hours

Professional Counseling (Ed.S.)
The Department of Counseling and Psychological Services prepares counselors to function at higher levels of competence in their work settings. A minimum of 30 graduate semester hours beyond the master’s degree must be completed with a cumulative grade-point average of at least 3.00. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
Appendix I Degree Requirements

A. Advanced Research (3)
   Required (3): EPRS 8530
B. Major (15)
   Required (12): CPS 8450, CPS 8470, CPS 8530, CPS 8650
   Required (3): CPS 8660
C. Electives (12)
   Students should contact the Department of Counseling and Psychological Services (404/651-2550) for a Professional Counseling program outline that suggests appropriate electives.
   Program total: minimum of 30 semester hours

Rehabilitation Counseling (Ed.S.)
Department of Counseling and Psychological Services
The program for the major in rehabilitation counseling prepares rehabilitation counselors to function at higher levels of competence in their work settings. A minimum of 30 graduate semester hours beyond the master’s degree must be completed with a cumulative grade-point average of at least 3.00. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Advanced Research (3)
   Required (3): EPRS 8530
B. Major (15)
   Required (12): CPS 8460, CPS 8470, CPS 8530, CPS 8650
   Required (3): CPS 8660
C. Electives (12)
   Students should contact the Department of Counseling and Psychological Services (404/651-2550) for a Rehabilitation Counseling program outline that suggests appropriate electives. Program total: minimum of 30 semester hours

School Counseling (Ed.S.)
Department of Counseling and Psychological Services
Program Theme: Developing Professional Skills to Maximize Student’s Potential for Learning
The program for the major in school counseling (elementary, middle, or secondary) prepares certified school counselors to function at higher levels of competence in their work settings. Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Professional Studies (3)
   Required (3): EPRS 8530
B. Teaching Field/Major (15)
   Required (12): CPS 8450, CPS 8470, CPS 8480, CPS 8490
   Required (3): CPS 8661
C. Electives (12)
   Students should contact the Department of Counseling and Psychological Services (404/651-2550) for a School Counseling program outline that suggests appropriate electives. Program total: minimum of 30 semester hours
Appendix I Degree Requirements

School Psychology (Ed.S.)
Department of Counseling and Psychological Services Program Theme: Developing School Psychology Skills to Maximize Student’s Potential for Learning

Philosophy
The professional in school psychology is educated in the major disciplines of education and psychology. He or she is equipped to undertake and manage processes and problems related to the education and development of children within schools. A major portion of his or her training concerns the interaction of the child with the social institution of the school. Because of this special orientation, the school psychologist has to be well grounded in the philosophy and methods of education and must achieve a high level of understanding of psychological processes such as learning, personality, and social competence.

Program Goals
The school psychologist is an applied psychologist who brings skills, instrumentation, and techniques to bear on learning and behavioral problems in the school setting. He or she must be prepared to:
1. Intervene constructively when acute and chronic behavior problems occur.
2. Consult effectively with change agents in the child’s life (i.e., parents or guardians, administrators, and teachers).
3. Participate in the assessment of individual learning problems.
4. Participate in education program planning and management.
5. Provide information to promote effective use of the resources of agencies outside the school setting.
6. Administer programs of psychological services in the educational setting.
7. Design and carry out action and situational research requiring a knowledge of the school and of the learner in interaction in such a setting.

Objectives
In addition to the areas of knowledge covered under the master’s level of training, the specialist program focuses on emotional and behavioral development of the child’s psycho-educational functions, introduction to concepts of behavioral management and treatment, and considerable study in the field of learning disorders. Counseling and consultation skills will be employed, with opportunities for utilizing family therapy techniques in the school setting. The program meets the State of Georgia renewable certification requirements and requires a minimum of 36 semester hours for a master’s degree in this major and an additional 42 semester hours to qualify for certification recommendation. A two-term internship in a public school setting is required as part of the course work requirements for this program.

Specific topics of study and development at the specialist level include:

Knowledge Base
1. Individual counseling theory
2. Family counseling theory
3. Polycultural counseling theory
4. Legal, ethical, and professional issues in counseling and school psychology
5. Physiological aspects of human development
6. Psychological consultation from a systems approach
7. Principles of personality development and assessment

Skills Application
1. Use of projective techniques, objective tests, interviews, observations, behavior rating scales, and behavior checklists to assess social/emotional functioning in children and diagnose emotional dysfunction
2. Diagnosis of severe emotional dysfunction utilizing Georgia Special Education Guidelines and DSM-IV
3. Psychological report writing to include gifted and all disability categories
4. Psychological consultation (i.e., through Student Support Team participation) on learning difficulties, intellectual disabilities, and social/emotional disorders
5. Participation in eligibility determination for Emotionally Behavior Disordered services
6. Individual student consultation/counseling/therapy
7. Family consultation/counseling/therapy for students with social/emotional difficulties
Appendix I Degree Requirements

8. Participation in Individual Educational Plans (IEP) conferences Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be withdrawn from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Professional Studies (9)
Required (9): EPRS 8530, CPS 8200, CPS 8220
B. Teaching Field/Major (33)
Required (21): CPS 8380, CPS 8440, CPS 8530, CPS 8540, CPS 8580, CPS 8640, EXC 7110
Required (12): CPS 8680
Program total: minimum of 42 semester hours

Counseling (Ph.D.)
Department of Counseling and Psychological Services Program Theme: The Counselor as Facilitator of Change Through Holistic, Preventive Guidance Programs The Ph.D. degree in counseling prepares professionals for positions in mental health counseling, school counseling, marriage and family therapy, rehabilitation, counselor education, and college counseling. This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs. Evaluation of a student’s performance is continuous and involves consideration of the student’s performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or prospective clientele or the functioning of a school or agency is, in the judgment of the Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Departmental Endorsement Policy
The Department of Counseling and Psychological Services requires that program faculty endorsement be given for the program for which the graduate student has been prepared.

Program of Study
A. Core Area (21)
The student must meet all general core area requirements with the following additional requirement:
Required (3): CPS 9930
B. Major Area (49)
Required (24): CPS 8450, CPS 8530, CPS 8650, CPS 8660, CPS 9370, CPS 9480, CPS 9660, CPS 9661
Required (9): CPS 9680
Required (4): CPS 9920
Required (6): CPS 9963
Electives (6): Select two appropriate courses
C. Cognate Area (18)
The cognate area provides the student an opportunity to enrich his or her preparation as a counselor with further study in a related area of expertise. The student selects one of the following cognate areas: behavior therapy, child clinical/family, general clinical, health psychological, or psychotherapy, or the student may design an individual cognate area. The student’s Doctoral Advisory Committee may require courses in the cognate area be from outside the department, outside the College of Education, or both.
D. Dissertation (9)
Required (9): CPS 9990
Program total: minimum of 97 semester hours

Counseling Psychology (Ph.D.)
Department of Counseling and Psychological Services The counseling psychology doctoral program at Georgia State University is accredited by the American Psychological Association. It subscribes to a scientist-practitioner model for the training of counseling psychologists. Students are prepared
Appendix I Degree Requirements

to profit from and contribute to the body of knowledge underlying counseling psychology. Graduates are also equipped with a rich array of clinical skills and are eligible for licensure as applied psychologists. The program of study prepares students for employment in academic and private settings.

Philosophy

The services of counseling psychology are primarily directed to the problems of everyday living rather than to psychopathology. Although psychopathology is also studied to allow for a more accurate reading of normal behavior, it is not the central focus of the program. It is rather cultural discontinuities, developmental difficulties and challenges, educational and occupational choice-making and adjustment, marriage and family problems, high-risk behaviors, unhealthy lifestyles, and the like that receive primary attention. In assisting persons to adjust creatively and to fulfill their human potential, the counseling psychologist is expected to perform three complementary roles: a preventative role in helping persons anticipate, circumvent, and forestall future adjustment difficulties; a developmental role in helping persons make use of life experiences in the realization of their potentials; and a remedial role in helping persons overcome personal problems. Students are trained to use individual and group counseling, psycho-educational techniques, and consultation skills to address the above mentioned problem areas. The program emphasis is on counseling psychology and not psychological counseling. Therefore, students are expected to affiliate with psychology because it is the generic discipline from which the counseling psychology specialty arises. The program seeks to train psychologists who will prepare themselves for licensure, the diplomate, and other forms of professional sanctioning. While the faculty reserves the right to change program requirements as the need arises, the following is representative of current program requirements for the degree.

Internship

The internship (CPS 9680) is an essential component of doctoral training programs in professional psychology. It provides trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. Internships in Counseling Psychology require either a full-time experience for one academic or calendar year or a half-time experience for two consecutive years.

Prerequisites

Students beginning the doctoral program in Counseling Psychology should have completed a master’s degree in an appropriate major, such as counseling or clinical psychology. Students lacking an appropriate master’s will be required to complete compensatory curricular experiences as stipulated by their doctoral advisory committees.

Program of Study

A. Core Area (21)

The student must meet all general core area requirements with the following additional requirement and specification:

Required (3): CPS 9930

The student must select CPS 8200 or CPS 8220 to fulfill the psychology of learning component of the Social Foundations and Psychology of Learning Core.

B. Major Area (61)

Required (30): CPS 8450, CPS 8500, CPS 8530, CPS 8650, CPS 8660, CPS 9370, CPS 9480, CPS 9660, Psyc 8500, Psyc 8510

Select one (3): CPS 8100, Psyc 8550

Required (9): CPS 9680

Required (4): CPS 9920

Required (6): CPS 9962

Assessment: Required (9): CPS 9660, Psyc 8020, Psyc 8030

C. Cognate Area (18)

Required (6): CPS 9660
Appendix I Degree Requirements

The cognate area provides the student an opportunity to enrich his or her preparation as a counseling psychologist with further study in a related area of expertise. The student must select one of the following cognate areas: child and family, clinical assessment, health psychology, human sexuality, psychotherapy, multicultural, geriatric psychology, organizational development, rehabilitation psychology, or research methodology. Students should contact their Doctoral Advisory Committees for a program outline for Counseling Psychology.

The program outline describes the course sequencing and describes cognate course work requirements.

D. Dissertation (9)
Required (3): CPS 9990

Program total: minimum of 109 semester hours specialization include general educational psychology, learning, human development, instruction, aging, applied behavior analysis, social psychology, and cognitive psychology.

C. Cognate Area (18)
The cognate area allows the student to individualize the program of study by selecting supportive course work in adjunct areas. No combination of courses will be approved that is intended to satisfy requirements of the State of Georgia for licensure in any area of applied professional psychology.

D. Dissertation
Required (9): EPY 9990

Program total: minimum of 71 semester hours

School Psychology (Ph.D.)
Department of Counseling and Psychological Services The Ph.D. degree in School Psychology prepares psychologists for licensure as applied psychologists and focuses on the application of psychological knowledge and skills to school-related problems. The program is accredited by the American Psychological Association. Completion of the master’s degree in an area related to school psychology is required for admission to the program.

Practicum and Internship The practicum and internship (CPS 8680 and CPS 9680) are essential components of the doctoral training program in school psychology. They provide trainees with the opportunity to take substantial responsibility for carrying out major professional functions in the context of appropriate supervisory support, professional role modeling, and awareness of administrative structures. The internship is distinguished from the applied practice experience by the increased responsibility and independence afforded the student and by the more intense nature of client contact. The practicum (CPS 8680) is a one-term, fulltime experience. The doctoral internship (CPS 9680) in school psychology requires either a full-time experience for one calendar year or a half-time experience for two consecutive years.

Evaluation of a student’s performance is continuous and involves consideration of the student’s academic performance as well as the student’s performance in laboratory, practicum, and internship classes. A student may be dropped from a course and/or the program if the welfare of the student’s clientele or the functioning of a school or agency is, in the judgment of Department of Counseling and Psychological Services faculty, in jeopardy as a result of the student’s behavior.

Program of Study
A. Core Area (33)
The student must meet all general core area requirements with the following additional requirement:
Required (6): CPS 9930, EPRS 9550

B. Major Area (40)
The major area of requirements complete the basic body of knowledge for applied professional practice as a school psychologist, building upon the foundation acquired at earlier graduate levels in school psychometry or school psychology. Eligibility for professional certification in school psychology must be attained either prior to admission to the doctoral program in school psychology or in addition to the course work specified below. A minimum of credits must be earned in the doctoral major, and these must include the courses listed below.
Some of the required courses listed below may have been required in the master’s or Ed.S. program prior to admission to the doctoral program. In that case, appropriate substitutions may be made with approval of the student’s doctoral advisory committee.
Required (21): CPS 8650, CPS 8680, CPS 9350, CPS 9630, CPS 9640, CPS 9650, CPS 9655
Appendix I Degree Requirements

Required (9): CPS 9680
Required (4): CPS 9920
Required (6): CPS 9961
C. Cognate Area (18)
Required (3): Psyc 8500
Electives (15)

The cognate area provides the student an opportunity to enrich his or her preparation as a counselor educator with further study in a related area of expertise. The student may select one of the following cognate areas: behavior therapy, child clinical/family, health psychology, or psychotherapy, or the student may design an individual cognate area. At least one course must have the CPS prefix.

D. Dissertation
Required (9): CPS 9990

Program total: minimum of 91 semester hours
# APPENDIX J COURSE OFFERINGS

COURSE OFFERINGS BY FISCAL YEAR, LEVEL, # OF SECTIONS, # OF STUDENTS AND AVERAGE # OF STUDENTS

FISCAL YEARS 2002 - 2004

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APPENDIX J COURSE OFFERINGS  
COURSE OFFERINGS BY FISCAL YEAR, LEVEL, # OF SECTIONS, # OF STUDENTS AND AVERAGE # OF STUDENTS  
FISCAL YEARS 2002 - 2004

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### APPENDIX J COURSE OFFERINGS

**COURSE OFFERINGS BY FISCAL YEAR, LEVEL, # OF SECTIONS, # OF STUDENTS AND AVERAGE # OF STUDENTS**

**FISCAL YEARS 2002 - 2004**

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## APPENDIX J COURSE OFFERINGS

COURSE OFFERINGS BY FISCAL YEAR, LEVEL, # OF SECTIONS,
# OF STUDENTS AND AVERAGE # OF STUDENTS

FISCAL YEARS 2002 - 2004

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APPENDIX J COURSE OFFERINGS
COURSE OFFERINGS BY FISCAL YEAR, LEVEL, # OF SECTIONS,
# OF STUDENTS AND AVERAGE # OF STUDENTS
FISCAL YEARS 2002 - 2004

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# APPENDIX J COURSE OFFERINGS

**COURSE OFFERINGS BY FISCAL YEAR, LEVEL, # OF SECTIONS, # OF STUDENTS AND AVERAGE # OF STUDENTS**

**FISCAL YEARS 2002 - 2004**

<table>
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<th>FY</th>
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## APPENDIX J COURSE OFFERINGS

COURSE OFFERINGS BY FISCAL YEAR, LEVEL, # OF SECTIONS, # OF STUDENTS AND AVERAGE # OF STUDENTS

FISCAL YEARS 2002 - 2004

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ACADEMIC PROGRAM REVIEW
DEPARTMENT OF COUNSELING AND
PSYCHOLOGICAL SERVICES
UNIVERSITY COMPARISONS REPORT
FACULTY SURVEY FINDINGS

Prepared by

Teresa Ward
Office of Institutional Research

April 5, 2004

The Faculty Survey Findings Comparisons Report is based on normative comparisons generated out of the University Faculty Survey Database. Currently, this database includes 13 departments representing five colleges within the university.

Comparison data are from the standardized Faculty Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 87.7 percent. The Department of Counseling and Psychological Services response rate for this survey is 91.3 percent.
# Table 1

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<th>Scholarship of the faculty in the department</th>
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<th>Department</th>
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<th>Department</th>
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<th>Department</th>
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* Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Missing data excluded from analysis.
Graph 4

![Graph 4](image_url)

Level of clerical staff support

- **Univ./Dept.**
  - University
  - Department

Graph 5

![Graph 5](image_url)

Clarity of departmental goals for the next two years

Graph 6

![Graph 6](image_url)

Availability of computer/data base software relevant to your work
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<td><strong>The department's program of study is academically challenging.</strong></td>
</tr>
<tr>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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<tr>
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</tr>
<tr>
<td>Strongly agree</td>
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<tr>
<td>Total</td>
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<tr>
<td><strong>Faculty in the department work together toward program goals.</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td><strong>In our department, faculty feel comfortable expressing different views and opinions.</strong></td>
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<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Total</td>
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<tr>
<td><strong>I have adequate opportunities to influence decisions made in the department about our programs.</strong></td>
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<tr>
<td>3</td>
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<td>4</td>
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<tr>
<td>Strongly agree</td>
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<tr>
<td>Total</td>
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<tr>
<td><strong>Guidelines regarding job performance are clear to faculty in the department.</strong></td>
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<tr>
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<tr>
<td>Department</td>
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<tr>
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<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
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a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Graph 7

The department's program of study is academically challenging.

Graph 8

Faculty in the department work together toward program goals.

Graph 9

In our department, faculty feel comfortable expressing different views and opinions.
Graph 10

I have adequate opportunities to influence decisions made in the department about our programs.

Graph 11

Guidelines regarding job performance are clear to faculty in the department.
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a Minimum/Maximum range denotes range: 1=significantly too little to 5=significantly too much. Don't know/not applicable and missing data excluded from analysis.

Graph 12

![Graph 12](image-url)
### Table 7

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</table>

### Graph 16

Have you ever been the editor of any journals or served on any editorial boards in your field?
Graph 17

Have you been awarded any grants from Georgia State University to support research in your field?

Graph 18

Have you been awarded any grants from a source other than Georgia State University to support research in your field?

Graph 19

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?
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### Table 9

**Descriptives(a)**

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<td>21</td>
<td>268</td>
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<tr>
<td>N</td>
<td>247</td>
<td>21</td>
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<td>3.04</td>
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<td>8</td>
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<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
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<td>21</td>
<td>268</td>
</tr>
<tr>
<td>N</td>
<td>247</td>
<td>21</td>
<td>268</td>
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<tr>
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<td>1.64</td>
<td>1.86</td>
<td>1.65</td>
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*a Minimum/Maximum range denotes range: 0=none, 1=1-2, 2=3-4, 3=5-6, 4=7 or more. Not applicable/missing data excluded from analysis.*
Graph 20

How many professional articles or chapters in books have you published in the last five years?

Graph 21

How many authored books or edited books have you published in the last five years?

Graph 22

How many monographs, manuals, or reviews have you published in the last five years?
Graph 23

How many formal presentations have you given at professional meetings over the last five years?

Graph 24

How many formal presentations have you given at other colleges or institutions over the last five years?
ACADEMIC PROGRAM REVIEW
DEPARTMENT OF COUNSELING AND
PSYCHOLOGICAL SERVICES
FACULTY SURVEY FINDINGS

PREPARED BY

Teresa Ward
Office of Institutional Research
Georgia State University

April 5, 2004
Methods

Sampling

The Department of Counseling and Psychological Services distributed questionnaires to all faculty members in the department. Completed questionnaires were submitted anonymously by mail to Institutional Research for analysis for a response rate of 91.3 percent.

Survey Instruments

The Faculty Survey consisted of 24 structured questions which were in dichotomous and Likert-style formats. The survey included a qualitative component that solicited respondent comments. Questions were designed to elicit attitudinal and scholarship data associated with faculty members' experience in the Department of Counseling and Psychological Services.

Analysis of Data

The data were subject to descriptive analysis including, but not limited to, frequency distributions and cross tabulations for the purpose of statistical inference. A frequency distribution allows for the recognition of trends and distributions within data.

All frequency distributions are presented in the following tables and charts.
ACADEMIC PROGRAM REVIEW
DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES
FACULTY SURVEY FINDINGS

Table 1

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<th>%</th>
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<th>%</th>
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<th>%</th>
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<td></td>
<td></td>
<td></td>
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<td>4.8</td>
<td>6</td>
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<td></td>
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<tr>
<td>the next two years</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of computer/data base</td>
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<td>10</td>
<td>47.6</td>
<td>9</td>
<td>42.9</td>
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Table 2

Descriptive Statistics(a)

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<td></td>
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<td>5</td>
<td>4.33</td>
<td>.730</td>
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<td>3</td>
<td>5</td>
<td>4.00</td>
<td>.837</td>
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<td>5</td>
<td>4.95</td>
<td>.218</td>
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<td>5</td>
<td>4.33</td>
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</table>

(a) Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.
Graph 1

Scholarship of the faculty in the department

Graph 2

Frequency of required course offerings
Graph 3

Variety of advanced course offerings

Graph 4

Level of clerical staff support
Graph 5

Clarity of departmental goals for the next two years

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

Percent

Graph 6

Availability of computer/data base software relevant to your work

0.0% 10.0% 20.0% 30.0% 40.0% 50.0%

Percent

3 4 Excellent

Excellent
### Table 3

<table>
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<td>%</td>
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<td>7</td>
<td>33.3</td>
<td>14</td>
<td>66.7</td>
<td>21</td>
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<td>4.8</td>
<td>20</td>
<td>95.2</td>
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<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
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<td>1</td>
<td>4.8</td>
<td>19</td>
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<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
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<td>1</td>
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### Table 4

**Descriptive Statistics(a)**

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* Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Graph 7

The department's program of study is academically challenging.

Graph 8

Faculty in the department work together toward program goals.
In our department, faculty feel comfortable expressing different views and opinions.

I have adequate opportunities to influence decisions made in the department about our programs.
Graph 11

Guidelines regarding job performance are clear to faculty in the department.

Table 5

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<th>4</th>
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<tr>
<td></td>
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<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
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<td>9.5</td>
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<td>9.5</td>
<td>2</td>
<td>9.5</td>
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Table 6

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<td>5</td>
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a Minimum/Maximum range denotes range: 1=significantly too little to 5=significantly too much. Don't know/not applicable and missing data excluded from analysis.
Graph 12

Research tasks

Graph 13

Service to department
Graph 14

Publishing in certain journals

Graph 15

Teaching
### Table 7

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<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
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<td>11</td>
<td>20</td>
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<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

### Graph 16

Have you ever been the editor of any journals or served on any editorial boards in your field?
Graph 17

Have you been awarded any grants from Georgia State University to support research in your field?

Graph 18

Have you been awarded any grants from a source other than Georgia State University to support research in your field?
Graph 19

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?

Table 8

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<th>7 or more</th>
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<td>How many professional articles or chapters in books have you published in the last five years?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
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<td>1</td>
<td>4.8</td>
<td>13</td>
<td>61.9</td>
<td>3</td>
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<td>How many authored books or edited books have you published in the last five years?</td>
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<td>1</td>
<td>4.8</td>
<td>3</td>
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<td>7</td>
<td>33.3</td>
<td>1</td>
<td>4.8</td>
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<td>1</td>
<td>4.8</td>
<td>16</td>
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<td>19.0</td>
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Table 9

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<td>2</td>
<td>.61</td>
<td>.608</td>
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<td></td>
<td></td>
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</tr>
<tr>
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<td>4</td>
<td>.89</td>
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<td>How many formal presentations have you given at professional</td>
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<td>1.050</td>
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<td></td>
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<tr>
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</table>

* a Minimum/Maximum range denotes range: 0=none, 1=1-2, 2=3-4, 3=5-6, 4=7 or more. Not applicable/missing data excluded from analysis.

Graph 20

![Graph showing distribution of professional articles or chapters in books published in the last five years]
How many authored books or edited books have you published in the last five years?

- 0: 0.0%
- 1-2: 50.0%
- 3-4: 50.0%

How many monographs, manuals, or reviews have you published in the last five years?

- 0: 40.0%
- 1-2: 20.0%
- 3-4: 10.0%
- 5-6: 10.0%
- 7 or more: 10.0%
Graph 23

How many formal presentations have you given at professional meetings over the last five years?

0.0% 20.0% 40.0% 60.0% 80.0%

Graph 24

How many formal presentations have you given at other colleges or institutions over the last five years?

0.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0%
The Graduate Alumni Survey Findings Comparisons Report is based on normative comparisons generated out of the University Graduate Alumni Survey Database. Currently, this database includes 11 departments representing five colleges within the university.

Comparison data are from the standardized Graduate Alumni Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 43.5 percent. The Department of Counseling and Psychological Services response rate for this survey is 53.4 percent.
# ACADEMIC PROGRAM REVIEW

## DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES

## GRADUATE ALUMNI SURVEY FINDINGS

## UNIVERSITY COMPARISONS REPORT

### Table 1

<table>
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## Appendix K Summary Results of Surveys

### Table 2

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<td>1.093</td>
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<td>193</td>
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</tbody>
</table>

*Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.*
Appendix K Summary Results of Surveys

Graph 1

Faculty members in the department were interested in the academic development of graduate majors.

Graph 2

The graduate program of study was academically challenging.

Graph 3

Faculty in the department were appropriately prepared for their courses.
Appendix K Summary Results of Surveys

**Graph 4**

I feel the graduate program prepared me for my professional career and/or further study.

**Graph 5**

There was open communication between faculty and graduate students about student concerns.

**Graph 6**

Class size was suitable for effective learning.
## Table 3

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*Note: Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.*
Appendix K Summary Results of Surveys

Graph 7

Academic advisement available in the department

Graph 8

Career advisement available in the department

Graph 9

Availability of faculty to students outside the classroom
Appendix K Summary Results of Surveys

**Graph 10**

Effectiveness of teaching methods used by faculty

**Graph 11**

Procedures used to evaluate student performance

**Graph 12**

Frequency of graduate course offerings
Appendix K Summary Results of Surveys

Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements
Appendix K Summary Results of Surveys

Table 5

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<td>%</td>
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<td>11.1</td>
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Graph 15
Methods

Sampling

A list of graduate alumni was provided by the Department of Counseling and Psychological Services. A graduate alum was defined as having completed the M.ED., M.S., or Ph.D. degree in the Department of Counseling and Psychological Services.

Surveys were mailed with postage-paid return envelopes. A second mailing was undertaken resulting in a response rate of 53.4 percent.

Survey Instruments

A general questionnaire was developed and modified for graduate alumni. The survey was designed to correspond to the Graduate Student Survey for comparative purposes.

The Graduate Alumni Survey consisted of 16 structured questions. Survey questions were in dichotomous and Likert-style formats. Questions were designed to elicit demographic and attitudinal data associated with the graduate student experience in the Department of Counseling and Psychological Services. The survey included a qualitative component that solicited respondent comments.

Analysis of Data

The data were subject to descriptive analysis including, but not limited to, frequency distributions and descriptive (mean and standard deviation) tabulations for the purpose of statistical inference. Frequency distributions and descriptive data analysis allows for the recognition of trends and distributions within data. Included in the analysis are graphs that give a picture of frequency distributions associated with each question.

Qualitative data were subject to thematic coding, focused sorting, and relational linking. The integration of quantitative and qualitative data allows for a better understanding of the survey results.

All frequency and descriptive distributions are presented in the following tables and graphs:
Appendix K Summary Results of Surveys

ACADEMIC PROGRAM REVIEW
DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES
GRADUATE STUDENT ALUMNI SURVEY FINDINGS

Table 1

<table>
<thead>
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<th></th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<th>Don't know/Not applicable</th>
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<td>N %</td>
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<td>N %</td>
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<td>Faculty members in the department were interested in the academic development of</td>
<td>4 2.1</td>
<td>12 6.2</td>
<td>26 13.3</td>
<td>73 37.4</td>
<td>80 41.0</td>
<td>195 100.0</td>
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<tr>
<td>graduate majors.</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>5 2.6</td>
<td>19 9.7</td>
<td>37 18.9</td>
<td>73 37.2</td>
<td>62 31.6</td>
<td>196 100.0</td>
<td></td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>4 2.0</td>
<td>6 3.1</td>
<td>15 7.7</td>
<td>78 39.8</td>
<td>93 47.4</td>
<td>196 100.0</td>
<td></td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further</td>
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<td>38 19.5</td>
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<td>There was open communication between faculty and graduate students about student</td>
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<td>21 10.7</td>
<td>29 14.8</td>
<td>71 36.2</td>
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<td>6 3.1</td>
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<td>60 30.6</td>
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## Appendix K Summary Results of Surveys

### Table 2

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a  Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.
Appendix K Summary Results of Surveys

**Graph 1**
Faculty members in the department were interested in the academic development of graduate majors.

**Graph 2**
The graduate program of study was academically challenging.

**Graph 3**
Faculty in the department were appropriately prepared for their courses.

**Graph 4**
I feel the graduate program prepared me for my professional career and/or further study.
Appendix K Summary Results of Surveys

**Graph 5**

There was open communication between faculty and graduate students about student concerns.

**Graph 6**

Class size was suitable for effective learning.
# Appendix K Summary Results of Surveys

## Table 3

<table>
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<tr>
<th>Area</th>
<th>Poor</th>
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<th>Total</th>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
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*a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.*
Appendix K Summary Results of Surveys

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings

Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements
Appendix K Summary Results of Surveys

Table 5

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<th>Gender</th>
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Graph 15

Table 6

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<td>Masters Rehabilitation Counseling</td>
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<td>3.1</td>
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<td>Masters School Counseling</td>
<td>31</td>
<td>15.8</td>
</tr>
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<td>Masters School Psychology</td>
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<td>Educational Specialist School Counseling</td>
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<td>8.2</td>
</tr>
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<td>Educational Specialist School Psychology</td>
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<td>7.7</td>
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<td>1 3.2</td>
<td>1 6.3</td>
<td>1 6.7</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8 11.1</td>
<td>10 13.9</td>
<td>28 38.9</td>
<td>31 46.7</td>
</tr>
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<td>The graduate program of study was academically challenging.</td>
<td>Strongly disagree</td>
<td>1 3.2</td>
<td>1 6.3</td>
<td>2 13.3</td>
</tr>
<tr>
<td>Strongly agree</td>
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<td>34 47.2</td>
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<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>Strongly disagree</td>
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<td>1 6.3</td>
<td>2 13.3</td>
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<tr>
<td>Strongly agree</td>
<td>3 4.2</td>
<td>5 6.9</td>
<td>38 52.8</td>
<td>50 73.3</td>
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<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>Strongly disagree</td>
<td>1 3.2</td>
<td>1 6.3</td>
<td>2 13.3</td>
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<td>22 30.6</td>
<td>27 37.5</td>
<td>34 52.0</td>
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<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>Strongly disagree</td>
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<td>1 6.3</td>
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<td>28 39.4</td>
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<td>1 6.3</td>
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<td>Strongly agree</td>
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*Categories under 10 respondents excluded from analysis.*
## Table 8

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<th>Maximum</th>
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<td>1.147</td>
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*Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don’t know/not applicable and missing data excluded from analysis.*
## Appendix K Summary Results of Surveys

### Table 9

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<tr>
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*Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.
The Graduate Student Survey Findings Comparisons Report is based on normative comparisons generated out of the University Graduate Student Survey Database. Currently, this database includes 11 departments representing five colleges within the university.

Comparison data are from the standardized Graduate Student Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 60.2 percent. The Department of Counseling and Psychological Services response rate for this survey is 59.6 percent.
# Appendix K Summary Results of Surveys

## Academic Program Review

### Department of Counseling and Psychological Services

### Graduate Student Survey Findings

**University Comparisons Report**

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<td>%</td>
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| | Strongly agree | 467 | 49.9 | 110 | 44.0 |
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(a) Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.

### Graph 1

Faculty members in the department are interested in the academic development of graduate majors.
Appendix K Summary Results of Surveys

Graph 2

The graduate program of study is academically challenging.

Graph 3

Faculty in the department are appropriately prepared for their courses.

Graph 4

I feel the graduate program is preparing me for my professional career and/or further study.
Appendix K Summary Results of Surveys

Graph 5

There is open communication between faculty and graduate students about student concerns.

Graph 6

Class size is suitable for effective learning.
Appendix K Summary Results of Surveys

Table 3

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# Appendix K Summary Results of Surveys

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<th>Std. Deviation</th>
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<th>Std. Deviation</th>
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<th>Mean</th>
<th>Std. Deviation</th>
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<th>Maximum</th>
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<th>Mean</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
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<td>1.023</td>
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*a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.*
Graph 7

Academic advisement available in the department

Graph 8

Career advisement available in the department

Graph 9

Availability of faculty to students outside the classroom
Appendix K Summary Results of Surveys

**Graph 10**

Effectiveness of teaching methods used by faculty

**Graph 11**

Procedures used to evaluate student performance

**Graph 12**

Frequency of graduate course offerings
Appendix K Summary Results of Surveys

**Graph 13**

Variety of graduate course offerings

**Graph 14**

Clarity of degree requirements
**Table 5**

<table>
<thead>
<tr>
<th>Gender</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
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<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>515</td>
<td>65.0</td>
</tr>
<tr>
<td>Male</td>
<td>277</td>
<td>35.0</td>
</tr>
</tbody>
</table>

**Graph 15**

[Graph showing the comparison of University and Department percentages by gender.]
Appendix K Summary Results of Surveys

ACADEMIC PROGRAM REVIEW
DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES
GRADUATE STUDENT SURVEY

Methods

Sampling

A list of graduate students was provided by the Department of Counseling and Psychological Services. A graduate student was defined as a full- or part-time student enrolled as a graduate major in the Department of Counseling and Psychological Services.

Surveys were mailed with postage-paid return envelopes. A second mailing was undertaken resulting in a response rate of 59.6 percent.

Survey Instruments

A general questionnaire was developed and modified for graduate students. The survey was designed to correspond to the Graduate Alumni Survey for comparative purposes.

The Graduate Student Survey consisted of 16 structured questions. Survey questions were in dichotomous and Likert-style formats. Questions were designed to elicit demographic and attitudinal data associated with the graduate student experience in the Department of Counseling and Psychological Services. The survey included a qualitative component that solicited general comments.

Analysis of Data

The data were subject to descriptive analysis including, but not limited to, frequency distributions and descriptive (mean and standard deviation) tabulations for the purpose of statistical inference. Frequency distributions and descriptive data analysis allows for the recognition of trends and distributions within data. Included in the analysis are graphs that give a picture of frequency distributions associated with each question.

Qualitative data were subject to thematic coding, focused sorting, and relational linking. The integration of quantitative and qualitative data allows for a better understanding of the survey results.

All frequency and descriptive distributions are presented in the following tables and graphs:
### ACADEMIC PROGRAM REVIEW
**DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES**
**GRADUATE STUDENT SURVEY FINDINGS**

**Table 1**

<table>
<thead>
<tr>
<th>still disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
</tbody>
</table>

| Faculty members in the department are interested in the academic development of graduate majors. | 6 | 2.4 | 15 | 6.0 | 26 | 10.4 | 77 | 30.7 | 122 | 48.6 | 5 | 2.0 | 251 | 100.0 |
| The graduate program of study is academically challenging. | 11 | 4.4 | 24 | 9.6 | 47 | 18.7 | 103 | 41.0 | 66 | 26.3 | 184 | 73.1 |
| Faculty in the department are appropriately prepared for their courses. | 5 | 2.0 | 9 | 3.6 | 31 | 12.4 | 112 | 44.8 | 93 | 37.2 | 251 | 100.0 |
| I feel the graduate program is preparing me for my professional career and/or further study. | 5 | 2.0 | 19 | 7.6 | 28 | 11.2 | 102 | 40.6 | 97 | 38.6 | 251 | 100.0 |
| There is open communication between faculty and graduate students about student concerns. | 11 | 4.4 | 30 | 12.0 | 37 | 14.8 | 76 | 30.4 | 88 | 35.2 | 8 | 3.2 | 250 | 100.0 |
| Class size is suitable for effective learning. | 13 | 5.2 | 27 | 10.8 | 32 | 12.8 | 68 | 27.2 | 110 | 44.0 | 251 | 100.0 |
# Appendix K Summary Results of Surveys

## Table 2

<table>
<thead>
<tr>
<th>Question</th>
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<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
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<td>development of graduate majors.</td>
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<tr>
<td>I feel the graduate program is preparing me for my professional career</td>
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<td>5</td>
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<td>.990</td>
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<tr>
<td>and/or further study.</td>
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<td></td>
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<td>5</td>
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<td>1.213</td>
</tr>
</tbody>
</table>

*a* Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don’t know/not applicable and missing data excluded from analysis.
Appendix K Summary Results of Surveys

Graph 1
Faculty members in the department are interested in the academic development of graduate majors.

Graph 2
The graduate program of study is academically challenging.

Graph 3

Graph 4

Appendix K Summary Results of Surveys

**Faculty in the department are appropriately prepared for their courses.**

- Strongly disagree
- 2
- 3
- 4
- Strongly agree

**I feel the graduate program is preparing me for my professional career and/or further study.**

- Strongly disagree
- 2
- 3
- 4
- Strongly agree

**There is open communication between faculty and graduate students about student concerns.**

- Strongly disagree
- 2
- 3
- 4
- Strongly agree

**Class size is suitable for effective learning.**

- Strongly disagree
- 2
- 3
- 4
- Strongly agree
Appendix K Summary Results of Surveys

<table>
<thead>
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<th></th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/Not applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
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<td></td>
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Table 3
### Appendix K Summary Results of Surveys

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### Appendix K Summary Results of Surveys

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<td>5</td>
<td>3.65</td>
<td>1.031</td>
</tr>
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<td>5</td>
<td>4.06</td>
<td>1.012</td>
</tr>
</tbody>
</table>

*a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.*
Appendix K Summary Results of Surveys

Graph 9

Graph 10

Graph 11

Graph 12
Appendix K Summary Results of Surveys

Graph 13

Graph 14
Appendix K Summary Results of Surveys

Table 5

<table>
<thead>
<tr>
<th>Gender</th>
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<th>%</th>
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<td>Female</td>
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<tr>
<td>Male</td>
<td>33</td>
<td>13.1</td>
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<td>Total</td>
<td>249</td>
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<td>Missing</td>
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<td>.8</td>
</tr>
<tr>
<td>Total</td>
<td>251</td>
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</tbody>
</table>

Graph 15

<table>
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<th>Gender</th>
<th>Percent</th>
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<tbody>
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<td>Female</td>
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<tr>
<td>Male</td>
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</tbody>
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Table 6

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<td>Masters Rehabilitation Counseling</td>
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<td>4.0</td>
</tr>
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<td>Masters School Counseling</td>
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<td>Educational Specialist School Psychology</td>
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<td>Missing</td>
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## Appendix K Summary Results of Surveys

### Table 7

<table>
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<tr>
<th>Faculty members in the department are interested in the academic development of graduate majors.</th>
<th>Masters Professional Counseling</th>
<th>Masters Rehabilitation Counseling</th>
<th>Masters School Counseling</th>
<th>Masters School Psychology</th>
<th>Educational Specialist Professional Counseling</th>
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<tr>
<td>Strongly disagree</td>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>1</td>
<td>10.0</td>
<td>2</td>
<td>6.7</td>
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<tr>
<td>4</td>
<td>37</td>
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<td>10</td>
</tr>
<tr>
<td>Strongly agree</td>
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<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
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<tr>
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## Appendix K Summary Results of Surveys

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### Table 9

**Descriptives(a)**

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- **Faculty members in the department are interested in the academic development of graduate majors.**

- **The graduate program of study is academically challenging.**

---

a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don’t know/not applicable.
Appendix K Summary Results of Surveys
and missing data excluded from analysis.

Table 10

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Appendix K Summary Results of Surveys

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a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don't know/not applicable and missing data excluded from analysis.

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Class size is suitable for effective learning.

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| Masters Rehabilitation Counseling | 10 | 3.90 | 1.595 | 1   | 5   |
| Masters School Counseling | 30 | 4.13 | 1.279 | 1   | 5   |
| Masters School Psychology | 7  | 4.43 | .787  | 1   | 5   |
| Educational Specialist Professional Counseling | 13 | 3.54 | 1.198 | 1   | 5   |
| Educational Specialist School Counseling | 9  | 4.44 | 1.333 | 1   | 5   |
| Educational Specialist School Psychology | 9  | 4.67 | .500  | 1   | 5   |
| Ph.D. Counseling Psychology | 18 | 3.56 | 1.199 | 1   | 5   |
| Ph.D. Counselor Education and Practice | 12 | 3.92 | 1.505 | 1   | 5   |
Appendix K Summary Results of Surveys

### Ph.D. School Psychology

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a Minimum/Maximum range denotes Negative/Positive range (1=strongly disagree to 5=strongly agree). Don’t know/not applicable and missing data excluded from analysis.

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### Appendix K Summary Results of Surveys

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Appendix K Summary Results of Surveys

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a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.

| Availability of faculty to students outside the classroom | Masters Professional Counseling | 94   | 3.98 | .892 | 1 | 5 |
| Masters Rehabilitation Counseling | 10  | 4.00 | 1.155 | 1 | 5 |
| Masters School Counseling | 28  | 3.82 | .983 | 1 | 5 |
| Masters School Psychology | 7   | 3.86 | 1.069 | 1 | 5 |
| Educational Specialist Professional Counseling | 13  | 3.62 | .768 | 1 | 5 |
| Educational Specialist School Counseling | 9   | 4.11 | .782 | 1 | 5 |
| Educational Specialist School Psychology | 8   | 4.25 | .707 | 1 | 5 |
| Ph.D. Counseling Psychology | 18  | 4.00 | .907 | 1 | 5 |
| Ph.D. Counselor Education and Practice | 12  | 3.75 | 1.422 | 1 | 5 |
| Ph.D. School Psychology | 8   | 4.13 | .641 | 1 | 5 |
| Total | 207 | 3.94 | .928 | 1 | 5 |

| Effectiveness of teaching methods used by faculty | Masters Professional Counseling | 96  | 3.78 | .849 | 1 | 5 |
| Masters Rehabilitation Counseling | 10  | 3.90 | 1.197 | 1 | 5 |
| Masters School Counseling | 30  | 3.90 | .885 | 1 | 5 |
| Masters School Psychology | 7   | 4.14 | 1.069 | 1 | 5 |
| Educational Specialist Professional Counseling | 13  | 4.00 | .577 | 1 | 5 |
| Educational Specialist School Counseling | 9   | 4.56 | .527 | 1 | 5 |
| Educational Specialist School Psychology | 9   | 3.89 | .601 | 1 | 5 |

Table 15 Descriptives(a)
### Appendix K Summary Results of Surveys

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a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.

### Table 16

#### Descriptives(a)

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Appendix K Summary Results of Surveys

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a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.

**Table 17**

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### Appendix K Summary Results of Surveys

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*Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don't know/not applicable and missing data excluded from analysis.*
The Department of Counseling and Psychological Services offers four master’s programs, three Specialist in Education (Ed.S.) programs, and three Doctorate of Philosophy (Ph.D.) programs. The department maintains an academic advising position. The academic advisor is responsible for advising all master’s programs and two Ed.S. programs. The faculty is also vested with advising for the Ed.S. and Ph.D. programs. Each Ed.S. student chooses a faculty advisor based on their interests in counseling. For Ph.D. advising, the student’s program of study chair and dissertation chair acts as the student’s individual advisor for program completion and professional development.

The academic advisor is responsible for maintaining all academic program materials, updating student information, and acting as a liaison between the Office of Academic Assistance and the department. Upon accepting new students into the department, the academic advisor conducts group orientations for each individual master’s programs. At the orientations, the new students receive program handbooks outlining their program of study and general academic requirements. The new students also receive licensure or certification information, accreditation information, and general information about the department and university. New students normally have peer mentors. Current students volunteer to be mentors for incoming students.

The academic advisor also has continuous direct contact with students for advising and program guidance. Individual meetings with students are arranged between the advisor and the student. At these meetings, the academic advisor and the student track his/her academic progress. Students normally complete the master’s programs in two years, but students have seven years to complete their program requirements and graduate. The Ed.S. programs are approximately 30 semester hours and normally take three semesters for students to complete. The academic advisor also conducts practicum/internship workshops and licensure seminars. The academic advisor also maintains continuous contact with students through phone calls and e-mails to ensure that students do not miss important deadlines for the comprehensive examination, graduation, licensure or certification examinations, and general information about their programs.

Specialist students to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field through their residency requirement. The faculty also provides guidance and direction to help students define their areas of concentration for their Ed.S. programs. The faculty defines the requirements for the applied practice required in the Ed.S. programs. The faculty interacts with Ed.S. students to promote research and professional involvement.

The Ph.D. student’s program of study chair and dissertation chair acts as the student individual advisor for program completion and professional development. The academic advisor updates Ph.D. materials for the graduate catalog at the direction of program faculty and the Chair.
Policy on Graduate Faculty Membership

Adopted by the Georgia State University College of Education Faculty on May 22, 1998
Amended by the College of Education Faculty on April 15, 1999

These guidelines describe the professional activities, criteria, and procedures for the appointment of Graduate Faculty in the Georgia State University College of Education.

Professional Activities
A faculty member must hold Graduate Faculty membership to perform the following activities:

1. Teaching 9000-level courses, 8000-level courses as designated by departments, and 7990 courses (direction of master’s theses or research projects).
2. Serving as chair of dissertation advisory committees. (A student’s dissertation advisory committee may include one member who is not a member of the Graduate Faculty in order to accommodate researchers and other professionals who may bring special expertise to the committee.)
3. Serving as a member or reader on dissertation advisory committees. (A student’s dissertation advisory committee may include one member of the Graduate Faculty in order to accommodate researchers and other professionals who may bring special expertise to the committee.)
4. Directing master’s theses or research projects.

Criteria for Membership
A member of the Graduate Faculty must meet the following six criteria:

1. Hold the appropriate terminal degree in his or her field.
2. Hold the rank of assistant professor or higher.
3. Hold tenure or a tenure-track position.
4. Be in at least his or her second year at Georgia State University. (Situations may occur when an exception to this criterion will be necessary. Notification of such an exception shall be sent to the Associate Dean and Director of Graduate Studies and Research by the department’s chairperson.)
5. Be an active and productive scholar during the previous five years as demonstrated by:
   A. Scholarly presentations; and
   B. Several from one or more of the following categories:
Appendix M – Definition of Graduate Faculty

i. Publication of research in referred journals or peer-reviewed chapters or books. (Departments may take into account those disciplines with limited avenues of refereed journals to allow for such publications in combination with equivalent dissemination activities.)

ii. Given publication of research in referred journals or peer reviewed chapters or books within the previous five years,

a. Current publication of theory, philosophy, design, or interpretation of research in refereed journals or peer reviewed chapters or books.

b. Current publication of research-based monographs sponsored by a professional association or other reputable body.

b. Current publication through other avenues of dissemination which have professionally acknowledged standards (e.g., development of items such as assessment instruments, software, or training modules which are adopted or endorsed by a professional organization or education agency) or juried shows.

6. Be an effective teacher at the graduate level. Evidence of graduate teaching effectiveness must include a report of student evaluations and chairperson teaching evaluations since the last review. Evidence may also include teaching awards, successful instructional innovation grants, student accomplishments, guidance of graduate students’ research projects, peer reviews, innovations in course design or delivery, publications in the area of pedagogy, or other qualitative evidence as determined by the department.

Appointment Process

A request for appointment to the Graduate Faculty is initiated by the faculty member. Recommendations for appointment to the Graduate Faculty will be made by a designated committee from the department. The departmental committee’s recommendation will be sent to the College of Education Academic Affairs Committee for review and consideration. College recommendations will be sent to the Provost and Vice President for Academic Affairs for final approval of appointments and reappointments to the Graduate Faculty.

Appointments to the Graduate Faculty shall be renewable for terms for five years. In most cases, the timing of the review for regular Graduate Faculty membership should coincide with pretenure, tenure, and posttenure reviews. For each faculty member who requests appointment to the Graduate Faculty, the department committee will send the following information to the College of Education Academic Affairs Committee; the faculty member’s current vita, evidence of his or her graduate teaching effectiveness, and the recommendation of the departments committee.

Provisional Graduate Faculty Membership

A faculty member who has completed a terminal degree within the previous five years may request non-renewable provisional Graduate Faculty membership for a
Appendix M – Definition of Graduate Faculty

period not to exceed five years. Provisional members may perform all the duties of Graduate Faculty members except chairing dissertation advisory committees. At any point during the provisional period, the faculty member may request review for regular appointment to the Graduate Faculty.
Appendix N – List of Graduate Faculty

Graduate Faculty Membership
The following faculty members have been approved for graduate faculty membership for a five year term.

Counseling and Psychological Services
Julie Ancis, Ph.D.5  Brian Dew, Ph.D. (prov)8  Fran Mullis, Ph.D.5
Gary Arthur, Ed.D.5  Robin Dock, Ph.D.5  Christine Siegel, Ph.D. (prov)8
Jeff Ashby, Ph.D.5  Dana Edwards, Ph.D.5  Roger Weed, Ph.D.5
Barry Chung, Ph.D.5  Ken Matheny, Ph.D.5
Catherine Chang, Ph.D. (prov)7  Joel Meyers, Ph.D.5

VITA
JoAnna Ford White

Department of Counseling and Psychological Services
MSC6A0915
Georgia State University
33 Gilmer Street SE Unit 6
Atlanta, Georgia 30303-3086
404-651-2550
jwhite@gsu.edu

EDUCATION

1981 Ed.D.  Counselor Education  West Virginia University, Morgantown, West Virginia
1974 M.A.  Counselor Education  West Virginia University, Morgantown, West Virginia
1972 B.A.  Secondary Education  Fairmont State College, Fairmont, West Virginia

PROFESSIONAL EXPERIENCE

2001-Present  Professor and Chair, Department of Counseling and Psychological Services, Georgia State University, Atlanta, Georgia
1998-present  Professor, Department of Counseling and Psychological Services, Georgia State University, Atlanta, Georgia
1992-2001  Program Coordinator, CPS School Counseling Program, Georgia State University, Atlanta, Georgia
1991-1998  Associate Professor, Department of Counseling and Psychological Services, Georgia State University, Atlanta, Georgia
1987-91  Assistant Professor, Department of Counseling and Psychological Services, Georgia State University, Atlanta, Georgia
1985-87  Director, Pupil Appraisal Center, University of North Texas, Denton, Texas
1983-87  Program Director, School Counseling Program, University of North Texas, Denton, Texas
1982-87  Assistant Professor, Division of Counselor Education, University of North Texas, Denton, Texas
1982-85  Counseling Specialist, Pupil Appraisal Center, University of North Texas, Denton, Texas
1979-82  Counselor, North Marion High School, Fairmont, West Virginia
1979-81  Adjunct Instructor, Department of Counseling and Rehabilitation, West Virginia University, Morgantown, West Virginia
1974-79  Counselor, Barrackville High School, Barrackville, West Virginia

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Counseling Association
American School Counselors Association
Association for Play Therapy
Association for Specialists in Group Work
Association for Counselor Education and Supervision
Counseling Association for Humanistic Education and Development
Georgia Association for Counselor Education and Supervision
Georgia Association for Play Therapy
Georgia School Counselors Association
North American Society of Adlerian Psychology
OFFICES AND COMMITTEE ASSIGNMENTS IN PROFESSIONAL ORGANIZATIONS

2003-2004 Past President, Association for Play Therapy
2002-2003 President, Association for Play Therapy
2001-2002 President Elect, Association for Play Therapy
2001-2006 Board of Directors, Association for Play Therapy
2002 Conference Chair, Association for Play Therapy, St. Louis, Missouri
1995-present Collegiate Advisor, Georgia Association for Play Therapy
1992-93 Conference Chair, Association for Play Therapy International Conference, Atlanta, Georgia
1992-93 Past-President, Association for Humanistic Education and Development
1991-92 National President, Association for Humanistic Education and Development
1990-91 National President Elect, Association for Humanistic Education and Development
1990 Convention Program Chair, Association for Humanistic Education and Development
1989-90 National Program Chair, Association for Humanistic Education and Development
1989-90 Human Rights Chair, Georgia School Counselor Association
1987-89 Awards Chair, Southern Region of The American Counseling Association
1987-89 National Vice-President for Professional Development, Association for Humanistic Education and Development
1985-87 National Chair, Awards Committee, American Counseling Association
1985-87 Vice President for Post-Secondary, Texas School Counselors Association
1986-87 National Secretary, Association for Humanistic Education and Development
1986-87 Committee member, Special Committee for the Development of a School Counselor Evaluation Instrument, Texas Counseling Association
1985-87 Chair, Awards Committee, American Counseling Association
1985-86 Chair, Counseling Advocacy Committee, Texas Counseling Association
1985-86 Chair, Southern Region Branch Assembly Resolutions Committee
1984-86 Member, Interprofessional Mental Health Liaison Committee of Texas
1982-85 Board of Directors, American Counseling Association
1984-85 Member, Nominations and Elections Committee, American Counseling Association
1983-84 Member, Texas Counseling Association and Planning Committee
1983-84 Chair, Texas Counseling Association Task Force on Governance Restructuring
1983-84 Liaison, American Counseling Association, Board of Directors Liaison to the Adult Developing and Aging Committee
1980-83 Member, Government Relations Committee, American Counseling Association
1980-83 Chair, Government Relations Committee, Southern Region Branch Assembly of American Counseling Association
1975-83 Member, Government Relations Committee, Southern Region Branch Assembly of American Counseling Association
1975-80 Chair, Government Relations Committee, West Virginia Counseling Association

HONORS

2003 Tenured Counselor Educator Award, Southern Association for Counselor Educators and Supervisors
2001 Chi Sigma Iota Founder’s Award, Chi Epsilon Chapter, Georgia State University
1998 Outstanding Faculty Teaching Award, College of Education, Georgia State University
1995 Outstanding Alumni Achievement Award, Fairmont State College, Fairmont, West Virginia
1995 Anchor Award, Volunteer, Nesbit Elementary School, Gwinnett County
1993 Leadership Award, Chi Sigma Iota
1992 Chi Sigma Iota
1990 Human Rights Award, American School Counselor Association (Human Rights Chairperson for Georgia School Counselors Association)
1987 Distinguished Service Award, Texas Counseling Association
1985  Meadows Honor Professor, University of North Texas
1985  Distinguished Service Award, Texas Counseling Association
1981  State Scholarship Recipient, Delta Kappa Gamma
1978  Outstanding Young Educator, presented by the Jaycees of Fairmont, West Virginia
1972  Kappa Delta Pi

PRESENTATIONS AT PROFESSIONAL MEETINGS

2003  “Play Therapy with Abused Children,” presented at Inner Harbour Hospital, Douglasville, Georgia
2003  “Play Therapy with Abused Children,” presented at the American Counseling Association Convention, Anaheim, California
2002  “Ethics in Play Therapy: Applications and Dilemmas Beyond the Codes,” presented at the Association for Play Therapy International Conference, St. Louis
2002  “The Power of Play Therapy and Therapeutic Applications of Play Therapy with Abused Children,” presented at the Coastal Chapter of the Georgia Association for Play Therapy, Savannah, Georgia
2001  “Group Play Therapy with Five and Six Year Olds,” presented at the Association for Play Therapy Conference, Portland, Oregon.
2001  “Play Therapy in the Schools,” presented to the Forsyth County School Counselors, Cumming, Georgia
2001  “Introduction to Play Therapy,” presented at West Virginia University, Morgantown, West Virginia
2000  “Play Therapy in the Schools,” presented to the Wake County School Counselors, Raleigh, NC.
2000  “Kinder Training: Play-Based Teacher Consultation to Improve Achievement of At-Risk Students,” presented at the Georgia School Counselors Association Annual Conference, Columbus, Ga.
2000  “Introduction to Play Therapy,” presented at the Georgia Association of Homes and Services for Children, Atlanta, Georgia
2000  “Play Therapy with Abused Children,” presented at the Wake County School Counselors Association, Raleigh, North Carolina
2000  “Play Therapy,” presented for the Floyd County School Psychologist Association, Rome, Georgia
1999  Impacting Social Systems Using Filial and Kinder Play Therapy,” presented at the North Carolina Association for Play Therapy state conference, Winston-Salem, NC.
1999  “Ethical Issues for School Counselors,” invited panel member at the state conference of the Georgia School Counselors Association, Atlanta, Georgia
1999  “Child Sexual Abuse: Prevalence, Treatment, and Prevention,” presented at the state conference of the Georgia School Counselors Association, Atlanta, Georgia
1999  “Kinder Training: A School Counselor and Teacher Consultation Model,” presented at the state conference of the Georgia School Counselors Association, Atlanta, Georgia
1999  “Play Therapy with Abused Children,” presented at the Georgia Psychological Association state conference, Atlanta, Georgia
1999  “Kinder Therapy: An Adlerian Approach to Training Teachers as Therapeutic Agents,” presented at the
North American Society of Adlerian Psychology Conference, Atlanta, Georgia

1999  “Introduction to Play Therapy,” presented to the Georgia Association of Homes & Services for Children, Atlanta, Georgia
1999  “Group Counseling for School Counselors,” presented to the DeKalb County School Counselors, Decatur, Georgia
1999  “Introduction to Play Therapy,” presented at West Virginia University
1998  “Kinder Therapy: Teachers as Therapeutic Agents,” presented at the International Conference of the Association for Play Therapy, Phoenix, Arizona
1998  “Introduction to Play and Filial Therapies,” presented at the Atlanta Chapter of the Association for Marriage and Family Therapy
1998  “Advanced Techniques and Current Innovations in Play Therapy,” presented at the Association of Child & Adolescent Psychiatric Nurses, Atlanta, Georgia
1998  Supervisor, Georgia Association for Play Therapy Conference, Atlanta, Georgia
1998  “Introduction to Play Therapy,” presented at Pathways Center, Newnan, Georgia.
1998  “Play Counseling in the Schools,” presented at the Student Assistance Program Association State Conference, Atlanta, Georgia (invited presentation)
1997  “Play Counseling in the Schools,” presented at the Georgia School Counselors Association Fall Conference, Jekyll Island, Georgia (invited pre-conference program)
1997  “Play Therapy in the Schools,” presented at the Association for Play Therapy International Conference, Orlando, Florida
1997  “Play Therapy with Abused Children,” presented at the Center for Play Therapy Summer Institute Workshops, Denton, Texas
1997  Keynote Speaker, Cobb County School Counselors’ Awards Day, Cobb County, Georgia
1997  “Play Counseling in the Schools,” presented at the American Counseling Association National Convention, Orlando, Florida, (professional learning institute, pre-conference)
1996  “Play Therapy with Abused Children” presented at the American Counseling Association National Conference, Pittsburgh, (professional learning institute, pre-conference)
1996  “Play Therapy in the Schools: An Effective Approach for Helping Children” presented at the International Play Therapy Conference, Ede, The Netherlands
1996  “Play therapy in the Schools” presented at the Georgia Association for Play Therapy State Conference, Atlanta, Georgia
1996  “The Power of Play: Healing the Abused Child,” presented for the Counseling and Psychological Services Department Professional Development Seminar, Atlanta, Georgia
1995  “Counselors Taking Care of Themselves”, presented to Cobb County school counselors, Marietta, Georgia
1995  “Play Therapy in Schools”, presented at the Association for Play Therapy International Conference, San Francisco, California.
1995  “Parent Consultation for Beginners”, presented at the Elementary/Middle School Conference of the American School Counselors Association, New Orleans, Louisiana.
1995  “Parent Consultation for Beginners; presented at the Annual Convention of the Georgia School Counselors Association, Atlanta, Georgia.
1994  "Play Counseling in the Schools", presented to the Chesterfield County Schools Elementary/ Middle
School Conference, Richmond, Virginia.
1994  "Play Therapy", presented at Lynchburg College, Lynchburg, Virginia
1994  "How to Become a Registered Play Therapist", presented at the Atlanta Association for Play Therapy, Atlanta, Georgia.
1994  "Play Therapy in the Schools", presented at the International Conference of the Association for Play Therapy San Antonio, Texas.
1994  "Parent Consultation for Beginners", presented at the GA. School Counselors Conference, Atlanta, GA.
1994  "Play Therapy", presented at Georgia State University, CPS Professional Development Seminar, Atlanta, Georgia.
1994  "Play Therapy", presented at the University of Montevallo Chi Sigma Iota Conference, Montevallo, Alabama.
1994  "Relationship Between Behaviors, Emotions, and Acculturation in Asian-Indian, Muslim Adolescents", presented at the American Psychological Association.
1993  "Elementary Counseling Summer Institute Follow-up", presented at the Georgia School Counselors Association State Conference, Savannah, Georgia.
1993  "At-risk Students: A Program that Works!" presented at the Georgia School Counselors Association State Conference, Savannah, Georgia.
1993  "Play Counseling in the Schools," presented at the Georgia School Counselors' Summer Institute, Unicoi, Georgia.
1993  "Play Counseling in the Schools," presented to the Clayton County Elementary School Counselors, Clayton County, Georgia.
1993  "The Power of Play: Therapy with Abused and Neglected Children," presented at the American Counseling Association Annual Convention, Atlanta, Georgia.
1993  "The Relationship of Child Sexual Abuse to HIV Vulnerability," presented at the American Counseling Association Annual Convention, Atlanta, Georgia.
1993  "Use of the Psychological Birth Order Inventory", presented to the Atlanta Adlerian Society, Atlanta, Georgia.
1993  "Use of the Psychological Birth Order Inventory", presented at Group Counseling in the Schools, sponsored by the Association for Specialists in Group Work, Athens, Georgia.
1993  "The Reporting Decisions and Ethical Reasoning in Reporting Child Abuse", presented at the 12th annual research and treatment conference of the Association for the Treatment of Sexual Abusers, Boston, Massachusetts (with Wilson, McDavid, Brack, and Yorker).
1992  "Use of Play Counseling Techniques in the Elementary School", presented at the Georgia School Counselors Conference, Atlanta, Georgia.
1992  "Play Therapy", presented at the Child Abuse Skills Training Conference sponsored by the Family Advocacy Program at Fort Benning, Columbus, Georgia.
1992  "Play Therapy in the Schools", presented to Fayette County School Counselors, Fayetteville, Georgia.
1992  "Use of the Psychological Birth Order Inventory", presented at the Region III of the North American
Society of Adlerian Psychology, Orlando, Florida.

1992  "Working with At-Risk Students," presented to the Fulton County School Counselors, Atlanta, Georgia.
1991  "Counseling Blended Family Members," presented at the Southern Association for Counselor Education and Supervision Conference, Atlanta, Georgia.
1991  "Using Play Techniques in a School Setting," presented at Georgia State University for the Atlanta Adlerian Society, Atlanta, Georgia.
1991  "Play Therapy," presented at Parkwood Hospital, Atlanta, Georgia.
1990  "The School Counselor's Role in Counseling Blended Family Members," presented as an invited pre-conference workshop at the Georgia School Counselors' Association State Conference, Atlanta, Georgia.
1990  "Play Therapy," presented at Charter Winds Hospital, Athens, Georgia.
1990  "Play Therapy," presented as a Continuing Education Workshop at Georgia State University, Atlanta, Georgia.
1990  "Counseling Stepfamily Members," presented to Gwinnett County School Counselors, Gwinnett County, Georgia.
1989  "Counseling Licensure Issues," presented to CPS graduate students at Georgia State University, Atlanta, Georgia.
1989  "Counseling Adolescents," presented at Columbus, Georgia as a Georgia State University Continuing Education Workshop.
1988  "Counseling Adolescents," presented at Columbus, Georgia as a Georgia State University Continuing Education Workshop.
1987  "Adlerian Family Counseling," presented as a course for Pan American University, Brownsville, Texas.
1986  "Working With Stepfamilies," presented to the school counselors of Crane Independent School District, Crane, Texas: in conjunction with Sol Ross University.
1986  "Growing Pains: Growing Gains," presented to the Calhoun Junior High School PTA, Denton, Texas. (three weekly presentations).
1986  "Learning and Emotionality: A School Counseling Model," presented at the convention of the American Counseling Association in Los Angeles, California.
1986  "Basic Principles of Therapeutic Intervention in the Stepfamily Unit," presented at the convention of the Texas Counseling Association, San Antonio, Texas. (one-day, pre-convention workshop).
1985  "Stepfamily Counseling," presented as a course for Pan American University, Brownsville, Texas.
1985  "Consultation for School Counselors," presented to the North Central Chapter of the Texas Counseling Association, Fort Worth, Texas.
1985  "Family Counseling or Family Consultation: A Decision for School Counselors," presented at the convention of the Texas Counseling Association, Amarillo, Texas.
1985  "Counseling and Consulting with Families," presented at the Mid-Winter Counseling Conference at University of North Texas, Denton, Texas.
1984  "The Therapist's Role in the Stepfamily Unit," presented at the Oklahoma Association for Marriage and Family Therapists Convention, Tulsa, Oklahoma.
1984  "The Family Therapist's Role in the Stepfamily Unit," presented at the University of North Texas College of Education Summer Conference, Denton, Texas.
1984  "Human Relations Skills for Directors of Child Care and Pre-School Programs: Working with Staff and Parents," presented at the Association for the Education of Young Children, Denton, Texas.
1983  "Leadership Development," presented at the annual meeting of the Texas Association for Counselor Education and Supervision, Austin, Texas.
1983  "Basic Principles of Therapeutic Intervention in the Stepfamily Unit," presented at the University of North

1983  "Classroom Guidance at the Secondary Level: Meeting the Needs of all Students," presented at the convention of the Texas Counseling Association, Fort Worth, Texas.


PUBLICATIONS


to be therapeutic agents. *Journal of Individual Psychology, 55,* 365-382.


Professional Activities
2203 Member, Planning Committee for Board of Regents Workshop to train counselor educators on Regents Principles and Actions for the Preparation of School Counselors
2203 Member, College of Education, Dean’s Evaluation Committee
2003 CACREP On-Site Evaluator
2003 Member, Board of Regents Committee that developed the Regents Principles and Actions for the Preparation of School Counselors
2000 CACREP On-Site Team Evaluator
2000 CACREP Consultant, Texas A&M University Corpus Christi
1999 Guest Editor, Special Issue on Play Therapy, The Journal of Individual Psychology
1998 CACREP On-Site Evaluation Team Chair
1997 Presenter, Best Practices Pre-K Training Group, Georgia State University
1996 CACREP On-Site Evaluation
1995 Board Member, Southern Center for Families, Atlanta, Georgia
1995 Consultant, Positive Impact Play Therapy Program, Atlanta, Georgia
1995 CACREP On-Site Evaluator
1993-95 Editorial Board, Journal for Specialists in Group Work
1994 CACREP Consultant, Columbus College, Columbus, Georgia
1994 CACREP Consultant, Arizona State University, Tempe, Arizona
1993 CACREP on-site Team Chair
1993 Consultant, North Atlanta High School Counseling Program, Atlanta, Georgia
1993 Coordinator, Summer Institute for School Counselor, Georgia State Department of Education, Atlanta, Georgia
1992 CACREP on-site Evaluator
1991 Member, Gwinnett County "Counselor of the Year" selection committee, Atlanta, Georgia
1991 Founding Member, National Committee for the Rights of the Child, Washington, DC
1991 Quoted in Good Housekeeping, "Mother and Child" Column
1990 Member, Gwinnett County "Counselor of the Year" selection committee, Atlanta, Georgia
1990 Quoted in "USA Today". Article on homework
1990 Represented Fairmont State College for the G.S.U. Presidential Inauguration, Atlanta, Georgia
1990 Guest speaker on T.V. talk show, "Mental Wellness," Smyrna, Georgia
1989 Evaluator, Southern Association of Colleges & Schools for Gwinnett County, Atlanta, Georgia
1988-91 Editorial Board, Journal of Humanistic Education and Development
1985-87  Editorial Board, Texas Association for Counseling and Development Journal
1986  Speaker: Alumni Banquet, Fairmont State College, Fairmont, West Virginia
1986  Consultant to the "Dallas Morning News" for Teen Survey
1986  Panelist on "Alternatives", A Dallas television talk show, Dallas, Texas
1985  Interviewed by the "Dallas Morning News" related to the stress for children in changing schools, published UPI in several newspapers across the country.
1985  Guest speaker at the convention luncheon of the Texas Association for Counselor Education and Supervision, San Antonio, Texas

**CREDENTIALS**

Licensed Professional Counselor, Georgia
National Certified Counselor
Registered Play Therapist/Supervisor
Gary L. Arthur
(Retired Professor)

Personal Data:

Address: 175 Wellborn Chase
Fayetteville, Georgia 30215

Telephone: Work - 404-651-3426
Home - 770-460-6160
Fax-----404-651-1160
e-mail—garthur@gsu.edu

Education:

1969-1971 Ed.D. Auburn University, Auburn, Alabama
Counselor Education
Dissertation: Companionship therapy with the aged in a nursing home

1966-1967 M.Ed. University of Georgia, Athens, Georgia
Counselor Education

1958-1962 B.S. Mankato State University, Mankato, Minnesota
Major(s): Mathematics, History
Minor: Education

1954-1958 Balaton High School, Balaton, Minnesota

Professional Experience:

Professor of Counseling and Psychological Services (1982)

2004- Retired Professor rehired at Georgia State University
1992-2003 Duties: Graduate Education Faculty-Georgia State University
Faculty Adviser for Student Affiliate Organization (LPCA) 2003-
Associate for the Center for Teaching and Learning (1999-2003)
Coordinator of Professional Development Seminars (1995-2001)
Coordinator of GSU/CPS-PSI Program (1998-2000)
Faculty member of Gerontology Center
Member Curriculum Committee of Gerontology Center

1993-1991 Joint Appointment, Georgia State University and Columbus College-
Phase out GSU program and develop Clinical and Counseling Department for Columbus College

1993-1989 Therapist: Pastoral Institute/Bradley Center. Psychotherapy with outpatient clients. 8-12 clients per week.

1978-1992 Director of Academic Programs (Regents Title), Georgia State University at Columbus/Ft. Benning, Georgia. Managed and supervised the graduate programs for the schools of Business and Education (5 departments, office personnel, budget, registration, evaluation, course offerings, etc.). Duties included supervision of curriculum and community programs with faculty and staff. Staffing varied according to the programs. Supervised 12 full time professors and several adjunct instructors. Full time academic load teaching in the CPS Department while Director of Academic Programs. As a Professor of Counseling and Psychological Services I taught counseling three to four courses each quarter.

1980-2001 Member of the faculty-Georgia State University Gerontology Center

1979 Member of the faculty-Interdisciplinary Adult Education Management

1971-1978 Associate Professor of Counseling and Psychological Services. Duties included teaching counseling courses and serving as Coordinator of Fort Benning Graduate Center (1978). Responsible for scheduling, budgeting, registration, office personnel, student personnel services and faculty input to specific departments. Supervised and coordinated five departments and twelve faculty members.

1971 Extension Associate, Auburn University, Auburn, Alabama. Coordinator of the Research and Materials Division of the Alabama Rehabilitation Media Service. Supervised up to 10 faculty and graduate research assistants. Coordinator for intelligence testing, Psychology Department, Auburn University in conjunction with the State of Alabama (grant), Montgomery, Alabama. Tested special education students in area school systems throughout the state of Alabama. Supervised up to eight examiners through the Psychology Department under the supervision of Dr. Lair.

1969-1971 Coordinator of Research and Information Division of the Alabama Rehabilitation Media Service, Auburn University, Auburn, Alabama. Graduate Research Assistant. Developed print material for distribution. Coordinated and developed audiovisual library for the rehabilitation facilities in the state of Alabama
1967-1967 Assistant Student Personnel Specialist, DeKalb Area Technical School, Clarkston, Georgia. Coordinator of evening program student personnel department. Specific duties included counseling, testing, scheduling, advertising, advisement, registering, advertising, and guidance.


1961-1962 Dormitory Counselor, Mankato State University, Mankato, Minnesota. Dormitory peer counselor with forty college age males. Counseled in personal and social adjustment and academic difficulties.

PUBLICATIONS:

1. Written Communication

a. Books and book chapter


b. **Journal and Publications**


**Grants**

1994-1993  $60,000 funded grant between GSU and Columbus State University to phase out GSU programs in Columbus, Georgia.
1989-1988  $36,160 funded grant between GSU and the United State Army to train chaplains in counseling techniques.

**Presentations and Writings**

in potentially violent work situations. Submitted to ACES.


**Research in Progress**


Arthur, G. L. Surveying LPC’s in Georgia regarding physical and psychological assaults while in the practice of psychotherapy. (2001)


McBride, L., Arthur, G. L., & Hooks, K. Emotional intelligence and Althemia in ministers. 20 ministers were administered six instruments to analyze results. Data gathered and analysis under way.

Arthur, G. L. & Sullivan, M. Analysis of interest inventory structure in a diversity study of 7th grade students. 50-7th graders analyzed on a test-retest along with dream choices.

Arthur, G. L. & Brende, J. Trauma and mental health providers. Survey of 700+ licensed mental health providers trauma and well-being. Data gathered and in writing stage.

Arthur, G. L. & Gfroerer, C.A. Concurrent validity study with Future Focus Interest Inventory and the Self-Directed Search with 1000 7th grade students. Data gathered, analyzed, and article partially written.

Arthur, G. L. & Gfroerer, C.A. Dream choice and interest inventory result correlation study of 1000 7th graders. Data gathered, analysis and writing underway.


**Monographs**


Program Selector for 1980 APGA-1980 Conference for two subdivisions. ASGW and ARVIC.

Co-Editor for ARVIC subdivision of APGA for the 1981-82 President Ciaramella term.


### SERVICE TO THE UNIVERSITY

- University Senate (1998-2002)
- Associate for Teaching and Learning for the university (1999-2003)
- Member Curriculum Committee for the Gerontology Center (2003-2004)
- Member of Promotion and Tenure Committee (COE; 2000-2002)
- Member of self-study for reaccreditation by Southern Association of Colleges and Schools (SACS): Purpose and Institutional Effectiveness Subcommittee. (1997)
- CPS Representative for Post-Tenure and Promotion Committee (1995-1996)

### CPS Department Service

- Chair of Core Review (2001)
- Chair of three search committees (2001-2002)
- Associate for CPS to the Center for Teaching and Learning (1999-2003)
Coordinator of CPS Professional Development Seminars series (1995-2001)
Coordinator and evaluator for CPS approving Continuing Education program requests by community agencies to use the CPS department’s provider number for license approval (1997-2003)
Coordinator of the CPS Department and the Psychological Studies Institute (1998-2000)
Coordinator for CACREP review and response for 1998-2002
Coordinator of the Retention Committee for Professional Counseling (1998-2003, 6 in 1999)
Developed the departmental handbook for Professional Counseling (1999-2001)
Developed comprehensive examination for Professional Counseling Elementary Counseling, Secondary Counseling, Rehabilitation, and School Psychology.
Chairperson for 4 search committees (1997 and 2001)
Chairperson for department review of core curriculum (2000-2001)
Chairperson of Search Committee for Full Professor (1996-1997)
Reader for Ph.D. comprehensive for Professional Counseling (1998-2000)

Conducted phase-out of Georgia State University Programs in Columbus and phase-in of newly created department for Columbus College (1990-1992)

Chaired committee to hire Department Chairperson for the newly created Counseling and Clinical Programs at Columbus College. 1991.

Chaired committee to hire Assistant Professor for the Counseling Clinical Programs at Columbus College. 1992.

Taught: Group procedures in counseling for Auburn University, Department of Counseling Psychology. March-1991.

Taught Vocational Guidance for Auburn University, Department of Counseling Psychology-June, 1991.

Ad Hoc Committee for 8 Regent Schools for the Council on Education for the military in Georgia. Replaced 8-11 by Vice-President Robbins.


Member of the University Senate representing Counseling and Psychological Services (1978-1979).


Member of Gerontology Faculty (1979-Present)
Member of Gerontology Center (Executive Committee, 1978-80).

Committee member on the Interdisciplinary Adult Education Management Faculty (1980).

Ad Hoc Committee member to CETA for Restructuring Testing and Assessment Center (1978). Metro Columbus Urban League.

Selected by State Department of Education to be state trainer in drug and value programming in 1975.


Communication skills. 3-7 hour workshops at Columbus College. April, June, October, 1977.


Techniques in individual appraisal. Columbus Employment and Training Administration (CETA). 1.5 hours, May, 1977.


Communication skills in counseling. Columbus Regional Adult Counseling Workshop. Columbus College. 1.5 hours, Nov. 1975.


Values clarification. Trinity Episcopal Church Sunday School Class, 1974.


Values clarification. Trinity Episcopal Church Sunday School Class, 1974.


Geriatric needs. Trinity Episcopal Church Adult Sunday School Class. May, 1974.


Values clarification. Trinity Episcopal Church Adult Sunday School Class. May, 1974.


Geriatric needs. Trinity Episcopal Church Adult Sunday School Class. May, 1974.

Drug awareness: Communication for Muscogee County School District. Four hours, April, 1974.


Hospice training. Columbus Hospice. Two times a year for a total of 6 groups. 1990-1988.


Chair panel- Functional assessment of the older adult Columbus Vocational Technical School. 1989.


Developmental behaviors from 0-5. Columbus Alliance for Children. April, 1986. One hour.


Male mid-life crisis: Myths and realities in changing careers. Ten hour workshop through Columbus College Continuing Education Division. April, 1981. Newspaper article and radio television appearance.


Psychology and non-verbal communication as elements of pastoral care. Department of the Army. February, 1981.


Ten workshops: Living with your foster child Rome, Albany, Augusta, Atlanta, Columbus, Macon, Gainesville, Savannah, Brunswick, Valdosta, 1980-81.

Member of five-year interim review visiting committee of the Southern Association of Colleges and schools at Pacelli High School, Columbus, GA.

CONSULTANT POSITIONS


WORKSHOPS (presenter):

Conducted 89-two day workshops during 1986-2003 for the National Counselors Examination (state licensure)
Between the years 1996-2001 personally attended 48 professional development workshops.


Professional Ethics I. Pastoral Institute. 4 hours, 1991.


The aging network. Coordinator and presenter. Gerontology Center, Georgia state University. 60 hours. January, 1989.


Interview skills for displaced homemakers. Chattahoochee Valley Community College. Three times a year for a total of nine from 1990-1987.

**Program Development**

Developed and presented workshops for the preparation of the NCC and LPC Examination. (1986-1995). Thirty 2-day workshops.


1993: Chairperson for committee on five-year plan to restructure staffing, curriculum, and plant-facilities at St. Anne’s Elementary School.


Steering committee appointed by Vice-President Crouch to develop the gerontology Center at Georgia State University (1977-79).


Developed doctoral support program at the Columbus Center along with Dean Day and Associate Dean Richardson (1981-1982).

Established cooperative program between Martin Army Hospital, Ft. Benning and Georgia State University for Practicum sites in Counseling and Psychological Services Department (1976-1992).
Established practicum site between Georgia Regional Hospital and Georgia State University (1981).

Established practicum site between Georgia State University and Counseling Center at Columbus College (1980-1992).

Co-developer in new course entitled *Bibliotherapy for the Aged*, a graduate and undergraduate course at Columbus College (1976-1977).

Promoted, advertised, and developed an institute field based 5th and 6th year program in School psychometry for the Muscogee County School System (1977-1978).

Conference developer and planner in the family Crisis Intervention Workshop at Columbus College (March, 1976 for ASGW). All proceeds went to the profession.

Planning Committee member for the past several years in presenting the Southeastern Annual Drug Symposium (1975-1980).

**Service to the Profession**

1993: Ran for national office of AADA/ACA, Secretary

1993: Social Chairman for AADA at the ACA Convention in Atlanta.

1993: Ran for Secretary for AADA National Office


Selected to be committee member for AADA to develop counselor competencies for training in gerontological issues.

Developed five day training for community response to the aged. This workshop was for clergy and community agencies to unite resources in a cooperative effort for awareness. Chairman, fund raiser ($10,000), and program developer.


Director and member to select professional papers to be presented at the 1980 Convention for the subdivisions of ARVIC and ASGW.

Planned and set-up Pre-Convention workshop for ARVIC. March 25, 1980 at Georgia State University.
Secretary/Treasurer of Georgia-GASGW (1979-1980).


Conference developers and planner in the family Crisis Intervention Workshop. Columbus College, March, 1976 for ASGW. All proceeds went to ASGW to develop journal, Together.

Co-finance chairperson for the Association for Specialist in Group Work (ASGW) 1974-1975.

Membership in Association for Religion and Values Issues in Counseling

Member of the American Counseling Association

Member of Georgia GCA, GASGW

Charter Member of Phi Delta Kappa, ASGW, GASGW

SPEECHES:

1996: Georgia Baptist Medical Center (March). The use of psychological tests in assessment.

1996: Georgia Baptist Medical Center: November. Stress and health factors in the interview.


Holding our future in our hands, today: Our opportunity to prepare our children to
today to be the adult’s of tomorrow. Ninth Annual Georgia Welfare Association, Callaway Gardens, October, 1977. One-hour speech and five hour workshop.

Life review: Bibliotherapy application for the aged. Columbus College. Two hours. April, 1977.


**CONSULTATION (LONG TERM)**

1994 to present: Georgia Baptist Family Practice. Leadership role in Balint groups to process patient-doctor relationships and interpersonal interactions. Group supervision to three group leader. Group supervisor for three group leaders each year (1995-2000).

2000-to present: Career Training Concepts. Consultant to two interest inventories, conducting validity and reliability data studies and contributing to development of technical manual.


1981-1972: department of Family and Children’s Services. Advise three department in the most difficult cases pending (child abuse, family care, staff personnel conflict, etc.). Develop and supervise for six months a group of child abusive parents. State trainer for caseworkers and foster parents (5 years).

1980-1975: Columbus Police Department. Assisted in grant writing of a $250,000 program in Family Crisis Intervention. Designed and implemented 80 hour training program for Family Crisis Intervention for law enforcement personnel. Principle trainer in the implementation of this program which trained in excess of 435 law enforcement personnel in the acquiring of these skills. Success was noted by a 31% reduction in arrest and imprisonment and reduced injury to personnel in family disturbances. Co-authored training manual in family crisis intervention. Technical advisor to the Chief of Police in administration, management, training, and community relations.
1980-1976: Muscogee County sheriff’s Department. Designed and implemented training program (40 hours) in conflict management and trained 68 officers including top line management. Co-authored training manual (168 pages) in conflict management. Trained same personnel in drug education.

1978-1971: Metro Columbus Urban League. Developed and implemented cultural awareness program. These sessions were for youth and adults of the Muscogee County school District. Well over 1000 students and adults attended these weekend sessions. Federal reports were prepared from on-site observations for success and areas for improvement. 20 sessions were scheduled for each year. Led and conducted in excess of 22 of these programs.

1973-1972: Alcohol Safety Action Program (8 months). Designed Phase II Therapy Program for alcoholics convicted of driving under the influence of alcohol. Trained 4 group leaders to conduct the sessions. Program consisted of diagnosis and group process in reeducation.

CONSULTATION (SHORT TERM):

1981-1977: Department of Human Resources
Purpose: Train statewide in foster parenting

1978-1976: State of Georgia Department of Education
Purpose: Conduct workshops and train teachers in drug awareness.

1974- Regional Drug Consultant. Received training at the University of Miami.
Purpose: Conduct workshops in regional area of 6 states and implemented the Southeastern Drug Symposium.

HONORS AND SPECIAL TRAINING:

1993-1994: Services Committee of Students with Disabilities recognized awareness and sensitivity to issues and student needs.

1992: Hospice Volunteer Trainer of the Year. Columbus Georgia. Trained volunteers to make home visits.


1990-1987: Selected as member to be trained in Gerontology faculty Development Program at Georgia State University.

1989: Myers-Briggs Type Indicator: 5 day training in administering and
interpreting types.


1980 ARVIC Newsletter. The first newsletter was dedicated to G. Arthur.


1974 Selected by Georgia State University to be trained as Regional Drug Consultant. Training conducted at University Of Miami.

Selected by the faculty of Georgia State University for making a presentation to the annual School of Education Workshop.

Selected by the Georgia State University Foundation, Inc. for faculty recognition and salary supplement (3 times).

Selected by the American Academy of Human Services as an outstanding professional in human services.

Selected to Who’s Who in American Education Located in annual publications.


OFFICES HELD:

Board member for Career Assessment Atlanta and Research consultant 1993 to present.


Board member for Head Trauma Clinic. Appointed by Governor Joe Frank Harris of Georgia. Warm Spring Rehabilitation Center. 1987-1985.


President of St. Anne’s Elementary School Board (1977-1980).

Board of Directors for Listening Ear: Hotline Crisis 1972.
JEFFREY S. ASHBY, PH.D., ABPP

Office: Georgia State University
Department of Counseling and Psychological Services
University Plaza
Atlanta, Georgia 30303-3083
404-651-0798
jashby2@gsu.edu

Home: 3248 Majestic Circle
Avondale Estates, GA 30002
404-299-7158

EDUCATION AND TRAINING

Ph.D. Counseling Psychology (APA Accredited),
The Pennsylvania State University, University Park, PA
August 1987 - August 1991

Professional Psychology Internship,
Counseling Center, University of Missouri-Columbia,
2000 hours, APA accredited.
August 1990 - July 1991

M.Ed. Counseling and School Psychology,
The Wichita State University, Wichita, KS
August 1984 - May 1986

B.A. Psychology and English Literature,
University of Kansas, Lawrence, KS
August 1980 - May 1984

Licensed Psychologist, State of Georgia
License Number 002265

Diplomate in Counseling Psychology,
American Board of Professional Psychology
Number 5351, May 2000

MOST RECENT PROFESSIONAL EXPERIENCE
Associate Professor Counseling Psychology,  
Director, Counseling Psychology Ph.D. Program,  
Department of Counseling and Psychological Services,  
Georgia State University  
August 2000 - present

Assistant Professor of Counseling Psychology,  
Department of Counseling and Psychological Services,  
Georgia State University  
September 1997 - July 2000

Assistant Professor of Counseling,  
Department of Educational Administration and Counseling,  
University of Northern Iowa.  
August 1993 - August 1997

Staff Psychologist,  
Medical Associates of Cedar Falls, Cedar Falls, IA.  
January 1996 - August 1997

Part-time (3-6 clients per week) private practice in comprehensive medical clinic.  
Presenting problems included career issues, relationship concerns, stress management, depression, anxiety, and post traumatic stress.

Staff Psychologist,  
Counseling Center, University of Northern Iowa.  
February 1993 – December 1995

Provided clinical services to 4 clients per week; presenting problems included career issues, relationship concerns, depression, anxiety, and post traumatic stress.

Visiting Assistant Professor of Counseling Psychology,  
Department of Counselor Education, Counseling Psychology, and Rehabilitation Services Education,  
The Pennsylvania State University  
August 1991 - August 1993

Staff Psychologist,  
Counseling and Psychological Services, The Pennsylvania State University.  
January 1991 - May 1992

Provided clinical services to 4 clients per week; presenting problems included depression, bereavement, anxiety, and post traumatic stress.

PUBLICATIONS IN REFEREED JOURNALS


reported self-efficacy in college students. Journal of College Student Psychotherapy, 15, 47-56.


the bulimic client from an Adlerian perspective. *Journal of Individual Psychology, 52*, 406-419.


**BOOKS AND BOOK CHAPTERS**


PRESENTATIONS

At the American Psychological Association


Multidimensional perfectionism and coping resources. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.


At The American Counseling Association


At other Professional Meetings

dual relationships in play therapy: Ethical decision-making and applications. Workshop presented at the annual meeting of the International Association of Play Therapy, Norfolk, VA.


Ashby, J. S., & Kottman, T., (1998, October). Play therapy applications of personality priorities. Workshop presented at the annual meeting of the International Association of Play Therapy, Phoenix, AZ.


SERVICE

Editorial Board Member, Individual Psychology. March 1998 - Present


Ethics Committee Member International Association of Play Therapy. January 2001 – Present

Chair, Ethics Committee International Association of Play Therapy. October 2001 - Present

At Georgia State University

Director, Counseling Psychology Program
January 2000 - present

Representative, CPS Department Chair’s Advisory Committee
January 2000 - present

Senator – Georgia State University Senate,
August 2003 - present

Representative, College of Education Faculty Affairs Committee,
November 1999 – July 2001

Representative, CPS Department Student Retention Screening Committee,
August 1998 - present

Chair, College of Education Faculty Affairs Ad Hoc Committee on Scholarship Evaluation
January 2002 – present

Representative, College of Education Dissertation Review Committee
August 2001 – July 2003

Faculty Representative, Recreation Services Advisory Board,
August 1999 - present

Representative, CPS Credit Hour Committee,
August 1998 - May 1999

At the University of Northern Iowa

Senator, College of Education Faculty Senate,
September 1994 - August 1997

Representative, College of Education Faculty Awards Committee,
August 1993 - August 1996

Departmental Representative, Information Systems and Computing Services Committee,
September 1993 - August 1994

At the Pennsylvania State University
Counseling Psychology Program Committee,  
August 1991 - August 1993

Representative, College of Education Faculty Council,  
August 1991 - August 1993

PROFESSIONAL MEMBERSHIPS

American Psychological Association - Division 17

Georgia Psychological Association

American Counseling Association

International Association of Play Therapy
1. Academic Degrees:
1989 Doctor of Philosophy in Counseling Psychology
(A.P.A. Approved Program)
Indiana University, Bloomington, Indiana.
Minor: Public Management

1984 Masters of Science in Environmental Science,
Indiana University, Bloomington, Indiana.
Major: Applied Behavioral Ecology

1981 Masters of Science, Psychology,
Purdue University, Indianapolis, Indiana.
Major: Applied Experimental Psychology

1978 Bachelors of Arts, Psychology
(with Highest Distinction)
Indiana University, Indianapolis, Indiana.

2. Professional Experience:

Jan.-Aug. 2000 Visiting Professor, Department of Social Work, University of the
North West, Mmabatho, South Africa

1996-1999: Co-Director Counseling Psychology Program (APA Approved),
Department of Counseling and Psychological
Services, Georgia State University,
Atlanta, Georgia.

1996-Present: Associate Professor (Tenured),
Department of Counseling and Psychological
Services, Georgia State University,
Atlanta, Georgia.
1992-1998: Adjunct Faculty member Georgia State University Counseling Center

1990-1996: Assistant Professor (Tenure Track), Department of Counseling and Psychological Services, Georgia State University, Atlanta, Georgia.

1989-1990: Assistant Professor, Counseling, Moorhead State University, Moorhead, MN.

1988-1989: Psychology Intern, University Counseling Services, Kansas State University, Manhattan, KS. A.P.A. Approved Internship.

1982-1988: Part-time Instructor, Indiana University-Purdue University at Indianapolis (IUPUI) Psychology Department, Indianapolis, IN.

1985-1988: Senior Research Technician, Indiana University, School of Medicine, Psychiatry Department, Child Psychiatry Clinic.


3. Current professional and academic association memberships:

American Psychological Association
American Psychological Association Division 17, Counseling Psychology
American Educational Research Association
American Counseling Association
Association For Counseling Education and Supervision, Division of American Counseling Association
Life Skills Association of South Africa

4. Recent Courses Taught:

CPS 7260 Counseling Systems and Interventions
CPS 7540 Consultation in Professional Counseling
CPS 8470 Crisis Intervention
CPS 9970F Conflict Resolution and Negotiation (3)
CPS 9820 Health Psychology
CPS 8300 Traumatology:
5. Professional Service:

2000-present  External Scorer University of the North West, Mmabatho, Republic of South Africa
1998- present  Consultant to the Mmabatho South Africa Life Skills Education and Counselling Association
1997-Present: Director for the Project for the Empowerment of South African Counselors (PESAC)

6. Honors:

2004  College of Education Outstanding Teaching Award
2004  Department of Counseling and Psychological Services Faculty Peer Mentoring Award
2002  Georgia State University International Excellence Award
2001  Nominated to Phi Beta Delta Honor Society for International Scholars
2000  Honoured Speaker Commencement: Graduation ceremonies at the University of the North-West
1998  Outstanding Faculty Achievement Award for Teaching, Research and Service, Georgia State University
1989  Paul Munger Award for Outstanding Counseling Psychology Student
1978  Psychology Research Award
1978  Robert G. Neel Award, Psychology, Highest G.P.A.
1978  Science Scholar

7. Publications:


8. Papers Presented


Consciousness. Sponsored by the University of Arizona and the Society for the Scientific Study of Conscious, Tucson, AR.


9. **Funded projects**

<table>
<thead>
<tr>
<th>Year</th>
<th>Funded Project</th>
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<tbody>
<tr>
<td>Jan.-Aug. 2000</td>
<td>International Foundation for Education and Self-Help, $28,000</td>
</tr>
<tr>
<td>Jan. 1999</td>
<td>Georgia State University Internal Grant for South Africa: $5000</td>
</tr>
</tbody>
</table>
CURRICULUM VITAE

Catherine P. Cadenhead, Ph.D.

LICENSE:
State of Georgia, State Examining Board
Licensed Psychologist, #1919
Georgia Certified School Psychologist

EDUCATION:

Ph.D. 1994 Georgia State University
School Psychology
1993-94 Pre-doctoral Internship: “APA Equivalent”, Public School Setting
1994-95 Post-doctoral Internship: Associated Providers
The Gestalt Institute of Georgia

Ed.S. 1988 Georgia State University
School Psychology

M.Ed. 1987 Georgia State University
School Psychometry

B.A. 1982 Birmingham Southern College
Psychology, Sociology

PROFESSIONAL EXPERIENCE:

1998 – Present Assistant Clinical Professor
Department of Counseling and Psychological Services
Georgia State University

1989 – 1998 Associate Director
Alpine Psychoeducational Program
Gainesville, Georgia

1995 – 1998 Adjunct Professor
Department of Educational Psychology
University of Georgia

1995 – 1998 Adjunct Professor
Department of Education
Brenau University

1988 – 1989 Associate School Psychologist
Alpine Psychoeducational Program
Gainesville, Georgia
HONORS/RECOGNITIONS:

Phi Beta Kappa
Phi Sigma Iota – Honorary Fraternity of Foreign Languages
W.J. Fulkerson Psychology Award
Outstanding Young Women of America
Regional Representative- Georgia Association of School Psychologists

COURSES TAUGHT:

1998 – Present
CPS 6040 Introduction to School Psychological Sevs.
CPS 7490 Psychological Assessment I: Intelligence
CPS 7510 Psychological Assessment II: Achievement
CPS 7660P Applied Practice I: School Psychology
CPS 8200 Advanced Developmental Psych.: Cognition and Intellect
CPS 8220 Advanced Developmental Psych.: Personality / Socialization
CPS 8240 Advanced Developmental Psych.: Neurological Development
CPS 8440 Social/Emotional Assessment of Children and Adolescents
CPS 8460 Biopsychosocial Aspects of Addiction
CPS 8530 Professional Issues and Ethics
CPS 8540 Child/Adolescent Psychopathology
CPS 8640 Administration and Supervision of Pupil Personnel Services
CPS 8680 Internship in School Psychology
CPS 9350 Biopsychology and Medication

1995 – 1998
Tests and Measurement in Education: EPY Dept., UGA
Exceptional Children: ED Dept., Brenau

PROFESSIONAL ORGANIZATIONS:

Georgia Association of School Psychologists
Georgia Psychological Association
American Psychological Association

OTHER:

“Specialized Classroom Management – A Boy’s Town Approach”
Certified Trainer for Teaching and Administrative Models

“Non-violent Crisis Intervention”
Certified Trainer
Curriculum Vita

Catherine YunHui Chang
Georgia State University
The Department of Counseling and Psychological Services
974 College of Education Building
University Plaza
Atlanta, Georgia 30303-3083
(404) 651-3253  email: cychang@gsu.edu

EDUCATION

Ph.D.  The University of North Carolina at Greensboro  May, 1998
Counseling and Counselor Education (CACREP Accredited)
Emphasis in Multicultural Counseling
Cognate: Anthropology

M.Ed.  The University of North Carolina at Greensboro  May, 1995
Counseling and Educational Development
Emphasis in Community Counseling,
Marriage and Family Counseling (CACREP Accredited)

B.A  Davidson College  May, 1991
Psychology

PROFESSIONAL WORK EXPERIENCE

August, 2000-  Georgia State University – Department of Counseling and Psychological Services.
Present  Assistant Professor. Responsibilities include researching, teaching, supervising, and advising
Master, Educational Specialist and Doctoral level students.

Assistant Professor. Responsibilities include teaching, supervising, and advising M.Ed.
students.

May, 1997- May, 1998  UNCG-Department of Counseling and Educational Development.
Internship Supervisor. Responsibilities include supervising M.S. and Ed.S. students in their
clinical internship.

August, 1996 - May, 1998  UNCG - Department of Counseling and Educational Development.
Teaching Assistant. Responsibilities include instructional responsibilities for CED 574 -
Counseling Women and CED 210 - Career and Lifestyle Planning.

May, 1996- April, 1997  Family and Children’s Service, Greensboro, North Carolina
Doctoral Intern. Responsibilities include providing individual, couples, and family counseling
sessions; co-facilitating the Growing Together Group, a group for families who have
experienced a trauma.

August, 1993 - August, 1996  UNCG - Department of Counseling and Educational Development.
Graduate Assistant. Responsibilities include working on special projects for the departmental
chairperson; meeting with prospective students; advising unclassified students.
August, 1995 - UNCG - Department of Counseling and Educational Development. 
May, 1996 Practicum Supervisor. Responsibilities include working with practicum sections providing feedback to counseling students and assisting professors with instructional responsibilities.

January, 1995 - High Point Battered Women's Shelter. 
May 1998 Weekend Relief Manager. Responsibilities include answering the crisis line; intake of new residents; goal setting with residents; managing the shelter.

January, 1995 - High Point Battered Women's Shelter. 

May 1994 - Family Services, Inc. 
December 1994 Intern. Responsibilities include providing individual, couple, and family counseling sessions; co-facilitating a weekly women's support group.

Fall 1994 Rape Crisis Alliance of Alamance County Co-facilitator. Responsibilities include planning and co-facilitating an adult survivor of sexual assault psychoeducational group. Eight week group.

August 1991 - Davidson College 
June, 1993 Program Advisor. Responsibilities include advising students in planning and implementing co-curricular and social activities; conducting leadership training sessions for the Union Board; supervising work-study students.

TEACHING EXPERIENCE / COURSES TAUGHT 

Graduate level:
Appraisal
Advanced Counseling Skills
Community Counseling
Counseling Women
Group Counseling
Human Growth and Development
Introduction to Professional Counseling
Marriage and Family Counseling
Multicultural Counseling/ Social and Cultural Issues in Counseling
Practicum/ Internship Supervision

Undergraduate level:
Career and Life Planning

Invited lecturers:


C E R T I F I C A T I O N  A N D  L I C E N S U R E

National Certified Counselor (NCC# 39505)

Licensed Professional Counselor – Georgia (LPC# 003294)

P R O F E S S I O N A L  M E M B E R S H I P S

American Counseling Association (ACA)
Association for Assessment in Counseling and Education (AACE)
Association for Counselor Education and Supervision (ACES)
Association for Multicultural Counseling and Development (AMCD)

Southern Association for Counselor Education and Supervision (SACES)

Chi Sigma Iota, Chi Epsilon Chapter

P U B L I C A T I O N S


Book Chapters


Manuscripts Under Review


Current Research/Manuscript Projects


Grants/Funding

Assessment of multicultural sensitivity among “field counselors” working within selected South Carolina agencies and organizations (1999). Commission on Higher Education. (Proposal not accepted).


Editorial Experience

Reviewer


Ad hoc Reviewer

1999-present Measurement and Evaluation in Counseling and Development.

Spring, 1997 Journal of College Counseling.

Editorial Assistant


Presentations

National/International Presentations:


counseling practices. American Psychological Association Annual Conference. Toronto, Canada. [In absentia]


**Regional Presentations:**


State Presentations:


Local and other invited presentations:


Chang, C. Y. (1996, March). *Celebrating diversity: Anything and everything you wanted to know, but were afraid to ask*. Panel program at UNCG. Greensboro, North Carolina.


Professional Service

Member at Large—Chairperson: Awards committee (2003-2006). Association for Assessment in Counseling and Education.


**UNIVERSITY SERVICE**

Member (Fall 2004-2005). Dean’s advisory committee. College of Education. Georgia State University.

Member (Fall 2002-2004). Faculty affairs committee. College of Education. Georgia State University.


Representative (Fall 2002-present). Chair’s advisory committee. Representing non-tenured faculty.

Co-Faculty Advisor (2001-present). Chi Sigma Iota. Chi Epsilon Chapter. Georgia State University.

Member (2001-2002). Search committee for the Department of Counseling and Educational Services. School
Psychology position. College of Education. Georgia State University.

Member (2000-2001). Search committee for the Department of Educational Psychology and Special Education. College of Education. Georgia State University.

Member (2000). NCATE committee. School of Education. Clemson University.


Member (1999-2000). Multicultural task force. School of Education. Clemson University

Member (Fall 1999). Search committee for Reading Faculty Position. Clemson University


Member (1999-2000). Advisory committee for student services. Clemson University

Member (Spring, 1999). Search committee for School Counseling Position. The Department of Counseling and Educational Leadership. Clemson University


Chair (1997). Marian Pope Franklin fellowship selection committee. The Department of Counseling and Educational Development. The University of North Carolina at Greensboro.

Member (1994-1998). Women’s History Month planning committee. The Department of Counseling and Educational Development. The University of North Carolina at Greensboro.


V O L U N T E E R   E X P E R I E N C E


Volunteer (May, 1992). Mission trip to Ticul, Mexico.

Additional volunteer activities include: Habitat for Humanity; Big Sister/ Little Sister Program; After school tutoring program; Crop Walk; JDF Walk; Nursery program at First Presbyterian Church of Atlanta; Empty stocking project.

**HONORS**


College of Education Outstanding Faculty Research Award (2004). College of Education. Georgia State University.


JoAnna White Founder’s Award (2004). Chi Sigma Iota—Chi Epsilon Chapter. Georgia State University.

Pre-tenure Counselor Educator Award (2003). Southern Association for Counselor Education and Supervision.

Faculty Mentoring Award (2001-2002). The Department of Counseling and Psychological Services. Georgia State University.


Nominated for the 1998 Outstanding Graduate Teaching Assistant Award. The University of North Carolina at Greensboro.

Chi Sigma Iota Fellow and Intern (1997-1998). The CSI Internship is a non-paid, part-time volunteer position that is designed to provide mentoring for CSI Counselor Education Leadership Award recipients who have a desire to be of service to the profession.

Outstanding Doctoral Student Award (1996-1997). The Department of Counseling and Educational Development. The University at North Carolina at Greensboro.


Chi Sigma Iota. (induction date 1995).
CONTINUING EDUCATION & WORKSHOPS ATTENDED

Conferences

New Zealand Counsellors Conference
1999 (Hamilton, New Zealand)

American Counseling Association World Conference:
2004 (Kansas City, Kansas)
2002 (New Orleans, Louisiana)
2001 (San Antonio, Texas)
2000 (Washington, D.C.)
1999 (San Diego, California)
1998 (Indianapolis, Indiana)
1997 (Orlando, Florida)
1996 (Pittsburgh, Pennsylvania)

Association for Counselor Education and Supervision National Conference:
2002 (Park City, Utah)
1999 (New Orleans, Louisiana)

Association for Play Therapy National Conference
2002 (St. Louis, Missouri)

Southern Association for Counselor Education and Supervision Regional Conference:
2003 (Chattanooga, Tennessee)
2001 (Athens, Georgia)
2000 (Greensboro, North Carolina)
1998 (Montgomery, Alabama)
1997 (Louisville, Kentucky)
1995 (Knoxville, Tennessee)

North Carolina Counseling State Conference:
1998 (Chapel Hill, North Carolina)
1997 (Greensboro, North Carolina)
1996 (Charlotte, North Carolina)
1995 (Raleigh, North Carolina)
1994 (Charlotte, North Carolina)

Evolution of Psychotherapy Conference:
1995 (Las Vegas, Nevada)

Continuing Education


<table>
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<tr>
<th>Date</th>
<th>Presenter</th>
<th>Title/Details</th>
<th>Location</th>
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<tbody>
<tr>
<td>June, 2002</td>
<td>Panel</td>
<td>Responding to a changing world: A workshop on ethics and diversity. Georgia LPCA,</td>
<td>Georgia State University and Clark Atlanta University.</td>
</tr>
<tr>
<td>April, 2000</td>
<td>Charlotte Murrow-Taylor</td>
<td>Grief and crisis counseling. Clemson University.</td>
<td></td>
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<tr>
<td>April, 1999</td>
<td>Robert P. Lowman</td>
<td>Multi-disciplinary and multi-Institutional proposals. Clemson University</td>
<td></td>
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<tr>
<td>April, 1999</td>
<td>Robert P. Lowman</td>
<td>12 Keys to successful grant writing. Clemson University</td>
<td></td>
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<tr>
<td>April, 1997</td>
<td>Tom Clawson</td>
<td>Health care financing in the future: or the managed care of psychotherapy. Greensboro, North Carolina.</td>
<td></td>
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</tbody>
</table>
**DOCTORAL STUDENTS**


Chaney, M. P. (May, 2004). An empirical exploration of boredom proneness, social connectedness, and online dissociation: Implications for sexually compulsive men who have sex with men.

**DOCTORAL COMMITTEES**


Y. BARRY CHUNG
Department of Counseling and Psychological Services
College of Education
Georgia State University
Atlanta, GA 30303-3083
Voice: 404-651-3149
Fax: 404-651-1160
E-mail: bchung@gsu.edu

EDUCATION


WORK EXPERIENCE

GEORGIA STATE UNIVERSITY, Atlanta. Department of Counseling and Psychological Services.
8/02 - present Associate Professor (tenured).
9/96 - 8/02 Assistant Professor (Graduate Faculty Member since Fall 1999). Teach graduate level courses in counseling and counseling psychology. Conduct research and present findings in professional meetings and journals. Provide services to the department, college, university, community, and professional organizations. Supervisors: JoAnna F. White, Ed.D. (2000-present), Richard M. Smith, Ph.D. (1996-2000).

7/95 - 6/96 UNIVERSITY OF MARYLAND AT COLLEGE PARK. Counseling Center. Psychology Intern. Provided supervised psychological services to the university community. Services included intake assessment, individual and group counseling, consultation, crisis and emergency intervention, supervision of practicum counselors, and rotation in the Division of Testing, Research, and Data Processing. Supervisors: Sharon E. Kirkland, Ph.D. (supervision), Arnold Medvene, Ph.D. (individual counseling),
Yvonne Oslin, Ph.D. (supervision), Pepper Phillips, Ph.D. (individual and group counseling), Beth Richie, Ph.D. (group counseling), William E. Sedlacek, Ph.D. (rotation), and Franklin D. Westbrook, Ph.D. (consultation). Training Director: Margaretha S. Lucas, Ph.D.

8/91 - 5/95 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. Office of the Provost and Vice Chancellor for Academic Affairs. Research Assistant (50% graduate assistantship). Assisted the Council on Program Evaluation and the Illinois Board of Higher Education in evaluating academic programs of the University. Attended meetings with department heads; prepared, distributed, and collected evaluation materials; supervised data entry and analyses; and reported evaluation results. Supervisors: Susan T. Gonzo, Ph.D., and Jane W. Loeb, Ph.D.


1/90 - 5/91 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. Department of Educational Psychology. Teaching Assistant (50% graduate assistantship). Instructor of an undergraduate course (EDPSY 250): Career Development Theory and Practice. Took sole responsibility for the lecture-discussion classes with 20-24 students in each class, mostly consisted of freshmen and sophomores. Supervisor: James B. Rounds, Ph.D.

1/90 - 7/90 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. Bureau of Educational Research. Research Assistant (50% graduate assistantship). Assisted in Dr. Helen S. Farmer’s longitudinal study: Career Motivation and Achievement Planning. Duties included measure development; data collection, analysis, and interpretation; and report write-up.

8/89 - 8/90 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. Psychological Services Center. Practicum Counselor.
Provided supervised individual psychotherapy services for university students and community members. Supervisor: James W. Hannum, Ph.D.

1/89 - 1/90 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.
Department of Educational Psychology.
Graduate Assistant (25% graduate assistantship).
Supervised the microcomputer laboratory in the College of Education and provided computer consultation services for faculty and students. Supervisor: James A. Levin, Ph.D.

8/87 - 7/88 PA-TE JUNIOR HIGH SCHOOL, Tau-Yuen, Taiwan.
School Counselor and English Teacher (internship).
Instructor of Guidance Activities and English. Provided individual and group counseling services for students.

10/86 - 5/87 MING-LWUN JUNIOR HIGH SCHOOL, Taipei, Taiwan.
Practicum Counselor.
Practicum items included student teaching (Guidance Activities, Mathematics for children with mental retardation), administration in the Counseling Center and the Special Education Center, enrichment programs for artistically gifted and talented students, and individual and group counseling.

EDITORIAL EXPERIENCE

Editor
1997 - 1999 American Psychological Association Division 44 Newsletter.

Associate Editor

Editorial Board Member

Ad Hoc Reviewer
Since 1999 Journal of Counseling Psychology
Since 1999 Professional Psychology: Research and Practice
Since 1999 Developmental Psychology
Since 1997 Journal of Vocational Behavior
Since 1995 Measurement and Evaluation in Counseling and Development

Conference Program Reviewer
Since 2002 American Counseling Association Annual Convention
Since 2000 National Counseling Psychology Conference
Since 2000 National Multicultural Conference and Summit
Since 1999 American Psychological Association Annual Convention (Division 17: Counseling Psychology).

Research Grant Reviewer
Since 1999 The Israel Science Foundation

Reviewer of Book Manuscripts
2003 Theory and practice of psychotherapy (Publisher: Lahaska Press).

Reviewer of Book Proposals
2003 Multicultural counseling (Publisher: Lahaska Press).
2001 Handbook of vocational psychology, 3rd Ed. (Publisher: Lawrence Erlbaum Associates).
1998 Career development of college students: Translating theory and research into practice (Publisher: American Psychological Association).

PUBLICATIONS

Peer-Reviewed Journal Articles


Edited Book


Book Chapters


**Newsletter Articles**


UNPUBLISHED WORK

Manuscripts under Review


Manuscripts in Progress


Manual

Tests


PRESENTATIONS


Orlando, Florida.


Chung, Y. B. (1994, January). *Career choice and decision-making of lesbian, gay, and bisexual


**CONTINUING EDUCATION PROGRAMS**

Chung, Y. B. (2001, August). *Counseling Asian American lesbian, gay, and bisexual persons*. Continuing education program conducted at the Asian American Psychological
Association Annual Convention, San Francisco.


**SYMPOSIA CHAIRMED**


Chung, Y. B. (2003, June). *Practical and ethical issues for interacting with news media and public relations programming*. Symposium conducted at the National Career Development Association Annual Conference, Denver, CO.


**DISCUSSANT IN SYMPOSIA**


**ROUNDTABLES OR CONVERSATION HOURS FACILITATED**

(facilitators listed in alphabetical order)


HONORS AND AWARDS

American Psychological Association Division 35 (Psychology of Women)
- Psychotherapy with Women Research Award (Co-recipient Dawn M. Szymanski; 1999).

American Psychological Association Division 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues)
- Annual Award for Distinguished Contribution by a Student (1996).

American Counseling Association
- National Graduate Student Glen E. Hubele Award (1995).

Association for Assessment in Counseling
- Donald Hood Student Research Grant Award (1996).

National Career Development Association
- Elected to Fellow status (2003).
- Graduate Student Research Award (1997).

Georgia State University
- Department of Counseling and Psychological Services Faculty Mentoring Award (2001).
- College of Education nominee for the Cornell University Jason Millman Promising Scholar Award (1997).

University of Illinois at Urbana-Champaign
- Department of Educational Psychology Conference Travel Grant (1991, 1992, 1993, 1994,
• Graduate College Conference Travel Support Grant (1991, 1993).
• Graduate College Thesis/Project Grant (1990, 1991).
• Graduate College Waiver of Tuition and Service Fees (1988).

National Taiwan Normal University

FUNDED RESEARCH GRANTS

National Career Development Association
• Research Grant Award (1998; $1,500). Co-Principal Investigator (with Coleman Allen Gfroerer) of “Application of the Elaboration Likelihood Model in career counseling: An analogue study.”

Georgia State University
• Faculty Mentoring Research Grant (1997-98; $10,000). Principal Investigator of “A longitudinal study of the career motivation and development of high school and college students from various ethnic backgrounds.”

FUNDED PROJECT GRANTS

American Psychological Association
• Division 44 Newsletter (1997-99; $6,000). Newsletter Editor of the Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues.

MEMBERSHIPS

American Psychological Association (Student Affiliate, 1989-96; Member, 1997-present)
• Division 17: Counseling Psychology (Student Affiliate, 1989-96; Member, 1997-present)
• Division 44: Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues (Student Affiliate, 1994-96; Member, 1997-present)
• Division 45: Society for the Psychological Study of Ethnic Minority Issues (Member, 1998-present)

American Counseling Association (Student Member, 1994-96; Member, 1997-present)
• Association for Assessment in Counseling (Student Member, 1996; Member, 1997-present)
• Association for Multicultural Counseling and Development (Member, 1997-present)
• National Career Development Association (Student Member, 1994-96; Member, 1997-2002; Fellow, 2003-present)

American Educational Research Association (Student Member, 1994-95; Member, 1996-present)
• Division E: Counseling and Human Development (Student Member, 1994-95; Member, 1996-present)
Asian American Psychological Association (Member, 1998-present)
Georgia Career Development Association (Member, 1998-2002)
Phi Beta Delta Honor Society for International Scholars (Member, 1997-present)

PROFESSIONAL SERVICES


8/03 - 1/04  **Fellows Review Committee**, National Career Development Association. Reviewed applications for fellow status and made recommendations to the Board of Directors.

8/03 - present  **Chair, Science Committee**, Division 44 of the American Psychological Association.

7/03 - present  **Institutional Review Board**, Georgia State University. Review research proposals involving human participants.

4/02 - 4/04  **Senator**, Georgia State University. Voting member for all university decisions presented to the senate. Served on senate committees of Research, Cultural Diversity, and Budget.

1/02 - 2/02  **Chair, Website Editor Search Committee**, National Career Development Association.

7/01 - 11/01  **Chair, Task Force on Website Development**, National Career Development Association.

11/03 - present  **Chair, Editor Search Committee** for **The Career Development Quarterly**, National Career Development Association.

10/00 - 8/03  **Advisory Council** to the Vice President for Science, Division 17 of the American Psychological Association.


11/96 - 6/99  **Human Diversity in Assessment Committee**, Association for Assessment in Counseling.

1/98 - 1/99  **Journal Committee**, Division 44 of the American Psychological Association. Explored the establishment of an official journal for Division 44.

8/96 - 8/98  **Chair, Diversity Committee**, Section for Gay, Lesbian, and Bisexual Awareness, Division 17 (Counseling Psychology) of the American Psychological Association.

7/95 - 6/96  **Training Committee**, Counseling Center, University of Maryland at College Park. Coordinated training programs for interns, practicum students, and other trainees. Selected incoming interns.

7/94 - 6/96  **Chair, Special Interest Group on Gay/Lesbian/Bisexual Career Development**, National Career Development Association. Organized symposia and SIG meetings at conferences, reported SIG activities in the NCDA Newsletter, and handled administrative and membership affairs.

4/94 - 5/94  **Faculty Awards Committee**, Council of Graduate Students in Education, University of Illinois at Urbana-Champaign. Reviewed nominations and supporting materials and selected winners for the Annual Faculty Awards for Excellence in Graduate Teaching, Advising, and Research in the College of Education.

1/94 - 5/94  **Practicum Task Force**, Counseling Center, University of Illinois at Urbana-Champaign. Proposed changes to the counseling practicum program offered by the Counseling Center.

8/93 - 5/94  **Institutional Representative to the Student Affiliate Group**, Division 17 (Counseling Psychology) of the American Psychological Association. Coordinated activities (e.g., seminars and social activities) of interest to counseling psychology students and served as a liaison between the national Student Affiliate Group and the local chapter.

4/93 - 3/94  **Departmental Representative to the Council of Graduate Students in Education**, University of Illinois at Urbana-Champaign. Sponsored events of interest to graduate students in the College of Education and facilitated communication between graduate students, faculty, and administration in the College.

REFERENCES

Available upon request.
Y. BARRY CHUNG  
Department of Counseling and Psychological Services  
College of Education  
Georgia State University  
Atlanta, GA 30303-3083  
Voice: 404-651-3149  
Fax: 404-651-1160  
E-mail: bchung@gsu.edu

EDUCATION

8/88 - 5/95 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.  
Division of Counseling Psychology, Department of Educational Psychology.  
Doctor of Philosophy (October, 1996).  
Dissertation: Career commitment, aspirations, and expectations of Black college students (Advisor: Lenore W. Harmon, Ph.D.).  

9/83 - 6/87 NATIONAL TAIWAN NORMAL UNIVERSITY, Taipei, Taiwan.  
Department of Educational Psychology and Counseling.  
Bachelor of Arts (July, 1988).  
Minor: Special Education.

WORK EXPERIENCE

GEORGIA STATE UNIVERSITY, Atlanta.  
Department of Counseling and Psychological Services.  
8/02 - present  
Associate Professor (tenured).  
9/96 - 8/02  
Assistant Professor (Graduate Faculty Member since Fall 1999).  
Teach graduate level courses in counseling and counseling psychology. Conduct research and present findings in professional meetings and journals. Provide services to the department, college, university, community, and professional organizations. Supervisors: JoAnna F. White, Ed.D. (2000-present), Richard M. Smith, Ph.D. (1996-2000).

7/95 - 6/96 UNIVERSITY OF MARYLAND AT COLLEGE PARK.  
Counseling Center.  
Psychology Intern.  
Provided supervised psychological services to the university community. Services included intake assessment, individual and group counseling, consultation, crisis and emergency intervention, supervision of practicum counselors, and rotation in the Division of Testing, Research, and Data Processing. Supervisors: Sharon E. Kirkland, Ph.D. (supervision), Arnold Medvene, Ph.D. (individual counseling),
Yvonne Oslin, Ph.D. (supervision), Pepper Phillips, Ph.D. (individual and group counseling), Beth Richie, Ph.D. (group counseling), William E. Sedlacek, Ph.D. (rotation), and Franklin D. Westbrook, Ph.D. (consultation). Training Director: Margaretha S. Lucas, Ph.D.

8/91 - 5/95 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.
Office of the Provost and Vice Chancellor for Academic Affairs. 
Research Assistant (50% graduate assistantship).
Assisted the Council on Program Evaluation and the Illinois Board of Higher Education in evaluating academic programs of the University. Attended meetings with department heads; prepared, distributed, and collected evaluation materials; supervised data entry and analyses; and reported evaluation results. Supervisors: Susan T. Gonzo, Ph.D., and Jane W. Loeb, Ph.D.

Department of Special Education.
Research Assistant (graduate hourly).
Assisted Dr. James W. Halle in writing manuscripts about the effects of aerobic exercise for individuals with developmental disabilities.

8/91 - 5/92 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.
Counseling Center.
Practicum Counselor.

1/90 - 5/91 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.
Department of Educational Psychology.
Teaching Assistant (50% graduate assistantship).
Instructor of an undergraduate course (EDPSY 250): Career Development Theory and Practice. Took sole responsibility for the lecture-discussion classes with 20-24 students in each class, mostly consisted of freshmen and sophomores. Supervisor: James B. Rounds, Ph.D.

1/90 - 7/90 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.
Bureau of Educational Research.
Research Assistant (50% graduate assistantship).
Assisted in Dr. Helen S. Farmer’s longitudinal study: Career Motivation and Achievement Planning. Duties included measure development; data collection, analysis, and interpretation; and report write-up.

8/89 - 8/90 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.
Psychological Services Center.
Practicum Counselor.
Provided supervised individual psychotherapy services for university students and community members. Supervisor: James W. Hannum, Ph.D.

1/89 - 1/90  UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.  
Department of Educational Psychology.  
Graduate Assistant (25% graduate assistantship).  
Supervised the microcomputer laboratory in the College of Education and provided computer consultation services for faculty and students. Supervisor: James A. Levin, Ph.D.

8/87 - 7/88  PA-TE JUNIOR HIGH SCHOOL, Tau-Yuen, Taiwan.  
School Counselor and English Teacher (internship).  
Instructor of Guidance Activities and English. Provided individual and group counseling services for students.

10/86 - 5/87  MING-LWUN JUNIOR HIGH SCHOOL, Taipei, Taiwan.  
Practicum Counselor.  
Practicum items included student teaching (Guidance Activities, Mathematics for children with mental retardation), administration in the Counseling Center and the Special Education Center, enrichment programs for artistically gifted and talented students, and individual and group counseling.

EDITORIAL EXPERIENCE

Editor  
1997 - 1999  American Psychological Association Division 44 Newsletter.

Associate Editor  

Editorial Board Member  

Ad Hoc Reviewer  
Since 1999  Journal of Counseling Psychology  
Since 1999  Professional Psychology: Research and Practice  
Since 1999  Developmental Psychology  
Since 1997  Journal of Vocational Behavior  
Since 1995  Measurement and Evaluation in Counseling and Development

Conference Program Reviewer  
Since 2002  American Counseling Association Annual Convention
Since 2000 National Counseling Psychology Conference
Since 2000 National Multicultural Conference and Summit
Since 1999 American Psychological Association Annual Convention (Division 17: Counseling Psychology).

Research Grant Reviewer
Since 1999 The Israel Science Foundation

Reviewer of Book Manuscripts
2003 Theory and practice of psychotherapy (Publisher: Lahaska Press).

Reviewer of Book Proposals
2003 Multicultural counseling (Publisher: Lahaska Press).
2001 Handbook of vocational psychology, 3rd Ed. (Publisher: Lawrence Erlbaum Associates).
1998 Career development of college students: Translating theory and research into practice (Publisher: American Psychological Association).

PUBLICATIONS

Peer-Reviewed Journal Articles


**Edited Book**


**Book Chapters**


Newsletter Articles


UNPUBLISHED WORK

Manuscripts under Review


Manuscripts in Progress


Manual

Tests


PRESENTATIONS


Orlando, Florida.


Chung, Y. B. (1994, January). *Career choice and decision-making of lesbian, gay, and bisexual


CONTINUING EDUCATION PROGRAMS

Chung, Y. B. (2001, August). Counseling Asian American lesbian, gay, and bisexual persons. Continuing education program conducted at the Asian American Psychological
Association Annual Convention, San Francisco.


**SYMPOSIA CHAIRED**


Chung, Y. B. (2003, June). *Practical and ethical issues for interacting with news media and public relations programming.* Symposium conducted at the National Career Development Association Annual Conference, Denver, CO.


**DISCUSSANT IN SYMPOSIA**


**ROUNDTABLES OR CONVERSATION HOURS FACILITATED**
(facilitators listed in alphabetical order)


**HONORS AND AWARDS**

**American Psychological Association Division 35 (Psychology of Women)**
- Psychotherapy with Women Research Award (Co-recipient Dawn M. Szymanski; 1999).

**American Psychological Association Division 44 (Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues)**
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**Association for Assessment in Counseling**
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- Elected to Fellow status (2003).
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- College of Education nominee for the Cornell University Jason Millman Promising Scholar Award (1997).

**University of Illinois at Urbana-Champaign**

- Graduate College Conference Travel Support Grant (1991, 1993).
- Graduate College Waiver of Tuition and Service Fees (1988).

**National Taiwan Normal University**

**FUNDED RESEARCH GRANTS**

**National Career Development Association**
- Research Grant Award (1998; $1,500). Co-Principal Investigator (with Coleman Allen Gfroerer) of “Application of the Elaboration Likelihood Model in career counseling: An analogue study.”

**Georgia State University**
- Faculty Mentoring Research Grant (1997-98; $10,000). Principal Investigator of “A longitudinal study of the career motivation and development of high school and college students from various ethnic backgrounds.”

**FUNDED PROJECT GRANTS**

**American Psychological Association**

**MEMBERSHIPS**

**American Psychological Association** (Student Affiliate, 1989-96; Member, 1997-present)
- Division 17: Counseling Psychology (Student Affiliate, 1989-96; Member, 1997-present)
- Division 44: Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues (Student Affiliate, 1994-96; Member, 1997-present)
- Division 45: Society for the Psychological Study of Ethnic Minority Issues (Member, 1998-present)

**American Counseling Association** (Student Member, 1994-96; Member, 1997-present)
- Association for Assessment in Counseling (Student Member, 1996; Member, 1997-present)
- Association for Multicultural Counseling and Development (Member, 1997-present)
- National Career Development Association (Student Member, 1994-96; Member, 1997-2002; Fellow, 2003-present)

**American Educational Research Association** (Student Member, 1994-95; Member, 1996-present)
- Division E: Counseling and Human Development (Student Member, 1994-95; Member, 1996-present)
Asian American Psychological Association (Member, 1998-present)
Georgia Career Development Association (Member, 1998-2002)
Phi Beta Delta Honor Society for International Scholars (Member, 1997-present)

PROFESSIONAL SERVICES


8/03 - 1/04  *Fellows Review Committee*, National Career Development Association. Reviewed applications for fellow status and made recommendations to the Board of Directors.

8/03 - present  *Chair, Science Committee*, Division 44 of the American Psychological Association.

7/03 - present  *Institutional Review Board*, Georgia State University. Review research proposals involving human participants.

4/02 - 4/04  *Senator*, Georgia State University. Voting member for all university decisions presented to the senate. Served on senate committees of Research, Cultural Diversity, and Budget.

1/02 - 2/02  *Chair, Website Editor Search Committee*, National Career Development Association.

7/01 - 11/01  *Chair, Task Force on Website Development*, National Career Development Association.

11/03 - present  *Chair, Editor Search Committee* for *The Career Development Quarterly*, National Career Development Association.

10/00 - 8/03  *Advisory Council* to the Vice President for Science, Division 17 of the American Psychological Association.


11/96 - 6/99  *Human Diversity in Assessment Committee*, Association for Assessment in Counseling.

1/98 - 1/99  **Journal Committee**, Division 44 of the American Psychological Association. Explored the establishment of an official journal for Division 44.

8/96 - 8/98  **Chair, Diversity Committee**, Section for Gay, Lesbian, and Bisexual Awareness, Division 17 (Counseling Psychology) of the American Psychological Association.

7/95 - 6/96  **Training Committee**, Counseling Center, University of Maryland at College Park. Coordinated training programs for interns, practicum students, and other trainees. Selected incoming interns.

7/94 - 6/96  **Chair, Special Interest Group on Gay/Lesbian/Bisexual Career Development**, National Career Development Association. Organized symposia and SIG meetings at conferences, reported SIG activities in the NCDA Newsletter, and handled administrative and membership affairs.

4/94 - 5/94  **Faculty Awards Committee**, Council of Graduate Students in Education, University of Illinois at Urbana-Champaign. Reviewed nominations and supporting materials and selected winners for the Annual Faculty Awards for Excellence in Graduate Teaching, Advising, and Research in the College of Education.

1/94 - 5/94  **Practicum Task Force**, Counseling Center, University of Illinois at Urbana-Champaign. Proposed changes to the counseling practicum program offered by the Counseling Center.

8/93 - 5/94  **Institutional Representative to the Student Affiliate Group**, Division 17 (Counseling Psychology) of the American Psychological Association. Coordinated activities (e.g., seminars and social activities) of interest to counseling psychology students and served as a liaison between the national Student Affiliate Group and the local chapter.

4/93 - 3/94  **Departmental Representative to the Council of Graduate Students in Education**, University of Illinois at Urbana-Champaign. Sponsored events of interest to graduate students in the College of Education and facilitated communication between graduate students, faculty, and administration in the College.

**REFERENCES**

Available upon request.
Brian J. Dew, Ph.D., LPC

640 Glen Iris Dr. Unit #510 • Atlanta, Georgia 30308 • (404) 808–5436 • bdew@gsu.edu

EDUCATION
- Community Counseling Emphasis: Research interests included Addictive Disorders, Multicultural Counseling, Sexual Diversity Issues, Supervision, & Wellness
- Recipient of the 2000 Dissertation of the Year Award, Division of Counseling Education and Supervision, American Counseling Association, “The Relationship Among Internalized Homophobia, Self-Disclosure, Self-Disclosure to Parents, and Wellness in Adult Gay Males.”
Appalachian State University, Master of Arts, Agency Counseling, 1995.
- Program Concentrations: Addictions Counseling and Marriage & Family Therapy
Furman University, Bachelor of Arts, History, 1989.

PROFESSIONAL EXPERIENCE
Assistant Professor, Department of Counseling and Psychological Services, Georgia State University       Atlanta, GA 2002-Present
Teaching in a graduate-level tenure-track position. Courses taught include human sexuality, group work, addictions, and supervision. Maintain active research agenda which includes HIV prevention, sexual compulsion, wellness, GLB parenting and school safety for sexual minority youth.

Founding President, Inspeak Communications, LLC Greensboro, NC 2000-2002
Manage a consulting/training company specializing in the enhancement of effective communication skills and diversity education. Primary responsibilities include delivery of consultation, facilitation of group processes, and overseeing financial operations. Clients include: Bank of America, Northwestern Mutual, Sara Lee, VF Corporation, and Novartis.

Counselor, High Point University Counseling Center High Point, NC 1998-1999
Provided short-term clinical services to collegiate population. Other responsibilities included directing the H.P.U. Substance Abuse Awareness Program, conducting university staff training and development, and teaching two undergraduate classes.

Co-Coordinator, UNC-G Counseling & Consulting Clinic Greensboro, NC 1997-1998
Co-directed daily operations of a university clinic. Primary responsibilities included directing collegiate substance abuse program, developing and implementing staff training and development, and providing clinical/consultation services.

Senior Counselor, High Point Behavioral Health High Point, NC 1995-1997
Coordinated clinical services for the dual diagnosis adult outpatient addictions program. Supervised the state-certified Impaired Professional Program, directed the 100-Person Family Psychoeducational Program for Addictive Disorders, and developed/implemented the clinical internship supervision curriculum.

Intern, Duke University Medical Center Durham, NC 1994-1995
Provided clinical services to participants in Duke University’s Adult Outpatient Addictions Treatment Program. Program Concentrations included dual diagnosis treatment and clients with HIV/AIDS.
RESEARCH & PUBLICATIONS


CERTIFICATIONS & LICENSURE
National Certified Counselor (NCC)
North Carolina Certified Substance Abuse Counselor (CSAC)
North Carolina Licensed Professional Counselor (LPC)
Georgia Licensed Professional Counselor (LPC)

PRESENTATIONS
Presenter, Dual Disorders: Counseling Clients with Chemical Dependency & Mental Illness. St. Jude’s Recovery Center, June, 2004, Atlanta, GA.

Presenter, Gay, lesbian, and bisexual issues in the schools: Implications for school psychologists. Georgia Association of School Psychologists, April, 2004, Jekyll Island, GA.

Co-Presenter, The mental health profession: Past, present, and future. The Georgia State University Psychology Research Conference, April, 2004, Atlanta, GA.

Co-Presenter, A qualitative exploration of the empowerment needs of gay and lesbian parents. International American Counseling Association Conference, April, 2004, Kansas City, MO.

Presenter, Leadership development and the counselor profession. International American Counseling Association Conference, April, 2004, Kansas City, MO.


Co-Presenter, My family is special: Listening to the voices of LGBT families. International American Counseling Association Conference, April, 2004, Kansas City, MO.

Presenter, Counseling the stimulant addicted client. Guest speaker to graduate level addictions clas, Georgia State University, February, 2004, Atlanta, GA.
Presenter, WWW.Virtualsex.com: Implications for the Counseling Profession, Augusta State University, CSI Chapter, November, 2003, Augusta, GA.
Presenter, Sex, Lies, and the Internet: Internet Sexual Addiction, Georgia Association of Physicians for Human Rights, November, 2003, Atlanta, GA.
Co-Presenter, A Qualitative Exploration of the Empowerment Needs of Gay & Lesbian Parents, Southern Region’s Association of Counselor Education and Supervision Conference, September, 2003, Chattanooga, TN.
Co-Presenter, WWW.VirtualSex.com: Implications for the Counseling Profession, Southern Region’s Association of Counselor Education and Supervision Conference, September, 2003, Chattanooga, TN.
Guest Speaker, Coming Out to Parents: Implications for Today’s Family. Wilmington-Caper Fear PFLAG Anniversary Dinner, July, 2001, Wilmington, NC.
Presenter, Using PowerPoint Technology to Enhance Your Presentation Effectiveness. Piedmont Chapter, American Society for Training and Development, December, 2000, Greensboro, NC.
Presenter. Enhancing Our Community Voice: Don’t Just Talk, Be Heard. Triad Business and Professional Guild Meeting, December, 2000, Greensboro, NC.
Presenter. Ethnicity and Sexual Orientation. American Counseling Association International Conference, April, 2000, Washington, DC.

LEADERSHIP & SERVICE
• Program Selection Reviewer, American Counseling Association Annual Convention, 2004.
• Chairperson, Media Committee, AGLBIC, 2004-Present
• Advisory Board Member, Youth Pride, 2003-Present
• Committee Member, The Committee on Process Addictions, International Association of Addiction and Offender Counselors
• Content Consultant, Southern Voice Magazine, 2003-Present
• Education Committee Member, AID Atlanta, 2003-Present
• Faculty Advisor, Georgia State University Chapter of Licensed Professional Counselor Associates, 2003-Present.
• Member, Campus Attitude Survey Subcommittee (CASS), 2003-Present
• Member, Graduate Admissions Appeals & Exceptions Committee, 2003-Present
• Faculty Advisor, Georgia State University Chapter of Chi Sigma Iota, 2003-Present.
• Consultant, National Council on Sexual Addiction and Compulsivity, 2003-Present.
• Advisor, Georgia Substance Abuse Certification Board, 2003-Present.
• Member, Retention Committee, Georgia State University Dept. of Counseling and Counseling Services, 2003.
• Chairperson, Chapter Development Committee, Chi Sigma Iota, (2002-Present).
• President, Upsilon Nu Chi Chapter of Chi Sigma Iota (1999-2000).
• Journal Guest Editor, Q, (2000).
• Journal Guest Reviewer, Adultspan (2000).
• Member, Human Rights Committee, Association for Counselor Education and Supervision (1999-Present).
• Member, Board of Trustees, Association for Gay, Lesbian, Bisexual Issues in Counseling, American Counseling Association (1998-2000).
• Member, North Carolina Counselor Association Executive Council (1998-2000)

HONORS & AWARDS
• 2000 Dissertation of the Year Award, Division of Counseling Education and Supervision, American Counseling Association
• 1999 Marian Pope Franklin Outstanding Student Award, Department of Counseling and Educational Development, UNCG
• 1999 Selected as a Fellow, Chi Sigma Iota International Honor Society
• 1998 Outstanding First Year Doctoral Student Award, Department of Counseling and Educational Development, UNCG
• 1998 Selected as Emerging Leader, Southern Region’s Association of Counseling Education and Supervision
• 1998 Selected as Outstanding Young Man of America, Outstanding Young Man of America International
• 1997 Inductee, Chi Sigma Iota International Honor Society

FUNDED RESEARCH GRANTS

Title: Club Drugs: Ecstasy Use Patterns and HIV Risk
Role: Consultant (P.I.: Dr. Claire Sterk; Co=P.I.: Dr. Kirk Elifson
Award: National Institute on Drug Abuse
Type: 5R01 DA 14232 – Project Period: 2001-2005
Specific Aim: Conducted quantitative analysis of project data and assisted with literary dissemination of research results. The use patterns of ecstasy and other club drugs were explored in a mixed method approach.
Title: HIV Prevention among Bisexual and Gay Males Who Use the Internet for Sexual Pursuits  
Role: Principal Investigator  
Award: Georgia State University’s Proposal Development Grant  
Project Period: 09/15/03-09/14/04  
Specific Aim: The main goal of this award was to investigate risk associated with sexual behaviors and drug use among men who have sex with men (MSM) via online activity.

Title: Gay, Lesbian, Bisexual, Transgender, Questioning, and Intersex (GLBTQI) Youth Bullying Project  
Role: Consultant (P.I.: Dr. Kris Varjas)  
Award: Society for the Study of School Psychology  
Project Period: 2004-2006  
Specific Aim: Design, implement, and assess a pilot intervention program aimed at lowering the frequency of school violence, including bullying toward sexual minority youth.

Title: Sexual Minorities in the Classroom: Youth Bullying Project  
Role: Primary Investigator  
Award: Georgia State University Proposal Development Grant Application  
Project Period: 2003-2004  
Specific Aim: The primary goal of this award was to conduct preliminary data collection in order to submit grant applications for additional funding.

Title: Bullying in the Schools: A Qualitative Assessment  
Role: Co-Principal Investigator  
Award: Georgia State University Research Interest Group  
Project Period: 09/15/03-09/15/04  
Specific Aim: The main goal of this award was to assess multiple risk factors associated with bullying. Data was collected via qualitative interviews with administrators, teachers, counselors, and psychologists in elementary, middle and high schools.

PROFESSIONAL MEMBERSHIPS

- American Counseling Association  
- Association for Counselor Education and Supervision  
- Association for Multicultural Counseling and Development  
- Association for Gay, Lesbian, and Bisexuals Issues in Counseling  
- Association for Specialist in Group Work  
- International Association of Addiction and Offender Counselors (IAAOC)

- Southern Association for Counselor Education and Supervision  
- American Society for Training and Development  
- Chi Sigma Iota International Honor Society  
- Georgia Licensed Professional Counselor #3679  
- National Council on Sexual Addiction and Compulsivity
CURRICULUM VITA

ROBIN E. DOCK, Ph.D., CRC, LPC

978 College of Education
404-651-0799
rdock@gsu.edu

EDUCATION

1997 Ph.D. The University of Georgia, Dept. of Counseling and Human Development Services
Major: Counseling Psychology

1987 M.A.E. Ball State University, Dept of Counseling Psychology and Guidance Services
Major: Counseling Psychology/School Guidance
Teaching Minor: Deaf Education

1979 B.S. Ball State University, College of Education ~ Dept. of Special Education
Major: Deaf Education
Minor: Educational Psychology

Professional Experience

1997 – Present Georgia State University, Atlanta, GA Assitant Professor
Dept of Counseling and Psychological Services
Duties: Teach graduate courses in counseling, rehabilitation counseling, counseling psychology, and school psychology. Supervise and mentor students and graduate research assistants. Conduct research and present findings in professional meetings and journals. Faculty member for professional counseling, rehabilitation counseling, school psychology, and counseling psychology programs. Provide services to the department, college, university, community, and professional organizations.

11/98 – 5/00 Georgia Sensory Rehabilitation Center, Eastpoint, GA VR Service Provider
Vocational and Psychological Evaluations
Duties: Provide psychological and vocational evaluations for older adolescents and adults who are deaf/HH.

10/97 – 5/98 Institute for Neuropsychological Evaluations, Atlanta, GA Psychology Assistant
Neuropsychological and Psychological Evaluations
Duties: Provide psychological evaluations for children, adolescents, and adults for Social Security Benefits, DFACS referrals, and Academic problems

1/97 – 8/97 Montgomery Center for Attention Deficit Disorder, Cincinnati, OH Psychology Assistant
Assessment and Psychotherapy with Children and Adolescents
Duties: Provide psychological evaluations for children and adolescents for academic problems, emotional issues, ADHD, and behavioral problems; Conduct group psychotherapy for ADHD management, Anxiety Disorders, Divorce, and Social Skill Development; Conduct I/O focus groups for Issues of concerns in local Corporations and Industry.

9/96 – 8/97 Wright State University, Dayton, OH Psychology Intern
School of Professional Psychology
Doctoral Resident, Ellis Human Development Institute, Children’s Hospital, and Mental Health and Deafness Clinic
Duties: Provide psychotherapy (individual, couples, family, group) and assessment services to clinic population, to include Deaf individuals and other individuals with disabilities; group work with at-risk adolescent males; assist in teaching the Rorschach assessment course; Perform administrative duties in the role as Chief Resident and Resident on-call; Supervised supervision of SOPP trainees.
10/94 – 8/96  **The University of Georgia, Athens, GA**  
*Center for Counseling and Personal Evaluation*

**Doctoral Assistant**

Duties: Assist in the coordination of assessment services in the Center for Counseling and Personal Evaluation; Supervision of Doctoral Students in assessment during their counseling practicum; Consultation with Doctoral Students during the interpretation and report writing phases of assessment; Conduct psychological and educational assessment; Conduct assessment for learning disabilities and attention Deficit/Hyperactivity Disorder; Conduct weekly assessment seminars for select group of doctoral students and Center for Counseling faculty; Assist in the instruction of the doctoral level assessment courses; Clinical supervision of Masters level community counseling students.

10/93 – 9/94  **The University of Georgia, Athens, GA**  
*Georgia Regent's Learning Disabilities Center*

**Doctoral Assistant**

Duties: Conduct psycho-educational evaluations for the assessment of Learning Disabilities and Attention Deficit/Hyperactivity Disorder within College student population; Test interpretation and comprehensive psycho-educational report writing; Inservice training on selected assessment instruments.

8/86 – 9/93  **Dept. of Defense Dependent Schools, Frankfurt, GE**  
*Psychological Services Provider for the Deaf/School Counselor/Program Coordinator for the Hearing Impaired*

**Coordinator/Counselor**

Duties: Psycho-educational assessment of hearing impaired students (Ages 3-18); Development and modification of educational programs for special education students; Curriculum design and implementation; Psychological services for hearing impaired students and their families; Coordinate and supervise faculty for the Hearing Impaired Program; Educational evaluation of special education students with recommendations for instruction, therapy, program development, and modification of Individual Educational Plans (IEPs).

8/85 – 6/86  **Maryland School for the Deaf, Frederick, MD**  
*Teacher of the Deaf*

**Educator**

Duties: Classroom instruction for High School Math, Language, and Foreign Deaf Students; Development and modification of Individual Educational Plans (IEPs) for Lower-functioning High School Deaf students; Reading Curriculum design and implementation; Achievement Assessment of students; Sign language training for parents, and supervision of paraprofessional staff.

8/80 – 6/85  **Dept of Defense Dependent Schools, Frankfurt, GE**  
*Teacher of the Deaf*

**Educator**

Duties: Classroom instruction in all subject area (Pre-school - 6); Development and modification of Individual Educational Plans (IEPs) for Self-contained and Mainstreamed students with hearing impairments; Achievement Assessment of students; Sign language training and supervision of paraprofessional staff.

10/79 – 6/80  **Indianapolis Public Schools, Indianapolis, IN**  
*Teacher of the Deaf*

**Educator**

Duties: Classroom instruction in all subject areas for junior high school deaf/hard-of-hearing students; Development and modification of Individual Educational Plans (IEPs) for Self-contained and Mainstreamed students with hearing impairments; Achievement Assessment of students; Sign language training and supervision of paraprofessional staff.
# Teaching and Administrative Load

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One Course Release/Faculty Mentoring Grant

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Conversion from Quarter Hours to Semester Hours

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**PUBLICATIONS**


**MANUSCRIPTS CURRENTLY UNDER EDITORIAL REVIEW**


Perkins-Dock, R. E. (2004). Personal and social adjustment training needs of consumers who are deaf and hard-of-hearing. *Journal of Applied Rehabilitation Counseling. (In Review)* Note: This is the second submission. Reviewed by Journal of Rehabilitation Education; Rejected due to "inappropriate for this journal"; recommended submission to JARC with edits and revisions.


**UNPUBLISHED WORKS (In Progress)**

“Family Contextual Variables in the Pathway to Delinquency”

“An exploration of social cognitive skills among juvenile offenders”

“The rehabilitation counselor’s role in the transition from school to community of adolescents who are deaf”

“A biopsychosocial model of assessment and treatment with juvenile offenders”
RESEARCH PROJECTS

“A comparative study of social-emotional development among children implanted with a cochlear implant before the age of 3 and children with normal hearing” (with R. E. Dock and J. Griggs). A research project to study the differences in social-emotional development of children implanted with a cochlear implant (CI) before the age of 3 and children with normal hearing at 5 developmental stages. This study incorporates children between the ages of 5 and 19 (K–1 year post high school graduation).

“Validity study of psychological assessment measures translated into ASL and CASE via computer digital video” (with R.E. Dock and J. Griggs). A study to establish validity and reliability coefficients for psychological assessment measures that have been translated into a manual sign system for Individuals who are D/deaf.


“A comparative study of the prevalence of mental health disorders and levels of mental health service usage between juvenile offenders on probation/their families and incarcerated juvenile offenders/their families” (With S. N. Smith and R. E. Dock). A study obtaining prevalence and levels of usage data with juvenile offenders on probation and their families, and comparing the data to already published data of prevalence and levels of usage with incarcerated juvenile offenders.

"An evaluation of program effectiveness for the reduction of recidivism among a population of juvenile offenders on probation” (With R.E. Dock and S. N. Smith). A study evaluating the effectiveness of programs to reduce recidivism implemented with juvenile offenders on probation. This study is a collaboration effort with Cobb County Juvenile Probation.

EXTERNAL FUNDING (Proposals submitted)


Perkins-Dock, R. E. (June, 2000; resubmitted August, 2001). Juvenile Counseling and Psychological Services. NIMH Scientist Development Award for New Minority Faculty Grant. Initial review received on December 7, 2000, and accepted into the second round of reviews recommending further consideration of the application with suggested revisions. Cut in second round of reviews (Not funded).

INTERNAL FUNDING

Georgia State University Research Initiation Grant, Mental Health and Deafness Project (Awarded August, 1998, $2550).

Georgia State University Faculty Mentoring Research Grant, Juvenile Counseling and Psychological Services Project (Awarded September, 1999, $10,000).

Georgia State University, College of Education Internal Grant for Research Support, An investigation of social-information-processing deficits as a primary pathway to delinquency (Awarded August, 2000, $3500).

Georgia State University, College of Education Internal Grant for Research Support, *Comparative profile of incarcerated youth in the United States* (Awarded August, 2001, $6,500).

Georgia State University, College of Education Proposal Development Grant, *Mental health counseling project with a population of incarcerated youth* (Awarded August, 2002, $6,000).

Georgia State University, College of Education Proposal Development Grant, *Counseling Project with Juvenile Offenders on Probation* (Awarded August, 2003, $6,000).

**UNIVERSITY SERVICE EXPERIENCE**

Winter 1997-Spring 1998-Search Committee-Member-Faculty search for School Counseling program

Winter 1997-Spring 1998-Search Committee-Member-Faculty search for School Psychology program

Winter 1998-Spring 1999-Search Committee-Member-Faculty search for School Psychology program

Winter 1999-Spring 2000-Search Committee-Member-Faculty search for School Psychology program

Spring 1999-Summer 1999-Faculty Mentoring Committee-Member

* Prepare and present guidelines to the faculty regarding Mentoring New Faculty

Spring 1998-Present-Pre-Retention Review Committee-Member

* Review documentation to either recommend a retention hearing or not.

NCAA Accreditation Steering Committee Member, May 1998 – October 1998.

* Reviewed the suggestions of the NCAA Accreditation peer review team

* Drafted responses to the team’s suggestions

* Follow-up regarding implementation of recommendations


* To review Ph.D. program core research courses for the COE Academic Affairs Committee


Search Committee Member, 2001 – 2003.

* Counselor Education Assistant Professor and School Psychology Program Coordinator/Professor positions.

**PROFESSIONAL AND COMMUNITY SERVICE EXPERIENCE**

*Atlanta Metro Consultants for the Hearing Impaired, GSU representative (1997 – Present).* Participate in decision-making toward legislative policies, school programming, and sign language interpreters. Attend bi—monthly meetings during the academic year.
Judge, Atlanta University Center Annual Psychology Student Research Contest (October, 1998). Faculty judge for annual Psychology Student Research Contest for Psychology undergraduate students attending Atlanta University Center Institutions.


Southeastern Regional Institute on Deafness (SERID), 2000 – 2003.

• Conference attendee
• Legal and Ethical Issues in Service Provision (Task Force)

Special Interest Group on Deafness, National Association of School Psychologists (NASP), 2000 – Present.

• Investigating the prevalence of juvenile offenders who are Deaf
• Task Force on developing a directory of psychological measures for children who are Deaf


MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Counseling Association (Member, 1997-present)
American Deafness and Rehabilitation Association (Member, 1997-present)
American Psychological Association (Member, 1997-present)
American Rehabilitation Counseling Association (Member, 1997-present)
National Association of Multicultural Concerns in Rehabilitation (Member, 1997-present)
National Council for Rehabilitation Education (Member, 1997-present)
National Rehabilitation Association (Member, 1997-present)
National Rehabilitation Counseling Association (Member, 1997-present)

PROFESSIONAL PRESENTATIONS


**COMMUNITY PRESENTATIONS**


Perkins-Gordon, R. E. (1999, April). *Providing Psychological Services to Students who are Deaf or Hard-of-Hearing.* Atlanta Public Schools, Atlanta, GA. (Local Conference for Youth Services)
VITA
DANA L. EDWARDS

916 College of Education     1864 Waterton Trail
404-651-3402                Grayson, GA 30017
cpsdle@gsu.edu               770-822-5745

EDUCATION
1993    Ph.D.  Counseling     Georgia State University
1989    M.Ed.  School Counseling    Georgia State University
1985    B.S.  Math Education and Psychology    Mississippi College

PROFESSIONAL EXPERIENCE
1998 – Present    Assistant Professor, Tenure Track, Department of Counseling and Psychological Services, Georgia State University
1993 - 1998    Assistant Professor, Clinical, Department of Counseling and Psychological Services, Georgia State University
1989- 1993    School Counselor, McKendree Elementary, Gwinnett County, GA
1987- 1989    Math Teacher, Shiloh High School, Gwinnett County, GA
1985- 1987    Psychology Teacher, Clinton High School, Clinton, MS

COURSES TAUGHT
CPS 8220 Advanced Developmental Psychology: Personality Development and Socialization
CPS 7660 Practicum (School Counseling)
CPS 7680 Internship (School Counseling)
CPS 8660 Applied Practice (Ed.S. School Counseling)
CPS 6450 Group Counseling Skills
CPS 8450 Advanced Group Counseling
CPS 7550 School Consultation
CPS 833 (8380) Family Systems and Interventions
CPS 610(6010) Orientation to Counseling: A Survey
CPS 826 (7260) Counseling Theory and Ethical Practice
CPS 6020 Elementary and Middle School Counseling
PUBLICATIONS


**PUBLICATIONS CURRENTLY UNDER REVIEW**


**RESEARCH PROJECTS**

Project DOVE - Drop Out and Violence Prevention in Gainesville City Schools (with J. Meyers, B. Meyers, and O. Jarrett) 1999- present

Perceptions of Administrators, Teachers, parents, and Students Regarding the Role of the School Counselor (with CPS 8661 Ed.S. students) Spring 2003 – present

Relationship Between Attachment Style and Parenting Style in Female College Students (with Kelly Gfroerer), collecting data in fall 2003

**EXTERNAL FUNDING**

McClatchey Foundation, Co-Principal Investigator with Steve Harmon, proposal: *Educating for Peace: Linking American and Egyptian Cultures*, $5,000, Received in Fall 1997.

**INTERNAL FUNDING**

Georgia State University, TEAM Grant, proposal, *CRiSP (Conflict Resolution in schools Project)* with the College of Law’s CNCR, Doug Yarn, Greg Lisby, and Carolyn Benne (principal investigator), $15,000. Received in 2002.

Georgia State University College of Education, proposal, *Project DOVE* with Joel Meyers (principal investigator), $25,000, Received in Fall 2000.
Georgia State University International Collaboration Initiative, Co-Principal Investigator with Steve Harmon, proposal: *Educating for Peace: Linking American and Egyptian Cultures*, $4,500. Received in Fall 1997.

**OTHER GRANT INVOLVEMENT**


USAID, Principal Investigator, proposal: *Skills of Effective Learning and Living (SELL): Linking the University of Venda and Georgia State University*, $170,000. Submitted in 2001 with Fran Mullis.

Center for Disease Control, proposal: *Project DOVE* with Dr. Joel Meyers (principal investigator), Barbara Myers, and Olga Jarrett. Submitted in 2000.

Smith Richardson Foundation, Inc., proposal: *Project DOVE* with Dr. Joel Meyers (principal investigator), Barbara Myers, and Olga Jarrett. Submitted in 2000.


**UNIVERSITY SERVICE EXPERIENCE**

College of Education Academic Affairs Committee, 2000-2002  
College of Education Partner Schools Committee, 2001 to present  
College of Education Student Affairs Committee, 1995-1999; Chairperson, 1997-1999  
  Developed collaboration of peace education project with Suez Canal University  
College of Education Web Page Design Focus Group Member, 2002  
Standards Based Teacher Education (STEP) Project, 1998-2001  
College of Education Technology Grant Advisory Committee (PT-3), 2000  
College of Education Office of School Safety, School Climate, and Classroom Management Research Faculty, 2002- present  
Grady Project Supervisor of School Counseling Interns in Atlanta Public Schools, 1993- present  
Committee for CPS Ph.D. Mentoring and Evaluation, 2000-2001  
Several CPS Search Committees for Tenure Track and Clinical Positions, 1994- present

**PROFESSIONAL AND COMMUNITY SERVICE EXPERIENCE**
Contributing Editor for *Journal of Individual Psychology*, 2001- present
Column Editor for *Georgia School Counselors Association Journal*, 2001- present
Extensive Staff Development Training for Teachers of Atlanta Public Schools and Metro Area, 1993-present
Liaison between Cherokee/Bartow and Gwinnett County School Counselors Ed.S. Cohort Groups, 1999-present
Board Member for the Atlanta’s Promise – part of American’s Promise National Program, 1999-2002
Frequent Guest on CNN’s Radio Program - often asked to discuss school safety issues, 1999
Judge for Counselors of the Year for Cobb, Fulton, and Gwinnett Counties, 1993-2001

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Counseling Association (ACA)
American School Counselors Association (ASCA)
North American Society of Adlerian Psychology (NASAP)
Georgia School Counselors Association (GSCA)

**PROFESSIONAL PRESENTATIONS**

**Tenure Track Assistant Professor Status**

2003 “Creating a Climate of Belonging in Schools,” North American Society for Adlerian Psychology (NASAP), Vancouver, BC, with F. Mullis
2002 “Family Counseling Techniques and Concepts for Use in School Counseling Consultation, Georgia School Counselors’ Association, Savannah, GA
2001 “Adlerian Interventions for Students with ADHD”, North American Society of Adlerian Psychology (NASAP), Tucson, AZ.
2001 “Writing for Publication”, presented at the GSCA Fall Conference, Athens, GA
2000 “Writing for Publication,” presented at the GSCA Fall Conference, Columbus, GA.
2000 “What I Didn’t Learn in Graduate School,” presented at the GSCA Fall Conference, Columbus, GA.
1999 “A Roadmap for School Counselors - Using Adlerian Theory in School Counseling,” presented at the Georgia School Counselors Association (GSCA) Fall Conference, Atlanta, GA. (with F. Mullis)

Clinical Assistant Professor Status
1998  "Family Counseling Techniques for the School Counselor," presented at the Georgia School Counselors Association (GSCA) Fall Conference, Jekyll Island, GA.
1998  "Preventing Drug and Alcohol Abuse in the Elementary School," presented at the GSCA Fall Conference, Jekyll Island, GA.
1997  "Classroom Introductions: Creative Ways to Connect with Students," presented at the GSCA Fall Conference, Atlanta, GA.
1997  "Encouraging a Sense of Belonging in Students and Teachers," presented at the GSCA Fall Conference, Atlanta, GA.
1992  "Family Counseling Techniques and the School Counselor," presented at the Georgia School Counselors Association Fall Conference, Atlanta, GA. (with F. Mullis).

COMMUNITY PRESENTATIONS
Tenure Track Assistant Professor Status
2002  Guest Appearance on Café Central, “Parent Involvement in Schools”, cable television.
2002  “Classroom Meetings: Creating a Climate of Cooperation” Follow up training, presented to the faculty of Lilburn Middle School, Gwinnett County, GA
2002  “Classroom Meetings: Creating a Climate of Cooperation”, presented to the faculty of Lilburn Middle School, Gwinnett County, GA.
2001  Panel Member for TBS Superstation Interact Atlanta. Discussed September 11th questions and answers with selected children of Smokerise Elementary School.
2001  “Classroom Meetings”, presented to the faculty of Fair Street Elementary, Gainesville, GA.
2001  “The Cooperative Classroom: Using Positive Discipline and Encouragement in the Classroom,” presented to the teachers of Terry Mills Elementary School, DeKalb County, GA.
2000  “Using Class Meetings to Encourage Peace and Kindness in the Classroom,” presented to the teachers at Fair Street Elementary School, Gainesville, GA.
2000  “Classroom Management Strategies,” presented to teachers at Redan Elementary School, DeKalb County, GA.
2000  “Creating a Peaceable Classroom Using Encouragement and Class Meetings,”
presented to teachers at Columbia Elementary School, DeKalb County, GA.
2000  “The Cooperative Classroom,” presented to teachers at Henderson Mill Middle
School, DeKalb County, GA.
1999  “Using Class Meetings to Encourage Cooperation in the Classroom,” presented to
teachers at Morningside Elementary, Atlanta, GA.
1999  “Second Step Curriculum Training,” presented to the teachers at Fair Street
Elementary School, Gainesville, GA. (with Kim Hall).

Clinical Assistant Professor Status
1998  "Preparing Your Child for School," presented to the Gwinnett Chapter of Mothers
of Twins," Norcross, GA.
1997  "The Cooperative Classroom," presented to the faculty of John Hope Elementary
School, Atlanta, GA.
1997  "Adolescents and Motivation Issues," presented to graduate students of Mercer
University, Atlanta, GA.
1997  "Peace in the Classroom," presented to teachers of Eastside Elementary School,
Douglasville, GA.
1997  "The Unmotivated Student:  What is Really Going On and What Can We Do
About it?," presented to Gwinnett County Middle School Counselors.
1996  "Adlerian Consultation in Mental Health and School Settings," presented at
Region III Conference of North America Society of Adlerian Psychology,
Orlando, Fl. (with J.White and F. Mullis).
1996  "Helping Children Belong by Using Class Meetings," presented to teachers
of Bill Arp and Eastside Elementary Schools, Douglasville, GA.
1995  "Class Meetings:  Encouraging Kindness, Social Interest and Conflict Resolution
in the Classroom," presented at Georgia School Counselors Association (GSCA)
Fall Conference, Savannah, GA. (with graduate students).
1995  "Using Puppets in Classroom Guidance," presented at GSCA Fall Conference,
Savannah, GA. (with graduate students).
1995  "Encouraging Hope in Low Income African American Girls," presented at GSCA
1995  "Making Your Classroom Democratic," presented to the teachers of Mary Lin
Elementary, Atlanta, GA.
1995  "Using Class Meetings," presented to the teachers of Morningside Elementary,
Atlanta, GA.
1994  "The Democratic Classroom," presented to the teachers of Morningside
Elementary, Atlanta, GA.
1994  "Making School Inviting," presented to Curriculum Specialists of the Atlanta
Public Schools, Atlanta, GA.
1994  "Belonging in the Classroom," presented to selected faculty of Morningside
Elementary, Atlanta, GA.
1994  "Teaching Social Interest in the Elementary School," presented to the Leadership
Team of Morningside Elementary, Atlanta, GA.
1994  "The Democratic Classroom," presented to faculty of Morningside Elementary,
Atlanta, GA.
1994  "Challenges and Controversies Facing the School Counselor," presented to
1994 "Belonging in the Classroom," presented to and provided training for Morningside Elementary, Atlanta, GA
1993- "An Adlerian Approach to Classroom Management," staff development course presented to the Atlanta City Public Schools.
1993 "Teaching Conflict Resolution in the Classroom," presented to John Hope Elementary School, Atlanta, GA.
1993 "Class Meetings and Conflict Resolution in the Elementary School," presented to Mary Lin Elementary School, Atlanta, GA.
1992 "Cooperative Discipline," staff development course presented to McKendree Elementary, Lawrenceville, GA.
1991- "Active Parenting," presented to parents of McKendree Elementary School and First Baptist Church of Snellville
1991 "The Use of Logical and Natural Consequences in Enabling Children to Resist Negative Peer Pressure," presented to parents of Pharr Elementary, Lawrenceville, GA.
1990 "Recognizing Signs of Abuse in Children," presented to teachers at McKendree Elementary, Lawrenceville, GA.

ADVISEMENT AND DISSERTATION COMMITTEES
Ed.S. Students 1993-2000: 4-10 yearly, 2001- present: 25 in cohort group
Ph.D. Program Committees 10
Graduate Ph.D. Dissertation Committees 5

Kelly Gfroerer (Member): Parenting Styles and Lifestyles of Their Children (ongoing)
Sally Lehr (Member): Father-Son Communication about Sexuality, College of Health and Human Services. (graduated 2001).
Millie Dawson-Hardy (Member): School Counselors’ Ethics Regarding Confidentiality. (graduated 1999).
Jannie Broadnax (Member): Career Aspirations of High School Students Based on Adlerian Lifestyles. (Graduated 1999)
Shelley Johnson Brice (Member): The Social Construction of School Problems: Referrals to the School Counselor. (Graduated 1997)

AWARDS AND HONORS
1993  District Nine Elementary School Counselor of the Year
1993  Gwinnett County Elementary School Counselor of the Year
Vitae
### Summary of Student Evaluations of Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Item #13 (Overall Effectiveness)</th>
<th># of Respondents/# Enrolled</th>
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<td>CPS 8220</td>
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<td>CPS 7660S</td>
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<td>CPS 7680S</td>
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</tr>
</tbody>
</table>
VITA

SUSAN ELLEN KATRIN PH.D.

EDUCATION:

Ph.D. 1972 University of Georgia
Counseling

M.A. 1966 University of Michigan
Counseling

B.A. 1965 Brooklyn College of the City University of New York
Cum Laude Speech Pathology and Audiology (Major)
Psychology, Education (Minors)

PROFESSIONAL EXPERIENCE:

1977 – Associate Professor
Department of Counseling and Psychological Services
Georgia State University

1972 – 1977 Assistant Professor
Department of Counseling and Psychological Services
Georgia State University

1982 – 1983 Post-Doctoral Counseling Intern
Counseling Center
Georgia State University

1977 – 1978 Co-Project Director
Age and Identity Issues of Adult Women
Urban Life conference and grant
Georgia State University

1976 – 1977 Associate Project Director
Sex-Role Stereotyping Materials for Teachers and Teacher Educators
Women’s Educational Equity Act grant
Office of Education
H.E.W., Washington, D.C.
1975-1977  Project Director
Rehabilitation Counselor Education Program
Rehabilitation Services Administration Grant
H.E.W., Washington, D.C.

1972-1977  Member of the Faculty
College of Urban Life
Georgia State University

1971  Instructor
University of Georgia Extension Division
Instructor of Group Dynamics Course for Rehabilitation Counselors
Central State Hospital

1969-1970  Rehabilitation Counselor
New York Division of Vocational Rehabilitation

1967-1969  Senior Narcotic Rehabilitation Counselor
New York State Narcotic Addiction Control Commission
Manhattan Rehabilitation Center

1966-1967  Vocational Rehabilitation Counselor
Michigan Division of Vocational Rehabilitation
University Hospital at Ann Arbor, MI

PUBLICATIONS:


**MONOGRAPHS:**


**MEDIA PRODUCTS:**


Girl, Boy, Person: Beyond Sex Differences
Sex Stereotyping in Math Doesn’t Add Up
Equality in Science: Formula for Changing Sex Bias
HONORS/RECOGNITIONS:

1973, “Ten Outstanding Young People of Atlanta” recipient
1973-74, Faculty Recognition Georgia State University:
   Outstanding qualities as a faculty member
1976, Outstanding Young Women of America Program

COURSES TAUGHT:

   CPS 6410  Interpersonal Skills
   CPS 7660  Applied Practice I (Counseling)
   CPS 7680  Internship (Counseling)
   CPS 8100  Psychobehavioral Diagnosis

LICENSES AND CERTIFICATIONS:

   Licensed Psychologist
      State of Georgia # 1058
   Licensed Professional Counselor
      State of Georgia # 3045
   Certified Clinical Mental Counselor # 21
      National Board for Certified Counselors
   Certified Professional Counselor # 33180
      National Board for Certified Counselors
   Certified Group Psychotherapist # 16275
      National Registry of Certified Group Psychotherapists

PROFESSIONAL ORGANIZATIONS:

   Member: American Psychological Association
   Member: Georgia Psychological Association
   Member: Association of Women in Psychology-Southeast Region
   Member: Atlanta Psychotherapy Associates
VITA

ACADEMIC DEGREES

Ed.D.  Counseling & Guidance Department (Counseling & Education Psychology major), West Virginia University, Morgantown, WV.

M.A.  Counseling & Guidance Department (Counseling & Educational Psychology major), West Virginia University, Morgantown, WV.

B.S.  History and Physical Education (Secondary Education major), Alderson-Broaddus College, Philippi, WV.

EMPLOYMENT

1989 to present
Faculty Member for the International Congress of Adlerian Summer School Institute (ICASSI), and responsible for teaching courses to international audiences.

1986 to present
Faculty member for Management Development Program, Center for Executive Education, Business School, Georgia State University, Atlanta, GA.

1978 to present
Professor, Department of Counseling & Psychological Services, Georgia State University, Atlanta, GA. Coordinator of Family Education Center. Teaching duties include supervision of students in practicum/internship, consultation skills, group counseling, family counseling, Adlerian counseling techniques with families and couples, and helping skills I.

1977 to 1978
Associate Project Director, Adult Counseling Grant, College of Education, Georgia State University, Atlanta, GA.

1974 to 1978
Associate Professor, Department of Counseling & Psychological Services, Georgia State University, Atlanta, GA.

1973 to 1977
Associate Project Director, Educational Professional Development Act Grant, Georgia State University, Atlanta, GA.

1970 to 1973
Assistant Professor, Department of Counseling & Psychological Services, Georgia State University, Atlanta, GA.

1969 to 1970
Instructor, Department of Counseling, West Virginia University, Morgantown, WV.

1968 to 1969
Project Director, Title I Grant, West Virginia University, Morgantown, WV.

1963 to 1966
Teacher, Grade Nine, Social Studies, Annapolis Junior High School, Annapolis, MD.

AWARDS/RECOGNITIONS

2003
Social Interest Award, Florida Adlerian Society

2002
Teacher of the Year Award for College of Education

2002
International Excellence in Education Award

1992
Special Award. North American Society of Adlerian Psychology for contributions to the conference. Presented by Don Dinkmeyer, Jr.

1981
Elected Vice President of NASAP.

EDITORIAL ACTIVITIES

1998-present Editor, Journal of Individual Psychology
1992-present Column Editor, The Family Journal: International Association of Marriage & Family Counselors
1977-1980 Board Member, Journal of Elementary School Guidance and Counseling
1975-1977 Board Member, American School Counselors Association
1975-1976 Board Member, Special Monographs Series for the American Counselor, Educator, and Supervisor Journal
1999-present Member of the Council of Editors
1998-2002 Board Member for the International Congress of Adlerian Summer School Institutes

Metro Atlanta Board Participation:
2004- Board of Directors, Odyssey Counseling Center
1980-1985 Board of Directors, Odyssey Counseling Center
1978-1983 Board of Directors, Center for Family Enrichment
1977-1981 Board of Directors, Family Mediation Center
1971-1977  Board of Directors, Natural Childbirth Association of Atlanta

**SERVICE TO UNIVERSITY, COLLEGE, DEPARTMENT, AND PROFESSION**

**2004-** Promotions Committee College of Education

2003-present  University- Faculty Staff Campaign

2003-present  College- Graduate Council Committee

2003-present  College- Dissertation Review Committee

2003-present  College- Member of Faculty Appeals Committee

2003-present  Department- Member of the Promotion and Tenure Committee

2002-present  University- Chair, Fund Raising Initiative

2002-present  University- Member, APACE Committee

2002-present  College- Member, PEC and FEC

2002-present  College- Member, Bureau of Education Research Grant Review Committee

2002-present  College- Member, Math Education Search Committees for Selection of New Faculty

2002-present  College- Member, Interview Committee for Selection of Staff for ERB

2002-present  College- Serve on the College of Education Technology Committee

2002-present  Department- Director, Counseling Ph.D. Programs

2002-present  Department- Director, Ph.D. Comprehensive Committee

2002-present  Department- Chair, Committee for CACREP Counseling Ph.D. Program

2002-present  Department- Serve on the Community Advisory Board for the Department

2002-present  Department- Member of the Executive Committee

2001  Chaired the Distinguished Professor Selection Committee for the University


1998-present  Member, Review Committee for Educational Research Bureau, Internal Award Committee

1998-1999  Member, Faculty Promotion Appeals Committee

1997-present  Chair, Department Tenure/Promotions Committee
<table>
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<th>Year</th>
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<tr>
<td>1997-present</td>
<td>Chair, Recruitment Committee for International Faculty Members</td>
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<tr>
<td>1996-present</td>
<td>College - Member, Graduate Council Committee.</td>
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<tr>
<td>1996-present</td>
<td>Department - Chair, Doctoral Counseling Prelim Committee.</td>
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<tr>
<td>1991-present</td>
<td>College - Member, Professional Education Development Council/Committee.</td>
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<tr>
<td>1991-present</td>
<td>Profession - Chair, Alumni Fund Raising Committee, ICASSI.</td>
</tr>
<tr>
<td>1994-present</td>
<td>College - Member, Faculty Promotions Committee.</td>
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<tr>
<td>1990-present</td>
<td>Profession - Member, NCATE Self-Study Committee.</td>
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<tr>
<td>1989-present</td>
<td>Department - Chair, Pullman Library Committee.</td>
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<td>1988-present</td>
<td>Profession - Board Member for Region III North American Society of Adlerian Psychology.</td>
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<tr>
<td>1987-present</td>
<td>Department - Member, Doctoral Counseling &amp; Counseling Psychology Prelim Committee.</td>
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<tr>
<td>1985-present</td>
<td>Department - Chair, Doctoral Counseling Committee.</td>
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<tr>
<td>1982-present</td>
<td>Profession - Board Member, Atlanta Adlerian Society.</td>
</tr>
<tr>
<td>1974-present</td>
<td>Department - Coordinator, Family Education Center.</td>
</tr>
<tr>
<td>1995-present</td>
<td>Department – Chair, Promotion/Tenure Committee.</td>
</tr>
<tr>
<td>1996-1997</td>
<td>Department - Chair, International Faculty Search Committee.</td>
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<tr>
<td>1993-1994</td>
<td>University - Member, Search Committee for Chairperson, Business School Management Department.</td>
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<tr>
<td>1991-1994</td>
<td>Profession - Chair, Scholarship Committee, ICASSI.</td>
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<td>1988-1993</td>
<td>Profession - Executive Board Member, ICASSI.</td>
</tr>
<tr>
<td>1991-1993</td>
<td>University - Member, Distinguished Professor Committee.</td>
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<td>1991-1993</td>
<td>Profession - Visiting Professor, Alfred Adler Institute, Chicago, IL.</td>
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<tr>
<td>1990-1992</td>
<td>College - Member, Vocational Career Development Committee for Doctoral &amp; Curriculum Revision.</td>
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<td>1989-1990</td>
<td>Department - Member, Search Committee, Counseling &amp; Psychological Services Faculty.</td>
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</table>
1986-1989  College - Member, Academic Affairs Committee.

1986-1989  University - Classroom Management and Supervision, Creator and Coordinator, Adopt A School Program at Briarlake Elementary School, DeKalb County.

1985-1987  College - Member Public Relations Committee.

1984-1987  College - Member NCATE Committee.

1984-1987  College - Member, Publicity Committee.

1980-1984  Department - Member, Search Committee, Counseling & Psychological Services Faculty.


1970-1989  Department - Director of Elementary School Counseling Program.

1970-1984  Department - Member, Doctoral Counseling Committee.

1976-1977  College – Dean’s Search Committee.


PROFESSIONAL ASSOCIATION MEMBERSHIP

American Association of Marriage and Family Therapy

American Counseling Association

American School Counselors Association

Georgia Association of Marriage and Family Therapy

North American Society of Adlerian Psychology

LICENSES AND CERTIFICATES

Licensed Professional Counselor, Georgia, Certificate # 751

Licensed Marriage and Family Therapist, Certificate # 184

Supervisor for American Association of Marriage and Family Therapy (1983 - present).

MEDIA ACTIVITIES


"Falling in Love," Interview with Holly Miller of ASPIRE magazine, September, 1995.


"Why Good Guys Stray," Interview with Cynthia Kling of Redbook magazine, April, 1995.

"Employers on Guard for Violence," Quoted source, USA Today, April, 1995.


"Impact of Divorce on Children," Interview with Women’s Day magazine, September, 1992.


ARTICLES AND PROFESSIONAL COMMUNICATIONS

Recently Accepted: Kern, Roy M., Belangee, Susan, Eckstein, Daniel (2003). Early recollections: A guide for practitioners.


**BOOKS**


**BOOK CHAPTERS**


**BOOK REVIEWS**


**PSYCHOLOGICAL AND PERSONALITY INSTRUMENTS AND MANUALS**


**AUDIOVISUAL PRODUCTIONS AND INSTRUCTIONAL MATERIALS**


**MONOGRAPHS**


RESEARCH PROJECTS UNDERWAY

“Personality and Conflict Styles of Executive MBA Students” (with Meade Morris).

“Personality Correlates of Substance Abuser an Interventions” (with Bauman). Data collected and working on manuscript for submission.

Co-author on book in the beginning stages related to Methods of Family Therapy.

PROFESSIONAL ACTIVITIES – INTERNATIONAL


BASIS-A has been translated in Dutch, Spanish, Lithuanian, and beginning to review the possibilities of other languages

Leadership Issues in the Workplace: The International Congress of Adlerian Summer Schools Institute, August 2, Potsdam, Germany 2002

Lifestyle and the Encouraging Communicator: The International Congress of Adlerian Summer Schools Institutes, July 21-3, Potsdam, Germany, 2002

Poznan MBA Summer Program: Group Dynamics, Teams and Individual Behavior, June 1-7, 2002. Lubneiwicz, Poland.

Leadership Issues in the Workplace, Thirty Fifth Annual Rudolf Dreikurs Summer Institute August 2, 2002, Potsdam, Germany

Lifestyle and the Encouraging Communicator, Thirty Fifth Rudolf Dreikurs Summer Institute, July 21-August, 2002, Potsdam Germany

Poznan MBA Summer Program/ Leadership Effectiveness Program, June 1-7, 2002, for the Akademia Ekonomiczna w Poznaniu.

Global e Commerce International Seminar, for Executive MBA Schools of Business USA, Iceland, And Greece January 28-31, 2002
No, We Are Not The Same: Beliefs and Cooperation Between the Sexes at Home and Work, Basel Switzerland, Leadership Institute, October 26-28, 2001

Leadership Management Institute, Thirty Fourth Annual Rudolf Dreikurs Summer Institute, Elspeet, Netherlands, July 23-26, 2001

Lifestyle and the Encouraging Communicator, Thirty Fourth Annual Rudolf Dreikurs Summer Institute, Elspeet, July 22-August 4, 2001

The Global e Commerce International Seminar for the Executive Management Business Schools for Georgia, USA, Greece, and Netherlands, May 23-25, Atlanta Georgia.


Instructor --“ Group Management Skills in Staff Meetings” Individual Psychology Institute, Vilnius, Lithuania, November 10, 2000.

Lecture –“Teachers’ Lifestyles and Behavior Problems in the Classroom” Vilnius, Lithuania, November 11, 2000.

Instructor–“Use of Lifestyle and Early Recollections with Adolescents and Adults in Therapy” Kounas, Lithuania, November 12, 2000.

Instructor-“ Your Lifestyle and it’s Impact on Clients and Children in the Classroom” Riga Latvia, November 14-15, 2000

Visiting Professor-“A Structured Teacher Consultation Model for School Psychology Students” Department of Psychology, Tartu, University, Estonia, November 17-19, 2000.


Lecture- “People That Cause You Interpersonal Stress,” Third Annual Switzerland Leadership Management Institute, Basal, Switzerland, April 7, 2000.

Lecturer-“Stress, Lifestyle and Somatic Complaints” Panevezys Hospital, Panevezys, Lithuania, January 13, 2000.


Lecturer-“Teacher Discipline and the Four Goals of Misbehavior” Siauliai, Lithuania, January 15, 2000.

Supervision -“Case Consultation with School Psychologist and Mental Health Professionals” Panevezys, Lithuania, January 17, 2000.


Lecturer- “Adlerian Psychology Interventions with Difficult Clients For Mental Health Professionals and School Psychologists” Vilnius and Latvia June 3-9, 1999.


Paper - "Objective Assessment of Individual Psychology Constructs," with Wilfred Datler, professor at the Institute of Education at University of Vienna, ICASSI, Schladming, Austria, July, 1997.


Paper - "Comparison of Lifestyles of Identified and Non-identified College Age Students with Attention Deficit Disorders," Thirteenth Annual Rudolf Dreikurs Summer Institute, Schladming, Austria, July, 1997.

Workshop Leader - "Leadership and Organizational Effectiveness," Thirteenth Annual Rudolf Dreikurs Summer Institute, Schladming, Austria, July, 1997.


Instructor - "Leadership, Group Dynamics, and Organizational Effectiveness," ICASSI, Warwick


Instructor - Institute for Executives and Managers, ICASSI, Malta, July 16-July 29, 1995.


Instructor - "Lifestyle, Stress and Wellness," ICASSI, Noordwijkerhout, Holland, July 26-August 7,


PROFESSIONAL ACTIVITIES – NATIONAL AND REGIONAL (since 1978)


You Can’t Help Them If There Not There, (with Susan Olgetree), South Carolina Conference of Adlerian Psychology, Oct 4-6, Myrtle Beach, South Carolina, 2002

Psychological Fingerprint: Lifestyle Assessment and Interventions (with Daniel Eckstein), 7th Bay Area Conference on Adlerian Psychology, Tampa Florida, February 15, 2002

Attachment Theory and Individual Psychology: Similarities in Theory, Research and Practice
North American Society of Adlerian Psychology, June 14-16, Tucson Arizona
“Violence in the Workplace”, for Cherokee Chamber of Commerce, Canton Georgia, February 20, 2002

Integrating the Subjective with the Objective In Individual Psychology for the 7th Bay Area Conference on Adlerian Psychology, February 14, 2002, University of South Florida, Tampa, Florida

Psychological Fingerprint: Lifestyle Assessment and Interventions for the 7th Bay Area Conference on Adlerian Psychology, February 14, 2002, University of South Florida, Tampa, Florida.

Council of Editors Meeting, Library of the Psychoanalytic Association, New York City, December 22, 2001

Global e Commerce MBA Seminar For the School of Business Georgia State University October 3-6

Parenting and Personality Dynamics for Fayette County School, September 27, 2001, Atlanta, Georgia


Personality and Parenting Techniques for the Fayette County Board of Education, March 22, 2001, Atlanta Georgia

Identification of the Violent Youth in the Schools, For the Drug Free Schools Program, Atlanta Georgia
March 8, 2001

BASIS-A and Substance Abuse: for the Southeastern Psychological Association Convention, Atlanta, Georgia, March 22, 2001

Making a living with Individual Psychology, for the 6th Bay Area Conference on Adlerian Psychology, At the University of South Florida, Tampa, Florida, February 16, 2001

Individual Psychology: A Psychology of Use, for the 6th Area Conference on Adlerian Psychology, At the University of South Florida, Tampa, Florida, February 15, 2001

Council of Editors Meeting, Library of the Psychoanalytic Association, New York City, December 15, 2000

“People Who Give You Interpersonal Heartburn” for Employer’s Committee annual seminar, Southern Technological College, Cobb County, September 14, 2000.


“Parent Group Education,” Parenting programs in Fayette County Board of Education, Fayette County, Georgia, May 30, 2000


“Leadership for Human Resource Personnel,” The BEEBE Institute, School of Management, Georgia State University, Atlanta, Georgia, April 15, 2000.


“Meningitis Team Building Session,” Centers for Disease Control, Atlanta, Georgia, January 27, 2000.


“Lifestyle Profiles and Interventions for Aggressive Adolescents,” Georgia School Counselors Association, Atlanta, Georgia, November 19, 1999.

“Parents’ Perceptions, Beliefs, and Lifestyle,” Parenting programs in Fayette County Board of Education, Fayette County, Georgia, November 16, 1999.

“Parents’ Lifestyles and Use of STEP Interventions,” East Point Elementary School, Atlanta, Georgia, November 16, 1999.


“Team Leadership, Personality, and Group Dynamics,” Leadership Atlanta, Atlanta, Georgia, October 2, 1999.


“Goal Setting for Support Staff,” Centers for Disease Control, Atlanta, Georgia, September 2, 1999.

“Personality and the Communication Process,” Centers for Disease Control, Atlanta, Georgia, September 1999.

Panel Discussion moderator “Individual Psychology In the South: Do It, Research It, and Write It” North American Society of Adlerian Psychology Atlanta, Georgia, May 29, 1999.


“You, Me, or Thee: The Difficult Client,” Centers for Disease Control, Atlanta, Georgia, April 30, 1999.

“Family Dynamics and Leadership,” The BEEBE Institute, School of Management, Georgia State University, Atlanta, Georgia, April 24, 1999.


Presentation- “Panel Discussion: Increasing the Involvement of Psychologists and Psychiatrists in NASAP Following their Completion of Residencies and Internships,” North American Society of Adlerian Psychology, Dallas, TX, May 1998.


Workshop Leader - "Expanding Your Clinical and Organizational Consultation Skills," NASAP, Baltimore, MD, June 22, 1996.


Workshop Leader - "Self-Understanding and Team Work," Center for Disease Control, Georgia State University, Atlanta, GA, June 23, 1995.


Speaker - "How to be an Influential Leader," Executive MBA Program, Georgia State University, Atlanta, GA, June, 1994.


Speaker - "Counselors as Leaders," Clayton County School Counselors Regional Meeting, Atlanta, GA, December, 1990.


Workshop Leader - "Adlerian Lifestyle and Stress: Is There a Relationship?" NASAP Annual Convention/Workshop, Cleveland, OH, May, 1981.


**GRANTS**

2002
Internal grant for proposals for China initiative
Funded through ERB Department
$4000

2000
Suicide: A Crisis in the Baltics, to University Cooperation in Development (USAID)
Not Funded
1999-2000
Internal Grant for Suicide Prevention
Funded for psychoeducation in Baltic States, $2,000

1979-1980
State of Georgia Title I Grant.
Funded to design parent support groups in state related to drug abuse.

1978-1979
State of Georgia Title I Grant.
Funded to increase psycho-educational skills for family workers, $18,000.

1976-1977
State of Georgia Title I Grant Proposal.
For Training and upgrading skills of family counseling personnel submitted, $20,000.

1971-1975
Educational Professional Development Act Grant with Atlanta University. The intent of the grant was to cooperatively implement a project with a predominately black institution. The grant provided intensive in-service training for students to try out learned techniques and financial support for the approximately 25 students over the four-year period. Lastly, the grant provided intensive in-service workshops for project coordinators over the four-year period. Average funding for the project was $25,000 per year.
Vita

Kenneth B. Matheny, Ph.D.
Regents' Professor

Department of
Counseling & Psychological Services
College of Education
Georgia State University
Atlanta, Georgia

June 21, 2004
Vita
Kenneth B. Matheny, Ph.D.
Regents' Professor
Counseling & Psychological Services
College of Education
Georgia State University
Atlanta, Georgia

PERSONAL DATA

Birthdate & Place: 10/15/30 at Huntington W.Va.
Home Address: 210 Walhalla Ct., Atlanta, GA 30350
Telephone: Office (404) 651-3412 Home (770) 396-5473
Marital Status: Married to Mary Alice Holstein since 1951
Children: Carolyn Jean, Ronald Scott, Janice Kay & Kurt Bryson
Career Emphasis: Counseling Psychology with special interests in health psychology, stress coping, and self-change strategies

EDUCATIONAL EXPERIENCES

B.A. Degree: Olivet Nazarene College, Kankakee, Ill.
Major: History, Graduation: 1952
M.A. Degree: University of Missouri at Kansas City
Major: Psychology, Graduation: 1955
Foreign Study: Johannes Gutenberg Universitat
Mainz, West Germany
Major: Philosophy, post-graduate training, 1958-59
Ph.D. Degree: Michigan State University, East Lansing
Major: Counseling Psychology in Dept. of Guidance & Personnel Services
Graduation: 1963

OCCUPATIONAL EXPERIENCES

1957-59 Officer, United States Army (Europe)
1959-62 Psychological Diagnostician, Ingham County Schools
1962-64 Chairman, Division of Arts & Sciences
Lansing Community College, Lansing, Michigan
1964-65 Director, Special Services for Exceptional Children, Ingham County, MI
1965-66 Assistant Professor,
Michigan State University, East Lansing, Michigan.
1966-69 Professor & Chairman, Counseling & Psychological Services,
Georgia State University, Atlanta, Georgia
1969-81  Professor, Counseling & Psychological Services
         Georgia State University, Atlanta, Georgia
1981-     Regents' Professor, Counseling & Psychological Services,
         Georgia State University, Atlanta, Georgia

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

American Psychological Association
   Division 17, Counseling Psychology
   Division 38, Health Psychology
American Board of Professional Psychology
The Academy of Counseling Psychology
American Association of Applied and Preventive Psychology
Georgia Psychological Association
International Stress Management Association

HONORS, AWARDS, AND LICENSES

- Awarded Faculty Mentoring Award by the Department of Counseling and Psychological Services in 2000.
- Membership in Alpha Lambda Chapter of Phi Beta Delta Honor Society for International Scholars. April 2000.
- Certificate of Appreciation in recognition for outstanding contribution to the Senior Management Seminar—Centers for Disease Control and Prevention
- Inclusion in the Counseling Hall of Fame by North Georgia College and State University, 1999.
- Appointed Counseling Psychology's Southeastern Representative for the American Board of Professional Psychology, 1990.
- Quoted in national Magazines:
  Psychology Today, April, 1989, (p. 44), regarding advice for aerobic exercise.
Featured in the College of Education's *Twentieth Anniversary Issue* in 1987 for research in stress management.
Selected as Colloquium Speaker at the Faculty/Student Publication Colloquium as a result of peer review of outstanding research publication with a student for an article appearing in *The Counseling Psychologist*, Oct., 1986, entitled "Stress Coping: A Qualitative and Quantitative Synthesis with Implications for Treatment" with Kathleen A. Silva Cannella on October 15th, 1987.
Received Letter of Appreciation given by METROPOL, INC., in appreciation of services rendered in regard to police stress in 1982.
Awarded Diplomate in Counseling Psychology by the American Board of Professional Psychology in 1982.
Selected to deliver Honor's Day Address on theme of "Excellence" to Georgia State University graduates in May, 1982.
Awarded Certificate of Appreciation by the National Association of Elementary School Principals for service to the Association in 1982.
Letter of Appreciation given by METROPOL, INC.
Awarded the President's Citation by J.M. Pettit, President of Georgia Institute of Technology, for services rendered the Institute, 1981.
Made "Honorary Warden" the Director of the United States Bureau of Prisons for outstanding service rendered in 1980.
Appointed Regents' Professor of Counseling Psychology by the Board of Regents of the University System of Georgia in 1981.
Given the Alumni Distinguished Professor Award by the Georgia State University Alumni Association for outstanding teaching, research and service in 1973.

**Research and Publications**

**Books**
Articles and Chapters (Published)


Matheny, K. B. (December 1, 1992). How to reduce stress in your work life...and in your private life Boardroom Reports, 21(23), 13-14.


**Articles and Chapters (Submitted for Publication)**


**Monographs**


**Book and Article Reviews**


**Published Tests**


PUBLISHED TEST MANUALS

DISSERTATIONS DIRECTED
Gfroerer, Coleman Allen. (2002). *Coping Resources, Coping Strategies, Job Satisfaction, Job Involvement, and Employee Burnout*.
Beaton, Rebecca Andrea. (2000). *A Biopsychosocial Approach to Understanding the Pathogenesis of Anxiety and Depressive Disorders*.
Pilkington, Lloyd. (1998). *Social Support and Social Interest as Predictors of Compliance with Medical Treatment*.
Hughes, Jan. (1993). *Coping Resources and the Human Immunodefiency Virus (HIV)*.
Seitz, Martin L. (1989). *Utilizing Coping Resources and Hypochondriasis to Explain Illness Behavior in Military Personnel*.
Weaver, Margaret O. (1986). *The Impact of Race, Sex and Religious Involvement on the Perception of Mental Illness and Provider Choice.*


Dolph, Charles D. (1982). *A Study of Fundamentalist Christian College Students' Sex Role and Their Relationship to Parental Sex.*


**SERVICE ACTIVITIES**

**TO THE UNIVERSITY**
Honorary Chair of the Faculty and Staff Fund Drive, 2004
Member, Institutional Review Board for the Protection of Human Subjects, 1990-Present

**TO THE COLLEGE OF EDUCATION**
Reviewer, Proposal Development Grants, 2001-Present
Member, Academic Affairs Committee, 1998
Member, Dean’s Advisory Committee, 1996-1997
Member, Promotions and Tenure Committee, 1995-1996
Chair, Promotions and Tenure Committee, 1996-1997

**TO THE DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES**
Director, Counseling Psychology Doctoral Program, 1978-2001
Chairperson of Committee for the Improvement of Instruction, 1997
Member of Doctoral Comprehensive Examination, 1990 - present
Member of the Chairman’s Advisory Committee, 1994-1996
SERVICE TO THE PROFESSIONAL COMMUNITY
Examiner for the American Board of Professional Psychology from 1983 until present
Southeastern Representative for the American Board of Professional Psychology.
Contributing reviewer for the Journal of Individual Psychology, 2000-Present
Contributing reviewer for the International Journal of Stress Management, 2001-Present
Contributing reviewer for the Anxiety, Stress, and Coping: An International Journal, 2003-Present

Present & Past Consultancies:
European Center for Security Studies, (training staff)
Brazilian Ministry of Education
Governor's Staff, State of Alaska
General Staff of the Canal Zone (Dept. of Defense)
Alaskan Holistic Health Association
Centers for Disease Control
United States Government:
Department of Justice
Department of the Army
Office of Personnel Management
Forest Service
Bureau of Prisons
National Weather Service
Public School Systems:
Atlanta Public Schools
Cobb County Schools
DeKalb County Schools
Green County Schools
Gwinnett County Schools
Fulton County Schools
Evansville Public Schools, Evansville, Indiana
Sumter Public Schools, Sumter, South Carolina
Jackson Public Schools, Jackson, Mississippi
South Carolina Department of Corrections
Delta Airlines
The Coca Cola Company
Arthur Andersen
United Space Boosters
Eastover Mining Company
Duke Power
American Telephone and Telegraph
Hooker Chemical Company
Rockwell International
Lockwood Green Engineers, Inc.
TELEVISION AND RADIO APPEARANCES


WGNX, Channel 46, Atlanta, GA. The Forum. “Managing Stress During the Holidays”. October, 24, 1997


WAGA, Channel 5, Atlanta, GA. 1/16/91, 1/17/91, 1/19/91, 1/20/91. News segments wherein I was interviewed regarding the likely effects of stress from Desert Strom on viewers and participants.

WGST, 1/17/91, Channel 2, Atlanta, GA. 1/17/91. Effects of war nerves on service personnel and their families.


WKHX, Radio. Atlanta, GA. Interviewed regarding stress management, on April 26, 1989.

WGTV, Channel 8, Public Television, Atlanta, GA. Interviewed regarding stress management on Georgia Digest, February 10, 1989.


WSB, Channel 2, Atlanta, GA. Interviewed on Six O'Clock News on January 14th and 15th, 1987 by reporter Davis regarding Stress and illness.


WAGA, Channel 5, Atlanta, GA. Four 5 minute segments on "Stress" as part of a special assignment of Barbara Nevins on the Six O'Clock News. 1981.


ADDRESSES TO INTERNATIONAL, NATIONAL, REGIONAL AND STATE AUDIENCES

PAPERS DELIVERED TO HEALTH PROFESSIONAL ASSOCIATIONS AND AGENCIES


“The Effects of Coping Resources on Perceived Stress and Satisfaction With Life Among University Students: A Four-Nation Comparison.” Workshop conducted at the Georgia Psychological Association Annual Conference in Savannah, GA, on May 18th, 2002. Co-presenters were, William L. Curlette, and Anna Herrington.


“Lifestyle, Personality and Stress Coping”. Paper presented to the Convention of the North


"Burnout: Prevention, Intervention, and Healing". Address to the Mental Health Association of Metropolitan Atlanta, on March 12th, 1994.


"Mastering Stress in the Academic Workplace." Keynote address to ACAFAD Conference in Atlanta, GA, on November 14th, 1990.

"Stress from Violating Personal Space". Keynote address to Professionals in Pretrial Services

"Preparing for the Diplomate Examination." Address to the American Board of Professional Psychology workshop for applicants, Atlanta, GA, on April 5th, 1990.

"Preventive Maintenance for Combatting Stress". Key Note Address to the Annual Convention of the Texas Association for Counseling and Development in El Paso, Texas, on October 5th, 1989.


"Stress Management." Address delivered to the staff of DeKalb College, Decatur, GA, on May 24th, 1989.


"Nurturing Self for Continuing Patient Care." Address to Convention of Georgia Hospice Professionals, Atlanta, GA, on April 8th, 1989.


"Recognizing Stress and Gaining Control" Address delivered to Regional Conference on Abuse of Adults, Atlanta, GA, on October 27, 1988.


"Stress and Chronic Disease", Address given to the Atlanta Chapter of the Lupus Foundation, Atlanta, GA, on January 1st, 1988.


"The Stressfulness of Helping", Address delivered to the Georgia Chapter of the American Association for Counseling and Development, Atlanta, GA, on April 21st, 1988.


"Stress Management". Presentation to the Southern Association of Colleges and Schools. Atlanta, GA, on December 12th, 1986.
"Excellence in Service." Address presented to the National Association of Community Mental Health Centers in Atlanta, GA, on October 13th, 1996.
"Preventive Maintenance for Caretakers". Address delivered to the Knox County Mental Health Association. Knoxville, Tenn, on May 15th, 1986.
"Stress Management." Address delivered to the American Cancer Society, Georgia Chapter, Callaway Gardens, GA, on April 12th, 1986.
"Living with Stress". Address delivered to the National Association of Recreational Directors. Atlanta, GA, on December, 3rd, 1985.
“The Care of Care-Takers". Keynote Address delivered to Southern Association for Counseling and Development. Atlanta, GA, on November 10th, 1985.
"Stress as a Contributing Factor to Cancer". Address delivered to the American Cancer Society. Jekyll Island, GA, on October 9th, 1985.
"Effects of Stress of Acute Inflammatory Disorders." Address delivered to the Georgia Arthritis Foundation, Atlanta, on October 1st, 1985.
"Learning to Live with Illness." Address delivered to the Center for Prevention Services, CDC, Atlanta, GA, on July 24th, 1985.
"Interpersonal Side of Communication." Address delivered to the Centers for Disease Control, Atlanta, GA, on June 13th, 1985.
"Coping with Major Life Events". Keynote Address to the Georgia College Personnel
"International Cooperation in Rehabilitation." Paper presented to the American Personnel and Guidance Association, Dalas, TX, on September 17th, 1970.

PAPERS DELIVERED TO INTERNATIONAL AUDIENCES
"A Model of Mental Health Based on Stress Coping". Address delivered to international conference entitled Primer Congreso Internacional: Salud Psicosocial, Cultura Y Democracia En America Latina. Asuncion, Paraguay, South-America, on November 2\textsuperscript{nd}, 1992.

"Motivating for Increased Production." Address delivered to the United State Armed Forces, Canal Zone, Republic of Panama, on July 26\textsuperscript{th}, 1985.

"Stress Management". Address delivered to the Annual Meeting of Executive Officers of the Southern Command. Republic of Panama, June 2\textsuperscript{nd}, 1985.

**PAPERS DELIVERED TO UNIVERSITIES**

"Combating Invisible Tigers: Managing Stress in the Workplace.” Address to the Georgia State University Library Staff. Atlanta, GA., on August 8\textsuperscript{th}, 2001.

“Post Traumatic Stress Disorder”. Seminar delivered to Intelicus (a program of the University of Florida’s School of Medicine). Los Angeles, CA, on March 4\textsuperscript{th}, 1999.

“Psychoneuroimmunology: The Thin Interface Between Psyche and Soma.” Conducted a daylong workshop for physicians with the Emory Health Care System, Atlanta, GA, on January 22\textsuperscript{nd}, 1998.

“Critical Life Events and the Mood Disorders”. Address to the Rehabilitation Training Institute, Los Angeles, CA, March 12\textsuperscript{th}, 1998. Training sponsored by the University of Florida.

“The Power of Conquering Stress.” Address delivered to Atlanta Diabetes University, Atlanta, GA, on November 1\textsuperscript{st}, 1997.

“Post Traumatic Stress Syndrome from Catastrophic Injury.” Address delivered to Rehabilitation Training Institute in Los Angles, CA. Training sponsored by the University of Florida, on July 10\textsuperscript{th}, 1997.

“Post Traumatic Stress Syndrome from Catastrophic Injury.” Address delivered to Rehabilitation Training Institute in Atlanta, GA. Training sponsored by the University of Florida, on June 17\textsuperscript{th}, 1997.

“Post Traumatic Stress Syndrome from Catastrophic Injury.” Address delivered to Rehabilitation Training Institute in Los Angles, CA. Training sponsored by the University of Florida, on March 13\textsuperscript{th}, 1997.

“Post Traumatic Stress Disorder: Co-Morbidity with Musculo-Skeletal Injuries.” Address delivered to the Rehabilitation Training Institute in Atlanta, GA. Training sponsored by the University of Florida, on November 8\textsuperscript{th}, 1996.

“Psychiatric Disabilities That Affect Life Planning for Persons With Disabilities.” Address delivered to the Rehabilitation Training Institute in San Antonio, TX, on June 20\textsuperscript{th}, 1996. Training sponsored by the University of Florida, on June 20\textsuperscript{th}, 1996.

“Servicing the Human Machine: Stress and Wellness.” Seminar presented to the Executive MBA Program, School of Industrial Management, Georgia Institute of Technology. Atlanta, GA, on January 1\textsuperscript{st}, 1996.

“Living with Stress." Address delivered to American College for the Applied Arts. Atlanta, GA, on October 26\textsuperscript{th}, 1993.

"Psychological Tests for Measuring Coping Strategies.” Conducted a one-day course in psychology to students and faculty of the Florida Institute of Technology, Melbourne, FL, on November 18\textsuperscript{th}, 1989.
"Diagnosing Coping Deficits with the CRIS", Conducted a one-day course in psychology to students and faculty of the Florida Institute of Technology, Melbourne, FL, on November 19th, 1988.

"Building Coping Resources", Address delivered to enrollees in the Executive Management program of Emory University, Atlanta, GA, on April 10th, 1988.

"Stress Coping", Address delivered to enrollees in the Executive Management program of Emory University, Atlanta, GA, on March 15th, 1988.

"Pursuing Personal Excellence", Address delivered to Honors Day convocation at College of Education, Georgia State University, Atlanta, GA, on May 26th, 1987.

Stress Management for Teachers," workshop presented to Association of Georgia Music Teachers, sponsored by Georgia State University, Atlanta, GA, on August 7th, 1986.

"Thriving on Stress," Address delivered to executives in Huntsville, Alabama, The University of Alabama, on August 6th, 1986.

"Models of Stress and Coping." Address delivered to the Georgia Institute of Technology, Atlanta, GA, on March 10th, 1986.

“Stress Management." Address delivered to the University of Alabama at Huntsville, Huntsville, Alabama., February 28th, 1986.

"Managing Stressful Life Events." Address delivered to the University of Georgia Student Leadership Conference, Athens, GA, on February 7th, 1986.

"Models of Stress and Coping." Address delivered to the Georgia Institute of Technology, Atlanta, on November 27th, 1985.

"Models of Stress and Coping." Address delivered to the Georgia Institute of Technology, Atlanta, on November 8th, 1985.

"Striving for Professional Excellence." Keynote address to Georgia State University Executive MBA Program, Unicoi State Park, GA, August 30th, 1985.

Addresses to Corporations, Government Agencies, and Public Schools


“Coping with Organizational Change.” Address delivered to the National Weather Bureau, Kansas City, MO. November 20th, 2003.

“Fighting Work Burnout.” Address to the Georgia State University Faculty Staff Assistance Program. Atlanta, Georgia, on April 19th, 2001.


“The Assessment of Stress Coping and Wellness Features”. Address delivered to the U.S. Civil Service Office, Washington, DC, on June 23rd, 1999

“Organizational Factors Preventing Job Burnout”. Address delivered to the Department of the Army, Alexandria, VA, on April 8th, 1999.

“Preventive Maintenance for Managers”. Address delivered to the Mid West Personnel Management for Executives Program, Department of the Army, Overland Park, KS., on October 30th, 1999.


“Pursuing High-Level Wellness.” Address delivered to Center for Civilian Human Resource Management, Lancaster, PA, on February 5th, 1998.


“How to Survive Staying Alive.” Address to the Atlanta Junior League, Atlanta, GA, on October 14th, 1997.

“Psychological Factors in Mid-Level Management.” Address delivered to United Consulting Group, Ltd., Atlanta, GA, on October 9th, 1997.

“Pursuing High-Level Wellness.” Address delivered to Center for Civilian Human Resource Management, Lancaster, PA, on September 11th, 1997.


“Psychological Factors in Mid-Level Management.” Address delivered to United Consulting Group, Ltd., Atlanta, GA, on June 5th, 1997.


“Life Change and Illness.” Address delivered to Southern Forces, Department of the Army, Savannah, GA, on December 10th, 1996.

“Stress and Wellness.” Address delivered to United Consulting Group, Ltd., Norcross, Georgia, on November 14th, 1996.


“Wellness as a Management Tool.” Seminar presented to Civilian Personnel, Southeast Region, Department of Defense, Atlanta, GA, on April 2nd, 1996.

“Wellness as a Management Tool.” Seminar presented to Civilian Personnel, Northeast Region,
Department of Defense, Lancaster, PA, on February 2nd, 1996.


"Stressful Managerial Practices." Address delivered to Southern Regional Forces, Department of the Army. Savannah, GA, on December 7th, 1994.

"Managing the Stressed Employee." Address delivered to the Midwest Regional Commission of U.S. Civil Service, on December 5th, 1994.


"Stress, Coping, and Illness." Address delivered to FORSCOM. Jacksonville, FL, on September 20th, 1994.


"Organizational Reform for Optimal Human Performance." Address delivered to Southern Regional Forces, Department of the Army. New Orleans, LA, on August 16th, 1994.

"Transforming Stressful Lifestyles." Address delivered to FORSCOM. Tampa, FL, on August 9th, 1994.

"Effects of Stress on Health and Performance." Address delivered to FORSCOM. Orlando, FL, on July 22nd, 1994.


"Stress: Spice or Arsenic?" Address delivered to the Georgia Department of Mental Health. Macon, Georgia, on May 26th, 1994.


"Cognitive Components of Stress Coping Interventions." Presented a full-day workshop sponsored by the Atlanta Center for Cognitive Therapy. Atlanta, GA, on February 25th,


"Coping with Rifting Among Government Workers." Address delivered to FORSCOM. Tampa, Florida, on September, 21st, 1993.

"Mastering Stress in the Work Environment". Address delivered to U.S. Army Regional Training Center at Lancaster, PA, on August 27th, 1993.


"Reducing Employee Stress". Address to the Northeastern Regional Command of the U. S. Army, on February 8th, 1991.

"Stress in the Workplace". Address to the Personnel Management for Executives of FORSCOM, Savannah, GA, on December 7th, 1990.


"Major Stressor of Spinal Cord Injured Patients". Address to the staff of the Shepherd Spinal Clinic, Atlanta, GA, on November 1st, 1990.

"Living Healthily with Stress". Address to Lockwood Green Engineers, Inc., at Hilton Head, S.C., on October 26th, 1990.

"Managing the Stress of Dying Patients". Address to Kennestone Hospice personnel, Marietta, GA, on October 20th, 1990.

"Managing Stress". Address to U.S. Postal Service postmasters at Unicoi, GA, on October 16th, 1990.


"The Effects of Stress on Human Physiology". Address to RESA at West Georgia College, Carrollton, GA, on June 25th, 1990.


"Managing Executive Pressure." Address delivered to the Southeaster Region's Civilian
Personnel Office executives in Williamsburg, VA, on March 12th, 1990.
"Strategies for Cooling Down the Human Machine." Address delivered to the U. S. Civil Service Commission in Williamsburg, VA, on December 12th, 1989.
"Managing Stressful Accounts". Address delivered to the marketing staff at the INFORUM, Atlanta, GA, on October 9th, 1989.
"Excellence in Self-Care." Keynote address delivered to the Georgia Staff Development Council at St. Simeons, GA, on September 8th, 1989.
"The Development and Use of the CRISSY." Address delivered to an assembly of the staffs of the State of Georgia Youth Development Centers at Georgia Mental Health Institute,, on September 6th, 1989.
"Using the Coping Resources Inventory for Stress." Presentation to Catholic Social Services, Atlanta, GA, on September 5th, 1989.
"Diagnosing Stress Problems of Youth." Address delivered to Atlanta School Principles, Atlanta, GA, on August 11th, 1989.
"Managing the Impact of Job Stress and Multiple Priorities." Address delivered to the Board of Technical and Adult Education, State of Georgia, Atlanta, GA, on August 10th, 1989.
"Managing Stress on the Job." Address delivered to General Staff of Aberdeen Proving Grounds at Williamsburg, VA, on June 22, 1989.
"Managing the Stress of Employees." Address delivered to Southeastern Civil Service Managers, Savannah, GA, on June 20th, 1989.
"Stress in the Classroom." Address delivered to heads of English Departments in Fulton County Schools, on March 22nd, 1989.
"How to Outsmart Stress." Address delivered to the Atlanta Chamber of Commerce's program The Challenge to Change, Atlanta, GA, on October 6th, 1988.


"Exercise and Stress." Address given at the Lunch and Learn session sponsored by the Physical Fitness Laboratory, Georgia State University, Atlanta, GA, on May 3rd, 1988.


"Stress in the Classroom." Conducted a workshop for the teaching staff of Mt. Bethel Elementary School, Marietta, GA,


"Preventive Coping Strategies." Conducted a workshop for the faculty of the Crabapple Middle School, Roswell, GA, on October 12th, 1987.

"High-Risk Behaviors." Address delivered to the PME, FORSCOM, Atlanta, GA, on September 24th, 1987.


"Managing for Success." Address delivered to Personnel Management for Executives seminar conducted by the Department of the Army, Atlanta, GA, on June 4th, 1987.


“Stress and the Manager.” Address delivered to the Oldsmobile Corporation, Atlanta, GA, on March 31st, 1987.


"Stressor in Managing People." Address delivered to MERADCOM, Washington, DC, on
"Stress in Children." Address delivered to the Children's School, Atlanta, GA, on February 18th, 1987.
"Stress Management." Address delivered to Atlanta Women's Junior Chamber of Commerce in Atlanta, GA, on February 12th, 1987.
"Stress Management for Executives." Address delivered to Southern Command of the U. S. Army in Canal Zone, Republic of Panama, on October 23rd, 1986.
"Motivational Skills for Correctional Managers." Conducted a workshop for the U. S. Law Enforcement Center in Brunswick, GA, on October 19th, 1986.
"Stress and the Adult Mental Health Professional." Address delivered to the "Psychiatric Rounds" of Parkwood Hospital in Atlanta, GA, on September 4th, 1986.
"Managing Managers." Address delivered to FORSCOM in Atlanta, GA, Atlanta, GA, on June 23rd, 1986.
"Stress Management." Address delivered to the Young Careers. Program for volunteers of Atlanta High Museum, Atlanta, GA, on April 10th, 1986.
"Exercise and Stress." Address delivered to the Physical Education's Lunch and Learn. Georgia Stat, University, Atlanta, GA, April 3rd, 1986.
"Managing Stress in the Classroom." Address delivered to the Haynes Bridge Middle School, Alpharetta, GA, on March 18th, 1986.
"Altered States as a Therapeutic Technique." Address delivered to the Odyssey, College Park, GA, on March 6th, 1986.
"Stress in the Classroom." Address delivered to the Paidia School. Atlanta, GA, on February 10th, 1986.

"Coping with Stress in the Classroom." Address delivered to the Georgia Independent Schools Association, College Park, Woodward Academy, on November 4th, 1985.

"Stress Coping." Address delivered to the National Conference of Employees of Arthur Anderson Accounting Firm, Atlanta, GA, on November 17th, 1985.

"Stress on the Job." Address delivered to the Georgia Builders and Contractors Association, Dunwoody, GA, on November 12th, 1985.

"Stress in the Classroom." Address delivered to the Fulton Co. School System Teachers' Conference at Camp Creek Middle School, College Park, GA, on October 10th, 1985.

"Relaxation Procedures for Helpers." Address delivered to the Clayton General Hospital Chaplain's Association, Camp Calvin, GA, on September 29th, 1985.


"Stress and Illness." Address delivered to the Cox Cable T.V., Dunwoody, GA, on August 1st, 1985.

"Stress Management in the Classroom." Address delivered to the Paul West Middle School, Fulton Co. Schools, College Park, GA, on July 23rd, 1985.

"Managing Stress." Address delivered to the First Atlanta Bank, Atlanta, GA, on July 16th, 1985.


"Altered Stress Levels in Aging." Address delivered to the Pre-Retirement Program, Georgia State University, GA, on May 22nd, 1985.

"Stress Management." Address delivered to the Physical Education Health Fair, Georgia State University, Atlanta, GA, on May 15th, 1985.

"Stress Management." Address delivered to the First Atlanta Corporation, Atlanta, GA, on April 25th, 1985.


"Taking Care of Caretakers." Address delivered to the Mt. Bethel Elementary School staff, Fulton County School System, on February 28th, 1985.

"Stress Management." Address delivered to the Belvoir Research and Demonstration Center, Department of the Army, Ft. Belvoir, VA, on February 20th, 1985.

"Excellence." Address delivered to the DeKalb County School Counselors, on February 15th, 1985.

TEACHING ASSIGNMENTS
Courses Created:
CPS 7360  Psychological Change Strategies I
CPS 8360  Psychological Change Strategies II
CPS 8500  Stress Management
CPS 9640  Counseling Psychology Seminar
CPS 9970  Seminar in Health Psychology
CPS 9240  Seminar in Consciousness

Courses Often Taught:
CPS 9260  Advanced Counseling Theory
CPS 8500  Stress Management
CPS 8360  Psychological Change Strategies II
CPS 9640  Counseling Psychology Seminar
VITA

Joel Meyers, Professor
Department of Counseling and Psychological Services
Georgia State University

Family
Wife: Barbara
Children: Adena, Raina

Professional Preparation
1966 BA Western Reserve University, Cleveland, Ohio (Psychology)
1966-67 New York University (School Psychology). Enrolled as graduate student in certification program in school psychology.
1971 PhD University of Texas, Austin, Texas (Educational Psychology)

Professional Experience
1996- present Professor, Department of Counseling and Psychological Services, Georgia State University (member of doctoral faculties in school psychology, and counseling psychology)
2003- present Director, Programs in School Psychology, Department of Counseling and Psychological Services, Georgia State University
2003- present Director, Center for Research on School Safety, School Climate and Classroom Management, College of Education, Georgia State University.
1997- present Director, Project DOVE (Drop Out and Violence Elimination), College of Education, Georgia State University
2002 (May - December) Interim Director, Programs in School Psychology Department of Counseling and Psychological Services, Georgia State University
2000-2002 Co-Director (with Paul Alberto), Office of School Safety, School Climate and Classroom Management, College of Education, Georgia State University.
2002- 2003 Interim Director, Center for Research on School Safety, School Climate and Classroom Management, College of Education, Georgia State University.
1984–1996  Professor, Department of Educational Psychology and
Statistics, University at Albany, State University
of New York. Director, Programs in School Psychology

1982–1984  Adjunct Professor, University of Puerto Rico, Rio
Piedras, Puerto Rico

1979–1984  Professor, Temple University, Philadelphia,
Pennsylvania, School Psychology

1979–1980  Director, National School Psychology In-Service
Training Network and Visiting Professor, Department
of Psychoeducational Studies. Both at the University
of Minnesota, Minneapolis, Minnesota while on Study
Leave from Temple University

1974–1979  Associate Professor, Temple University, Philadelphia,
Pennsylvania, School Psychology

1971–1974  Assistant Professor, Temple University, Philadelphia,
Pennsylvania, School Psychology

1970–1971  Instructor, Temple University, Philadelphia,
Pennsylvania, School Psychology

1969–1970  Teaching Assistant, University of Texas, Austin, Texas

1968  School Psychometrist, Austin Independent School
District, Austin, Texas

Professional Memberships
American Psychological Association (Divisions of School
Psychology, Community Psychology, and Educational
Psychology)
National Association of School Psychologists
American Educational Research Association (Special
Interest Groups on Special Education Research,
School Restructuring and Conflict Resolution)
Phi Kappa Phi (University of Texas, Austin)
Society for the Study of School Psychology

Awards and Professional Recognition
Fellow Division of School Psychology (16), American
Psychological Association
Fellow Division of Educational Psychology (15),
American Psychological Association
Fellow Division of Community Psychology (27) (Society
for Community Research & Action), American
Psychological Association
Dorothy Hughes Memorial Award for Contribution to
Educational and School Psychology
Distinguished Alumnus Award, University of Texas,
School Psychology Program
The President's Award for Excellence in Research,
University at Albany, State University of New York
Jack Bardon Distinguished Service Award, Division of
School Psychology, American Psychological Association (1996)
Student Mentoring Award, Student Association of the
Department of Counseling and Psychological Services
at Georgia State University (1999; 2000)

**Doctoral Dissertations Completed**

<table>
<thead>
<tr>
<th>Temple University</th>
<th>University at Albany</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 as Chair</td>
<td>11 as Chair</td>
</tr>
<tr>
<td>26 as Member</td>
<td>9 as Member</td>
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</tbody>
</table>

Georgia State University
13 as member
3 as Chair

In progress: chair of 2 current dissertation committees and member of 4 dissertation committees at GSU

**SCHOLARSHIP**

**Books**


**Edited Special Issues of Journals**


**Chapters in Books; Monographs**


**Articles in Refereed Journals and in Edited Books**


Cavallaro, D. M., & Meyers, J. (1986). Effects of study habits on cognitive restructuring and study skills training in the


methodology for describing integration practices. Exceptionality, 7, 263-266.


**Selected Articles in Nonrefereed Journals, Newsletters, etc.**


Funded Research


Meyers, J., Meyers, B., Edwards, D., & Jarrett, O. Project DOVE: Drop out and Violence Elimination. Funded as a Team Grant by Georgia State University ($14,000 plus in kind contributions of $16,000 from College of Education/1999-2000; total = $30,000).


Meyers, J., Edwards, D., Jarrett, O., & Meyers, B. Successful attempts to obtain donations for Project DOVE. North Georgia Community Foundation ($5,000), Gainesville City School District ($8,100), and donations from alumni ($2980). (Total = $16,080). (1999-2000).

Meyers, J., Edwards, D., Jarrett, O., & Meyers, B. Successful attempts to obtain donations for Project DOVE. Gainesville City School District ($12,000), and donations from alumni ($1000). (Total = $13,000 in 2001).


Meyers, J., Edwards, D., Meyers, B., & Jarrett, O. Project DOVE: Drop out and Violence Elimination. Donations from alumni ($2,000) and from the Gainesville City Schools ($8,000). Total = $10,000 in 2002.


Grant Proposals Submitted but Not Funded


Meyers, J., Edwards, D., Jarrett, O., & Meyers, B. Project DOVE Violence Prevention Initiative: Sustaining a K-12 Multi-component Longitudinal Intervention. Proposal submitted to the Spencer Foundation ($35,000). This proposal was not funded.

Submitted to the Smith Richardson Foundation ($344,784.00 for three years): Proposal was not funded.


Meyers, J. & Edwards, D. (with B. Meyers and O. Jarrett). Project DOVE: Dropout and Violence Elimination. Submitted to the William T. Grant Foundation, December, 2000 ($235,000 for two years). Questions asked with a detail response provided in summer 2001. Not Funded (received feedback that the revised proposal was not accepted in fall 2001. We were encouraged to resubmit a revised proposal.


Proosals in Progress

Pittman, K., Meyers, J. Sustained Implementation of Preventive Interventions Designed to Promote Healthy Social and Emotional Development. This grant was submitted to and approved by the Gwinnett County Schools’ Research Review Board and we are now working on a 4-year grant proposal that would be submitted to the National Institute for Nursing Research in the Spring of 2003.

Government and Technical Reports


Meyers, J. (1970). Anxiety and task complexity as they affect performance on multiple category conjunctive concept learning. Final report of research for which the author was Project Director. Research was supported by a grant awarded to C.V. Bunderson and J.L. Dunham, Advanced Research Projects Agency, Dept of Defense (ONR).

Meyers, J. (1971). Effects of anxiety on aptitude by treatment interactions in concept learning. Final report of research for which the author was Project Director. Research was supported by a grant awarded to C.V. Bunderson and J.L. Dunham, Advanced Research Projects Agency, Department of Defense (ONR).


Selected Paper Presentations at Professional Meetings


Meyers, J. (August, 1984). The future of psychology in the schools. Paper presented as part of a symposium at the Annual Meetings of


contributions to the practice of psychology in schools. Paper presented at the annual meetings of the American Psychological Association, Boston.


Selected Audio–Visual Productions


Mental Health Consultation. A video-tape presenting the issues of mental health consultation (about 3 hours). Produced by Joel Meyers with support from the Nebraska Department of Education, the Montgomery County Intermediate Unit, Pennsylvania, and the Nebraska School Psychologists Association.

Editorial Responsibilities


Editorial Board, Journal of Educational and Psychological Consultation, 2 – present.


Selected Professional Services

1971–1979 Member of the Corresponding Committee on Consultation. Division 16 (School Psychology) American Psychological Association. (Chair, 1976 – 1979)
1979–1982 Elected Monitor for Collaboration and Member of Executive Committee, Division 16 (School Psychology Division), American Psychological Association.


1979–1980 Co–coordinator (with Judie Alpert, New York University) of the National Conference on Training in Consultation. This conference occurred in August, 1980 in Montreal and brought together about 100 nationally recognized leaders in the field of consultation. Sponsored by Division 16 of the American Psychological Association with support from Division 12, 14, 17, 27, 35, and 38.


1980–1984 Co-Chairperson (with Dr. Trevor Sewell, Temple University) Delaware Valley Conferences on the Future of Psychology in the Schools. (Presented annually for school psychologists in Delaware, New Jersey and Pennsylvania.)

1983–1986 Elected as President of Division 16 (School Psychology Division) of the American Psychological Association.

1990–1993 Elected as Member of Executive Committee, Council of Directors of School Psychology Programs.

1991–1993 Elected as Chair, Council of Directors of School Psychology Programs.

2000–present Member of the Qualitative Research Subcommittee of the Empirically Supported Interventions Task Force of the Division of School Psychology, American Psychological Association

Workshops and Presentations

1979 Consultation with teachers. An invited address to the Georgia Association of School Psychologists,
Savannah, Georgia.

1979
A model for conceptualizing how school psychologists can use mental health consultation in their work with emphasis on technique for dealing with resistance. Invited address at the First Northeast Regional Institute on Consultation, sponsored by the National Association of School Psychologists, at the Concord Hotel, Kiamesha lake, New York.

1980
Workshop on Non-Discriminatory Assessment (with Trevor Sewell and John Manni). Presented as a pre-convention workshop prior to the Annual Meetings of the School Psychology Division of the Pennsylvania Psychological Association, University Park, Pennsylvania.

1981

1981

1981

1982

1984

1984
Member, Assessment Review Task Force, Chicago Public Schools.

1985

1985
Invited workshop presentation. Mental health consultation in schools. Department of Psychology and Counseling, Pittsburgh State University, Pittsburgh, Kansas.

1986
The future of training and practice of psychology in the schools. Invited keynote address to the Annual Conference on School Psychology conducted by Alfred University.


1986  Invited workshop presentation. The process of learning: Theory, Assessment and Intervention. Department of Psychology and Counseling, Pittsburgh State University, Pittsburgh, Kansas.

1991  Invited Presentation. The process of teacher consultation as an approach to mainstreaming mildly handicapped pupils. School Psychology Program, Professional School of Psychology, Yeshiva University.


1996  Keynote Address. Consultation, presentation, & problem solving strategies as key components of

1996
Invited Address. Should school psychology exist? Presented at the Alfred University Colloquium the future of School Psychology. Alfred University, Alfred, NY, September.

1996

1997
Colloquium Presentation. Effective approaches to shared decision making and school reform: Emergent results from a 5-year longitudinal research project. School Psychology Program. Alfred University.

1998

1998

1998
Emergent conclusions about educational reform strategies that influence the effective implementation of innovative instructional practices. Keynote Address presented at the Annual Meetings of the Pennsylvania School Psychologists Conference, Penn State University.

1998

2000 - 2002
Meyers, J., & Faherty, E. Organizational Change and School Reform. Presented week-long workshop as an Adjunct Faculty for Summer School Institute at Alfred University, Department of School Psychology in Summer 2000, Summer 2001 and Summer 2002.

2002
<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>Consultant to the Hopkins School District in Minnesota. Evaluated psychological services provided by the district and made recommendation for change.</td>
</tr>
<tr>
<td>1983</td>
<td>Consultant to Maryland State Department regarding the use of consultation skills in efforts to reduce discipline problems.</td>
</tr>
<tr>
<td>1988</td>
<td>Provided several workshops on the consulting teacher model. New York State Education Department.</td>
</tr>
<tr>
<td>Year(s)</td>
<td>Details</td>
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<tr>
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<tr>
<td>1994–1996</td>
<td>Project Strive – Executive Board Member</td>
</tr>
</tbody>
</table>
VITA
FRANCES Y. MULLIS, Ph.D.
Department of Counseling & Psychological Services
Georgia State University
University Plaza
Atlanta, Georgia 30303

EDUCATION

1984  Ph.D.  Counseling  Georgia State University, Atlanta, Georgia
1976  Ed.S.  Elem./Middle School Counseling  Georgia State University, Atlanta, Georgia
1974  M.Ed.  Elem./Middle School Counseling  Georgia State University, Atlanta, Georgia
1966  BSBA  Marketing; Advertising/Pub. Rel.  University of Arkansas, Fayetteville, Arkansas

PROFESSIONAL EXPERIENCE

1999 – Present  Associate Professor, Department of Counseling and Psychological Services, Georgia State University

1992 - 1999  Assistant Professor, Department of Counseling and Psychological Services, Georgia State University

1989 - 1992  Temporary Assistant Professor, Department of Counseling and Psychological Services, Georgia State University
Director, Elementary Counseling Institute

1980 - 1989  Consultant for Management Development and Training, Atlanta, Georgia

Developed and taught staff development seminars in classroom management, and consultation and communication skills for the Georgia Department of Education, Fulton County Schools, Lumpkin County Schools, and the Howard School. Presented psychoeducational programs at PTA, parent education, teacher education, and counselor groups in Gwinnett County.

Conducted outplacement counseling programs for corporate clients of Drake, Beam, Morin and EnterChange, Inc., such as the Coca Cola Company, MARTA, and AT&T. Psychoeducational programs included career assessment and interviewing skills.

Developed psychoeducational courses for the U.S. Office of Personnel Management. Taught workshops on time management, assertiveness and communication skills, stress management, and management skills with clients such as NASA, Research Triangle Park, and the Corps of Engineers.

1984 - 1987  Part-time Instructor, Department of Counseling and Psychological Services, Georgia State University, Atlanta, GA

1974 - 1979  Elementary School Counselor, Gwinnett County Schools, Lawrenceville, GA

1969 - 1972  Teacher, Orange County Schools, Orlando, FL

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Counseling Association
American School Counselors Association
Association for Counselor Education and Supervision
Georgia School Counselors Association
Georgia Association for Counselor Education and Supervision
North American Society of Adlerian Psychology
Atlanta Adlerian Society

OFFICES, EDITORIAL BOARD MEMBERSHIPS, AND COMMITTEE ASSIGNMENTS IN PROFESSIONAL ORGANIZATIONS

1999 - 2002  Editorial Board, Professional School Counseling
1999 – 2001  Editor, GSCA Journal
1991 - 2001  Editorial Board, GSCA Journal
1997 - 1999  Column Editor, GSCA Journal
1996 - 1998  Member, Professional Development Committee, American School Counselors Association
1991 - Present  Adjunct Faculty, Adler School of Professional Psychology, Chicago, Illinois.
1990 - Present  Secretary, Atlanta Adlerian Society
1985 - 1988  Executive Secretary, Georgia School Counselors Association
1983 - 1985  President, Atlanta Adlerian Society
1984  Conference Co-Chair, North American Society of Adlerian Psychology Annual Conference, Atlanta
1981 - 1983  Vice-President, Atlanta Adlerian Society
1981 - 1983  Conference Co-Chair, North American Society of Adlerian Psychology Region III Conference, Atlanta
1981  Co-Founder, Atlanta Adlerian Society
1981 - 1982  Chair, Interprofessional Relations Committee, Georgia School Counselors Association
1979 - 1980  Chair, Public Relations Committee, Georgia School Counselors Association
1978 - 1979  2nd Vice-President, (State Newsletter Editor) Georgia School Counselors Association
1977 - 1978  Chair, District 9, Georgia School Counselors Association
1977  Chair, GEAC Reception, Georgia School Counselors Association Conference
1977  Coordinator, North American Society of Adlerian Psychology Region III Conference, Atlanta
UNIVERSITY RESPONSIBILITIES AND ACTIVITIES AT GEORGIA STATE UNIVERSITY

GEORGIA STATE UNIVERSITY

1998 - 2003  Member, Department Representative, University Senate
            Budget Committee; Admissions and Standards Committee

COLLEGE OF EDUCATION

2001 - Present  Standards and Accreditation Committee (PEF)
2001 - Present  Steering Committee, New Teacher Induction
1998 - Present  Committee Council for Accreditation of Teacher Education
                (NCATE)
1995 - 1998  Member, College of Education Curriculum Committee of the Professional Education Council
1996  Secretary, College of Education Curriculum Committee of the Professional Education Council
1993 - 2003  Member, College of Education Graduate Exceptions and Appeals Committee
1994 - 1996  Committee Member, National Council for Accreditation of Teacher Education
                (NCATE) Self Study for School Counseling

DEPARTMENT OF COUNSELING AND PSYCHOLOGICAL SERVICES

2003 – Present  Chair, NCATE/PSC Self Study
2003- Present  Chair, APACE Self Study
2003 - 2004  Chair, Faculty Search Committee (School Counseling)
2002 - 2003  Chair, Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Self Study
2000 – Present  Coordinator, School Counseling Program/BOR Program Review
1997 - 2002  Member, Faculty Search Committees
1997  Chair, CPS Counseling Theories Preliminary Exam Committee
1996  Member, CPS Counseling Theories Preliminary Exam Committee
1996 - Present  Member, School Counseling Semester Conversion Committee
1994 - 2003  Co-Advisor, Chi Sigma Iota, Counseling Honor Society
1992 - Present  Member, Counseling Program Committee
1994 - 1996  Committee Member, Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Self Study

1994 - 1996  Member, Faculty Search Committee

1989 - 1996  Member, CPS School Psychology Theories Preliminary Exam Committee

1989 - 1992  Program Coordinator, Elementary Counseling Institute

PRESENTATIONS AT PROFESSIONAL MEETINGS

2004  “Building Safe Schools by Building a Sense of Belonging” American School Counselor Association Annual Conference, Reno, Nevada

2004  “An Adlerian Perspective on Working with Children” North American Society of Adlerian Psychology, Myrtle Beach, South Carolina

2003  “Creating a Sense of Belonging to Build Safe Schools” Georgia School Counselors Association Annual Conference, Atlanta, GA

2003  “Creating a Sense of Belonging to Build Safe Schools” North American Society of Adlerian Psychology, Vancouver, BC, Canada

2002  “Consulting with Parents: Using Family systems Concepts with Diverse Populations” Georgia School Counselors Association Fall Conference, Savannah, GA


2002  “Supporting the New Teacher: The Role of the School Leader” Georgia Association of Teacher Educators Annual Conference, Macon, Georgia


2001  “Writing for Publication in the GSCA Journal” Georgia School Counselors Association Annual Conference, Athens, Georgia.

2000  “Writing for Publication in the GSCA Journal” Georgia School Counselors Association Annual Conference, Columbus, Georgia.

2000  “What I Didn’t Learn in Graduate School” Georgia School Counselors Association Annual Conference, Columbus, Georgia.

1999  “Roadmap for Effective School Counseling: Using Adlerian Theory in School Counseling” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.

1999  “Child Sexual Abuse: Prevalence, Treatment, and Prevention” Georgia School Counselors Association
1999 “Crisis Intervention and Strategies: A Forum for Counselors to Discuss and Share Useful Intervention Strategies” (Panel) Georgia School Counselors Association Annual Conference, Atlanta, Georgia.

1999 “Writing for Publication in the GSCA Journal” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.


1999 “Attitudes and Beliefs about Parenting After Infertility: Counseling Implications” (poster session) American Counseling Association World Conference, San Diego, California.


1998 “Implications of Personality, Programmed Writings, and Marital Adjustment” International Academy of Family Psychology, Athens, Georgia.

1997 “Family Counseling Techniques for the School Counselor” Georgia School Counselors Association Annual Conference, Jekyll Island, Georgia.


1997 “Accountability is More than Good Intentions” American Counseling Association World Conference, Orlando, Florida.


1996 “Accountability is More than Good Intentions” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.

1996 “Writing for Publication in the GSCA Journal” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.


1995 “Consultation with Parents and Teachers: Useful Adlerian Techniques” Georgia School Counselors

1994 "Parent Consultation for Beginners" Georgia School Counselors Association State Conference, Atlanta, Georgia.

1993 "At-Risk Students: A Program that Works" Georgia School Counselors Association State Conference, Savannah, Georgia.


1992 "Family Counseling Techniques for the School Counselor" Georgia School Counselors Association State Conference, Atlanta, Georgia.

1991 "Meeting School Counselor Certification Requirements" Southern Association for Counselor Education and Supervision Regional Conference, Atlanta, Georgia.

1985 "Graduate Students’ Research Forum" North American Society of Adlerian Psychology Annual Conference, Atlanta, Georgia.


1983 “Encouragement” Georgia School Counselors Association Annual Conference Atlanta, Georgia.

1983 “What’s That Kid Up To?” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.

1981 “But Can I Really Be Sure They’re Thinking About ...” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.

1981 “A Smorgasbord of Ideas for Elementary School Counselors” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.

1980 “Public Schools Focus on the Family Through Parent Education” American Association for Counseling and Development, Atlanta, Georgia.


1977 “Classroom Guidance: Five Stepping Stones to JOY” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.

1977  “Funtastic” American Association for Counseling and Development, Dallas, Texas.


1976  “Outreach Potpourri K-12” Georgia School Counselors Association Annual Conference, Savannah, Georgia.


1976  “Happiness is Joy That Bubbles Out all Over” (ASCA/Elementary Section), American Association for Counseling and Development, Chicago, Illinois.

1975  “An Approach to Elementary School Guidance” Georgia School Counselors Association Annual Conference, Atlanta, Georgia.

PUBLICATIONS


**OTHER ACTIVITIES**

- **2004** Reviewer, Prentice-Hall Publishing Company
- **1991 - 2003** Mentor, Dekalb County, Georgia.
- **1997 - 1999** Member, Guidance Advisory Committee, Sweet Apple Elementary School, Roswell, Georgia
- **1994 - 1999** Member, Cobb County School Counselor’s Association Counselor-of-the-Year Selection Committee, Marietta, Georgia
- **1996 - 1997** Secretary, Performing Arts Magnet Parents Association, Avondale Elementary School, Dekalb County, Georgia
- **1996** Reviewer, Brooks/Cole Publishing Company
- **1996** Reviewer, Prentice-Hall Publishing Company
- **1995 - 1996** Secretary, Avondale Elementary School PTA, Dekalb County, Georgia
- **1991, 1993** Reviewer, Longman Publishing Group
- **1992** Coordinator, Summer Institute for School Counselors, Georgia State Department of Education, Atlanta, Georgia
- **1991** Coordinator, Summer Institute for School Counselors, Georgia State Department of Education, Atlanta, Georgia
- **1990 - 1991** Reader, Avondale Elementary School, Dekalb County, Georgia

**CONSULTATION ACTIVITIES**

- **2001** “Improving Personal Effectiveness”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia
- **2001** “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia
- **2001** “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia
- **1999** “Improving Personal Effectiveness”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia
- **1999** “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia
- **1999** “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia
- **1998** “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia
- **1998** “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia
Georgia

1998  “Improving Personal Effectiveness”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia

1998  “Improving Personal Effectiveness”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia

1997  “Effective Parent-Teacher Conferences”, presented to Cousins Middle School, Conyers, Georgia

1997  “Improving Personal Effectiveness”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia

1997  “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia

1997  “Improving Personal Effectiveness”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia

1997  “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia

1997  “Interpersonal Communication”, presented to Lockheed-Martin Aeronautical Systems, Marietta, Georgia


1995  “Gwinnett County Elementary Counselor’s Student Outcome Accountability Project”, presented to Gwinnett County Elementary Counselors, Lawrenceville, Georgia


1995 “Understanding Children’s Behavior”, Elementary School Counselors, Clarkesville, Georgia.


1995 "Assertiveness Skills," presented to Department of Energy, Oak Ridge, Tennessee

1994 "Interpersonal Communication", presented to Lockheed Aeronautical Systems, Marietta, Georgia.

1994 "Interpersonal Communication", presented to Lockheed Aeronautical Systems, Marietta, Georgia.

1994 "Interpersonal Communication", presented to Lockheed Aeronautical Systems, Marietta, Georgia.

1994 "Improving Personal Effectiveness", presented to Lockheed Aeronautical Systems, Marietta, Georgia.

1994 "Improving Personal Effectiveness", presented to Lockheed Aeronautical Systems, Marietta, Georgia.

1994 "Improving Communication with Public", presented to OPM, Miami, Florida.

1994 "Managing Career Change," presented to AT&T, Atlanta, Georgia.


1993 "Improving Communication with Public", presented to Corps of Engineers, Vicksburg, Mississippi.

1993 "Managing Career Change," presented to Kraft Foods, Atlanta, Georgia.

1993 "Managing Career Change," presented to Kraft Foods, Atlanta, Georgia.
1993 "Managing Career Change," presented to Kraft Foods, Atlanta, Georgia.
1993 "Stress Reduction", presented to Corps of Engineers, Vicksburg, Mississippi.
1993 "Assertiveness Skills", presented to Corps of Engineers, Vicksburg, Mississippi.
1992 "Parent Conferences," presented to Oliver Elementary  (Staff Development), Jonesboro, Georgia.
1992 "Summer Institute (Group Counseling)," presented to Georgia Elementary/Middle School Counselors (5 days), Amicalola State Park, Georgia.
1992 "Strategies for Working With At Risk Students," presented to Fulton County School Counselors, Atlanta, Georgia.
1991 "Early Identification of At Risk Students," presented to Fulton County School Counselors, Atlanta, Georgia.
1991 "Managing Career Change," presented to Hardee's, Atlanta, Georgia.
1991 “Middle Management Institute,” presented to OPM, Norfolk, Virginia.
1991 "Summer Institute (Group Counseling)," presented to Georgia Elementary/Middle School Counselors (5 days), Norcross, Georgia.
1990 "Improving Communication With Public," presented to OPM, Atlanta, Georgia.
1990 "Stress Reduction," presented to OPM, Atlanta, Georgia.
1990 "Improving Communication With Public," presented to Naval Air Station, Orange Park, Florida
1990 "Middle Management Institute," presented to OPM, Norfolk, Virginia.
1990 "Managing Career Change", presented to Nissan, Atlanta, Georgia.
1989 "Middle Management Institute," presented to OPM, Norfolk, Virginia.
1989 "Stress Reduction," presented to OPM, Atlanta, Georgia.
1989 "Managing Career Change", presented to Telecom*USA, Atlanta, Georgia.
1989 "Managing Career Change", presented to 1st Atlanta Bank, Atlanta, Georgia.
1989 "Managing Career Change", presented to AT&T, Atlanta, Georgia.
1989 "Managing Career Change", presented to BEI, Atlanta, Georgia.
1989 "Managing Career Change", presented to AT&T, Atlanta, Georgia.
1989 "Managing Career Change", presented to AT&T, Atlanta, Georgia.
1989 "Managing Career Change", presented to AT&T, Atlanta, Georgia.
1989 "Managing Career Change", presented to MARTA, Atlanta, Georgia.
1988 "Managing Career Change", presented to AT&T, Atlanta, Georgia.
1988 "Managing Career Change", presented to AT&T, Atlanta, Georgia.
1988 "Managing Career Change", presented to Coca-Cola USA, Atlanta, Georgia.
1988 "Managing Career Change", presented to Coca-Cola USA, Atlanta, Georgia.
1988  "Managing Career Change", presented to Coca-Cola USA, Atlanta, Georgia.
1988  "Managing Career Change", presented to Coca-Cola USA, Atlanta, Georgia.
1988  "Managing Career Change", presented to Coca-Cola USA, Atlanta, Georgia.
1988  "Assertiveness Skills," presented to OPM, Macon, Georgia.
1987  "Improving Communication with Public," presented to Redstone Arsenal, Huntsville, Alabama.
1987  “Middle Management Institute (Stress Management)," presented to OPM, Atlanta, Georgia.
1987  "Improved Service to the Public," presented to Homestead AFB, Homestead, Florida.
1987  "One Minute Manager," presented to Eglin AFB, Fort Walton Beach, Florida.
1987  "Putting the One Minute Manager to Work," presented to Eglin AFB, Fort Walton Beach, Florida.
1986  "Improved Service to the Public," presented to OPM., Tampa, Florida.
1986  "One Minute Manager," presented to NASA, Huntsville, Alabama.
1986  "Putting the One Minute Manager to Work," presented to NASA, Huntsville, Alabama.
1986  "Improving Communication With Public," presented to NASA, Huntsville, Alabama.
1986  "One Minute Manager," presented to Eglin AFB, Ft. Walton Beach, Florida.
1986  "Assertiveness Skills," presented to OPM, Atlanta, Georgia.
1986  "One Minute Manager," Robins AFB, Georgia.
1986  "One Minute Manager," presented to NASA, Huntsville, Alabama.
1986  "Problem Solving/Decision Making," presented to EEO, Atlanta, Georgia.
1986  "Assertiveness Skills," presented to EPA, Atlanta, Georgia.


1984  "Effective Communication," presented to OPM, Louisville, Kentucky.


1984  "Effective Communication," presented to OPM, Charleston, South Carolina.

1984  "Managing Stress," presented to OPM, Charleston, South Carolina.
1984  "Effective Communication," presented to OPM, Atlanta, Georgia.
1984  "Managing Stress," presented to OPM, Atlanta, Georgia.
1984  "Effective Communication," Moody AFB, Georgia.
1984  "Conflict Managing," presented to OPM, Atlanta, Georgia.
1984  "Supervisory Briefing," presented to OPM, Atlanta, Georgia.
1984  "Effective Communication," presented to Corps of Engineers, Vicksburg, Mississippi.
1984  "Effective Communication," presented to Naval Air Station, Jacksonville, Florida.
1984  "Managing Stress," presented to Naval Air Station, Jacksonville, Florida.
1984  "Effective Communication," presented to OPM, Atlanta, Georgia.
1984  "Managing Stress," presented to OPM, Atlanta, Georgia.
1983  "Understanding Ourselves and Our Students," presented to Faculty, Lumpkin County Schools, Dahlonega, Georgia.
1983  "Developing Conferencing Skills," presented to Fulton County Schools, Atlanta, Georgia.
1982  "Understanding Adlerian Theory," presented to Parent Study Group, Atlanta, Georgia.
1982  "Conferencing and Basic Counseling Skills for Teachers," presented to Fulton County Schools, Atlanta, Georgia - 40 hour Staff Development Course
1982  "Adlerian Life Style Development," presented to St. Bartholomew's Episcopal Church Parent Study Group, Atlanta, Georgia.
1982 "Adlerian Classroom Management Techniques," presented to The Howard School, Atlanta, Georgia
1982 "Using Adlerian Techniques K-12," presented to Gwinnett County Counselors and Teachers, Lawrenceville, Georgia.
1982 "Study Skills," presented to Georgia State University Season for Self, Atlanta, Georgia.
1982 "Family Constellation and Goals of Misbehavior," presented to Knight Elementary School Teachers, Lilburn, Georgia.
1981 "Life Style Analysis," presented to Centerville Elementary School Teachers, Snellville, Georgia.
1981 "Bowen's Theory of Family Therapy," presented to Fulton County School Counselors, Atlanta, Georgia.
1980 "Goals of Misbehavior," presented to Beaver Ridge Elementary School, Norcross, Georgia.
1980 "Basic Adlerian Concepts," presented to Gwinnett County School Counselors, Lawrenceville, Georgia.
1980 "Understanding the Middle School Child," presented to Gwinnett County Schools (Staff Development), Lawrenceville, Georgia.
1979 "Communication Skills," presented to Houston County Schools Staff Development, Perry, Georgia.
1979 "Parent-Teacher Conferences," presented to Mountain Park Elementary School, Lilburn, Georgia.
1978 "Conflict Resolution," presented to Parkview High School, Lilburn, Georgia.

AWARDS AND HONORS

2003 JoAnna White Founder’s Award, Chi Sigma Iota
1996 Community Volunteer Award, Avondale Elementary School, Dekalb County, Georgia
1991 Chi Sigma Iota
1983 Outstanding Student Award presented by the Faculty of the Department of Counseling and Psychological Services, Georgia Sate University
1979 Elementary School Counselor-of-the-Year, Honorable Mention, American School Counselor Association
1977 Elementary School Counselor-of-the-Year, Gwinnett County, Georgia
1974 Kappa Delta Pi
1966 Beta Gamma Sigma

CREDENTIALS

Licensed Professional Counselor, Georgia (#1492)
National Certified Counselor (#450)
National Certified School Counselor (#450)
School Counseling Certificate, Georgia
KAREN NEWELL RIPLEY

1727 Tilling Way  
Stone Mountain, Georgia  30087  
770-493-4550; 770-493-9354 (FAX)  
bkrip@aol.com

Georgia State University  
University Plaza  
Atlanta, Georgia  30303  
404-651-2550;  
404-651-1160 (FAX)  
kripley@gsu.edu

EDUCATION:

1997  
Georgia State University, Atlanta, GA, Ph.D. in Counseling.  
Cognate in Families and Disability.  
Dissertation: The Effects of Interpersonal Management Skills  
Training on the Families of Persons with Mental Illness.

1988  
Georgia State University, Atlanta, GA, MS in Community Counseling.  
1986, 40 hours post-baccalaureate work in psychology.

1983  
DeKalb College, Atlanta, GA, Technical Degree, Commercial Art  
and Advertising, GOAL Student Nominee.

1970  
Georgia State University, Atlanta, GA, BA Degree.  
English major; Education minor, Cum Laude.

PROFESSIONAL EXPERIENCE:

1998-Present  
Assistant Clinical Professor, Georgia State University,  
Atlanta, GA.  
Department of Counseling and Psychological Services,  
Courses: Introduction to Counseling  
Practicum/internship Supervision.

1996-1998  
Adjunct Instructor, Mercer University, Atlanta, GA.  
Department of Health and Human Services,  
Courses taught: Marriage and Family Experience, Adult Development  
and Aging, Helping Skills, Introduction to Gerontology, Social  
Psychology.  
Department of Secondary Education Graduate School,  
Course taught: Adolescent Development

1996-Present  
Counseling Consultant,  
Brookwood Psychotherapy Associates, Lilburn, GA.  
Private practice counseling and consultation with individuals, couples,  
families, and groups.
PROFESSIONAL EXPERIENCE continued:

1995-1996  Counseling Consultant,  
The Southern Clinic, Inc., Lawrenceville, GA.  
Private practice counseling and consultation with individuals, couples,  
families, and groups.

1995-1996  Counselor, Doctoral Intern, Counseling Supervisor,  
Gwinnett County Detention Center, Lawrenceville, GA.  
Counseled with individuals and groups; Supervised masters level  
practicum/internship students.

1992-1993  Counselor, Ph.D. Practicum,  
Georgia State University Counseling Center, Atlanta, GA.  
Counseled with individuals.

1990-1995  Part-time Instructor, Georgia State University, Atlanta, GA.  
Department of Counseling and Psychological Services  
Courses taught: Helping Skills, Group Counseling.

1990-1991  Director, Protection and Advocacy,  
Georgia Mental Health Institute, Atlanta, GA.  
Advocated for the rights of persons with mental illness; Counseled  
with patients; Negotiated with staff and administration to rectify  
ystemic problems; Supervised five graduate students.

1990  Consultant, Georgia Alliance for the Mentally Ill, Atlanta, GA.  
Participated in the development of training programs designed to  
teach interpersonal skills to mental health/mental illness  
practitioners. Wrote the video script for the program.

1988-1990  Associate Director, Child and Adolescent Services,  
Mental Health Association of Metropolitan Atlanta, (MHAMA)  
Atlanta, GA. Established six support groups for the families of  
children with severe emotional disturbance across the state of GA;  
Served as professional advisor and counselor to these groups; Acted as  
Staff coordinator for the CATCH Coalition (Citizens and Agencies for  
Troubled Children); Wrote and published a quarterly newsletter for  
CATCH; Wrote legislative alerts disseminated throughout GA  
advocating for systemic change in mental health services for children  
and adolescents; Served as staff liaison for the Child and Adolescent  
Subcommittee of MHAMA; Spoke at planning hearings for state  
government; Represented MHAMA on numerous committees
PROFESSIONAL EXPERIENCE continued:

including: Child and Adolescent Subcommittee of the Governor's
Advisory Council, School Age Child Care Council of Save the
Children, Respite Care Task Force of the Governor's Developmental
Disabilities Council, Council Against Corporal Punishment in Schools,
and the Atlanta Taskforce for the Homeless.

1988-1989  Training Specialist Sr., Human Resources Development
Department Georgia Mental Health Institute, Atlanta, GA.
Taught courses on Patients' Rights, Confidentiality, Effective
Supervision, Aggressive Behavior Management, Suicide
Prevention, and Interpersonal Communication; Wrote the training
material and conducted a pilot program for training mental
health/mental illness practitioners in interpersonal management
skills; Served on the Internal Patients' Rights Committee.

1988  Adjunct Instructor, Georgia State University, Atlanta, GA.
Department of Counseling and Psychological Services.
Courses taught: Helping Skills and Advanced Helping Skills.

1987-1988  Counseling Intern, DeKalb Addiction Center, Atlanta, GA.
Assisted in the establishment of an ongoing program of education and
therapy for families; Co-led therapy groups for persons with substance
abuse problems; Participated in staffing of individual clients;
Counseled with individuals and families; Conducted intake interviews;
Charted treatment plans and activity notes.

1987-1988  Counseling Intern, Georgia Mental Health Institute, Atlanta, GA.
External Protection and Advocacy of Patients' Rights under a
Federal Grant; Developed an Index of the Rules and Regulations of
Patients' Rights of the State of Georgia for hospital personnel;
Counseled patients; Negotiated with hospital administration over
patients' rights violations; Wrote a Patients' Rights Handbook to be
used by the Internal Protection and Advocacy Committee.

1975-1985  Freelance Artist.
Illustration; Design; Teaching.

1970-1973  Teacher/ Communications Specialist, Harper High School,
Atlanta Public School System, Atlanta, GA.
Courses taught: English, Communication Skills, English as a Second
Language; Counseled with adolescents.
CERTIFICATION AND LICENSURE:

1999  Certified Primary Rational-Emotive-Behavior Therapist
      Albert Ellis Institute.

1999  Certified Disaster Relief Mental Health Counselor,
      American Red Cross.

      Georgia Composite Board of Professional Counselors, Social
      Workers, and Marriage and Family Therapists.

1994-Present  National Certified Counselor, #44586.
      National Board of Certified Counselors.

1989  Trainer Certification, Active Parenting, Inc.
      Active Parenting and Active Parenting of Teens

FACULTY and ADMINISTRATIVE LOAD:

Fall Semester, 1999

   CPS 6010  Introduction to Professional Counseling  3 semester units
   CPS 7660  Professional Counseling Practicum  3 semester units
   CPS 7660  Professional Counseling Practicum  3 semester units
   CPS 7660  Professional Counseling Practicum  3 semester units

Spring Semester, 2000

   CPS 7680  Professional Counseling Internship  6 semester units
   CPS 7680  Professional Counseling Internship  6 semester units
   CPS 7680  Professional Counseling Internship  6 semester units
   CPS 7680  Professional Counseling Internship  6 semester units

Summer Semester, 2000

   CPS 6010  Introduction to Professional Counseling  3 semester units
   CPS 7540  Consultation in Professional Counseling  3 semester units

OTHER COLLEGIATE ASSIGNMENTS, 1999-2000:

Graduation Guide, spring semester
Professional Counseling Core Curriculum, CPS Department
College of Education Committee on School Violence
PROFESSIONAL ORGANIZATIONS:

1986-present  American Counseling Association
1987-present  American Mental Health Counselors Association
1987-present  Association for Specialists in Group Work
1990-present  Chi Sigma Iota, Chi Epsilon Chapter
1990-present  Association for Religious and Values Issues in Counseling
1990-present  Association for Religious and Values Issues in Counseling
1992-present  International Association of Marriage and Family Counselors
1995-present  American Association for Christian Counselors
1995-present  Georgia Professional Counselors Association
1998-present  Association for Counselor Education and Supervision

SELECTED PRESENTATIONS, WORKSHOPS and TRAINING:

2000  “Home and Work Options for Young Adults with Disabilities.”
      Prader-Willi Association National Conference, Pittsburgh, PA.
1999  “Interpersonal Management of Persons with Mental Illness in
      Groups Home Settings.” FIR, Inc., Atlanta, GA.
1999  “Building on Relationships: Behavior Management in the School
      Setting.” Lakeside High School, DeKalb County, GA.
1998  “Prader-Willi Syndrome: Physiology and management.”
      Gwinnett, Rockdale, Newton County, GA Service Providers,
      Atlanta, GA.
1996  “Interpersonal management skills for families of persons with
      mental illness.” Georgia Mental Health Institute, Atlanta, GA.
1996  “Interpersonal helping skills for peer counseling.”
      Henry County, GA Emergency Personnel, Atlanta, GA.
1995  “Seasonal sadness: Handling grief during the holidays.”
      Briarlake Baptist Church, Atlanta, GA.
1995  “Honoring boundaries: Managing sexual harassment.”
      Public Service Workers Supervisors, Savannah, GA.
1995  “Helping children with special needs cope with death and loss.”
      Special Parents Support Meeting, Atlanta, GA.
1994  “Understanding the grieving: Working with families and
      disabilities.” Georgia State University, Atlanta, GA.
1993  “Coping with stress in the family.” Paper presented at the Families of
      Children Under Stress (FOCUS) Annual Conference, Atlanta, GA.
1991  “Case management: Finding the needed services.”
      Georgia Parent Network Leadership Conference, Macon, GA.
1990  “DSM-III-R and the schools.” Association of Retarded Citizens of
      Georgia Leadership Conference, Atlanta, GA.
SELECTED PRESENTATIONS, WORKSHOPS and TRAINING continued:

1990    “Playing the cards you're dealt: Managing mental illness in your home.” Georgia Alliance for the Mentally Ill State Conference, Rome, GA.
1990    “New programs for families.” Southern Organization of Human Service Educators State Conference, Atlanta, GA.
1989    “Children with severe emotional disturbance.” Atlanta: WXLL Radio
1989    “Family experiences with the mental health system.” Bridging the Gap Conference, Georgia State University, Atlanta, GA.
1989    “Building support for families.” Federal Child and Adolescent Service System Program, Families As Allies Conference, Atlanta, GA.
1989    “Am I crazy or what?” filmed for WAGA television, Atlanta, GA.
1987    “Children with attention deficit hyperactivity disorder: Family coping.” Easter Seals, Atlanta, GA.

COMMUNITY AFFILIATIONS:

Member Briarlake Baptist Church
Member Atlanta Alliance for Developmental Disabilities
Member Families of Children Under Stress (FOCUS)
Member National Alliance for the Mentally Ill, Georgia
Member Parent to Parent of Georgia
Founding member Georgia Parent Support Network, Inc.
Founding member Coalition for the Human Condition in Georgia
Executive Board member Families Initiative Residences, Inc.
Executive Board member Prader-Willi Syndrome Assn/Georgia

PERSONAL INFORMATION:

Married for 28 years to William Arthur Ripley.
Mother of four adult children: David, Jonathan, Alan, and Joanna.
Hobbies and interests include: reading, painting, singing, gardening, flower arranging, white water rafting, and Atlanta Braves baseball.
STEPHEN J. SAMPSON, PH.D.

STATEMENT OF BACKGROUND
TRAINING AND EXPERIENCE

Stephen J. Sampson, Ph.D.
3444 Club Drive
Lawrenceville, GA 30044
770/806-9888
VITA

STEPHEN J. Sampson

Married – Two Children

DOB: 8/23/47

EDUCATION
1981 Ph.D., Georgia State University: Counseling Psychology/Business Administration (Management)
1970 M.Ed., Georgia State University – Counseling
1970 BA, University of Massachusetts: Psychology and Sociology

LICENSURE
Licensed Clinical Psychologist in Applied Psychology: Georgia License #001436

PROFESSIONAL EXPERIENCE
July 1, 1995 to Present
Clinical Professor – Counseling and Psychological Services Department, Georgia State University, Atlanta, Georgia

January 1993 to Present
President – Communication Skills Institute, Lawrenceville, Georgia

July 1, 1994 to June 1, 1996
Chief of Psychology, Georgia Regional Hospital at Atlanta

September 1986 to December 1993
Clinical Psychologist, Southern Clinic, Lawrenceville, Georgia

May 1980 to July 1986
Assistant Professor, Criminal Justice Department, Georgia State University, Atlanta, Georgia

September 1978 to August 1980
Instructor, Georgia State University, Atlanta, Georgia

October 1973 to March 1976
Superintendent, Georgia Department of Offender Rehabilitation, Gateway Community Treatment Center

January 1970 to August 1973
Director, Coolidge Community Treatment Center, Boston, Massachusetts

PROFESSIONAL SERVICES TO COMMUNITY (1989 to Present)
Currently provide the following contract services as Stephen J. Sampson, Ph.D., P.C. Licensed Psychologist:

Psychological Screening
Psychological Fitness for Duty
Critical Incident Debriefing
Counseling Problem Employees

to the following agencies:
EXPERT WITNESS CONSULTATION

1. Michael Head individually and as administrator of the Estate Ad Prosequesdum of Michael Hackney, deceased versus City of Atlanta. (police officer shooting)
2. Wanda Morris and administratrix of the Estate of William Eppinger, defendant vs. James Gibson, Sheriff of Pike County, Georgia (prisoner suicide)
3. Deborah P. Mock, administratrix of Timothy Bruce Scott vs. Richard Cantrell, Sheriff of Spalding County (Prisoner suicide)
5. Richard Anthony Covington, plaintiff vs. Anita Atwater et al, defendants, (prisoner assault)
6. Patricia Lynn Harvey et al. vs. Joe Nichols, Sheriff et al Newton County, Georgia (prisoner suicide)
7. State of Georgia vs. Charles Andrew Flesche (mental competency to stand trial)
8. Richard Hyer vs. Temporary administrator of the Estate of Sandra Barwick deceased plaintiff vs. Georgia Department of Corrections and Medical College of Georgia
9. Austin vs. State Alabama (working prisoners in restraints and visitation)
10. Garwood vs. Indian River County Sheriff’s Officer, Indian River, Florida (prisoner suicide)
11. State of Georgia vs. Edward Tatum (bail bondsman charged with homicide)

CONSULTATION EXPERIENCE (1977 to Present) – Interpersonal Communication Skills and Conflict Management Training

- Cherokee County Schools, Woodstock, Georgia
- Clayton County Fire and Emergency Services, Clayton County, Georgia
- Sam Houston State University, Criminal Justice Institute
- Kennesaw State University, Kennesaw, Georgia
- Federal Reserve Bank of Atlanta, Atlanta, Georgia
- City of Marietta Police Department, Marietta, Georgia
- Georgia Bureau of Investigation
- Clayton County EMS, Jonesboro, Georgia
- Henry County Fire Services, McDonough, Georgia
- Federal Law Enforcement Training Center, Glynco, Georgia
- Albany Police Department, Albany, Georgia
- Gwinnett County, Georgia Department of Family & Children Services
- Student Assistance Professional Association of Georgia, Duluth, Georgia
- Federal Bureau of Investigation, Washington, D.C.
- Utah Sheriff’s Association
- University of Mississippi Dental School
- City of Dalton Police Department, Dalton, Georgia
- National Association of Hostage Negotiations
- Georgia Department of Transportation
- Georgia Public Schools Public Relations Association
- University of Arkansas Criminal Justice Institute
- Connecticut Police Chief’s Association
- North Dakota Peace Officers Association
- International Association of Chief’s of Police
- New Jersey Police Chief’s Association
- Honolulu Police Department, Honolulu, Hawaii
- Kansas Highway Patrol, Salina, Kansas
- State Police and Provincial Academy Directors (S.P.P.A.D.)
- Gwinnett County, Georgia Department of Family & Children Services
- Sam Houston State University, Huntsville, Texas
- Georgia Secretary of State Office, Atlanta, Georgia
- Georgia State Merit System, Atlanta, Georgia
- Northwestern University Traffic Institute, Evansville, Illinois
- Atlanta Police Department, Atlanta, Georgia
- Gwinnett County Schools, Lawrenceville, Georgia
- Cobb County Juvenile Court, Marietta, Georgia
- DeKalb County Juvenile Court, Decatur, Georgia
- Cobb County Police Department, Marietta, Georgia
- Federal Correctional Institution, McKean, Pennsylvania
- Federal Correction Institution, Oxford, Wisconsin
- Federal Correctional Institution, Duluth, Minnesota
- Georgia Regional Hospital/Atlanta, Decatur, Georgia
- Georgia Mental Health Institute, Atlanta, Georgia
- South Carolina Law Enforcement Division, Columbia, S.C.
- Chatham County Sheriff, Savannah, Georgia
- Public Safety Training Institute, Jonesboro, Georgia
- Georgia Division of Youth Services, Atlanta, Georgia
- National Council of Family & Juvenile Court Judges, University of Nevada
- Pennsylvania Prison Warden’s Association, Lancaster, Pennsylvania
- Vermont Department of Education, Burlington, Vermont
- Wyoming Department of Corrections, Casper, Wyoming
- Utah Department of Corrections, Salt Lake City, Utah
- Utah Division of Youth Services, Salt Lake City, Utah
- Missouri Juvenile Justice Association
- Tarrant County Sheriff’s Department, Fort Worth, Texas
- South Dakota Juvenile Justice Association
- New York Corrections Commission
- Georgia Juvenile Justice Personnel Development Project
- Spokane Sheriff’s Department, Spokane, Washington
- Atlanta Bureau of Corrections, Atlanta, Georgia
- Hillsborough County Sheriff’s Department, Tampa, Florida
- Covington Police Department, Covington, Georgia
- Bexar County Sheriff’s Department, San Antonio, Texas
- Kalamazoo Sheriff’s Department, Kalamazoo, Michigan
- Iowa Department of Corrections, Madison, Iowa
- Cobb County Sheriff’s Office, Marietta, Georgia
- National Institute of Corrections, Boulder, Colorado
- Gwinnett County Police Department, Lawrenceville, Georgia
- Westchester County Juvenile Court, Westchester, New York
- Multinomah County Juvenile Court, Portland, Oregon
- Oklahoma Department of Corrections, Muscogee, Oklahoma
- Georgia Department of Offender Rehabilitation
- Portland Sheriff’s Department, Portland, Oregon
- Probation Division, Gloucester County, New Jersey
- New York Department of Corrections, Albany, New York
- Georgia Police Chief’s Association
- Reidsville State Prison, Reidsville, Georgia
- Hennepin County Juvenile Court, Minneapolis, Minnesota
- Florida Department of Corrections, Tallahassee, Florida
CONSULTATION EXPERIENCE (1977 to Present)

- Clayton County Police Department, Jonesboro, Georgia
- Clayton County Fire Services, Jonesboro, Georgia
- City of Dalton Police Department, Dalton, Georgia
- City of Forest Park Police Department, Forest Park, Georgia
- City of Covington Police Department, Covington, Georgia
- Atlanta Bureau of Police Services, Atlanta, Georgia
- Milledgeville Police Department, Milledgeville, Georgia

MANAGEMENT TRAINING

Federal Reserve Bank of Atlanta, developed counseling skills training program for managers

Georgia Department of Offender Rehabilitation, conducted management workshops for state probation officers involved in new intensive supervision of offenders program

Georgia Department of Offender Rehabilitation, conducted workshops in Interpersonal Management Skills for middle and upper level management staff at Reidsville State Prison

Metropolitan Correctional Center, Chicago, Illinois. Conducted workshops in stress management and human relations’ skills for institution personnel.

Federal Bureau of Prisons, conducted workshops in stress management and interpersonal communications at the Federal System Training Academy, Denver, Colorado

National Council of Family & Juvenile Court Judges, University of Nevada. Training trainers in interviewing skills – juvenile probation officers

Georgia Department of Offender Rehabilitation, conducted team building and human resource development skills training for the staff of the state’s thirteen offender community treatment centers

Federal Prison System Training Academy, Atlanta, Georgia. Developed and taught courses in Interpersonal Communication, Stress Management and Principles of Management.

WORKPLACE VIOLENCE INTERVENTION/TRAINING

- Clayton County Fire Services, Jonesboro, Georgia
- Gwinnett County Police, Lawrenceville, Georgia
- Henry County Police Department, McDonough, Georgia
- Gwinnett County Fire Services, Lawrenceville, Georgia
- Georgia Department of Transportation, Atlanta, Georgia
RESEARCH

Georgia Peach Officer’s Standards & Training Council. Directed task analysis and training curriculum study for correctional personnel within the State of Georgia.

Georgia Peace Officer’s Standards & Training Council. Coordinated survey on job-related stress and criminal justice personnel. The research surveyed 4000 criminal practitioners in the State of Georgia.

Georgia Police Academy, Atlanta, Georgia. Coordinated and conducted special stress management project for state law enforcement agencies.

Georgia Department of Offender Rehabilitation. Conducted a special training program for the management of “self-mutilating” youthful offenders in the state prison system.

Federal Prison System Training Academy, Atlanta, Georgia. Coordinated a study of training effectiveness and developed a test that assessed correctional officer job performance.

Federal Law Enforcement Training Center, Glyncoro, Georgia. Prison crisis response planning for state prison and police administrators.


Georgia Board of Pardons and Paroles, Atlanta, Georgia. Coordinate the research on the development of Violent Offender Risk Assessment (V.O.R.A.).

National Institute of Corrections. Conducted training evaluations of the Missouri and Kentucky Departments of Corrections.

MEDIATIONS

National Institute of Corrections, Washington, D.C.

Georgia Department of Corrections, Probation Division

Georgia Juvenile Justice Personnel Development Project

Metro-Date Department of Corrections and Rehabilitation, Miami, Florida

PUBLICATIONS

1. Sampson, Stephen J., September, 1999 Socially Smart, “How to be a Socially Intelligent Person,” Social Smarts Publishing


PROFESSIONAL REFERENCES

The following references are persons for whom Dr. Stephen Sampson has delivered training within the past two years:

Major Mike Barkhurst  
Broward County Sheriff’s Department  
Ft. Lauderdale, FL

Mr. Bill Christy  
Office of Personnel Management  
Shepherdstown, W. VA

Bruce Clemons, Chief  
FLETC Management Institute  
Glynco, Georgia

Other professional references:

Dr. Allen Ault, Dean  
Justice and Safety  
Eastern Kentucky University

Mr. Joe Nichols, Sheriff  
Newton County  
Covington, Georgia

Mr. Gary Deland, Editor & Director  
Utah Sheriff’s Association  
St. George, Utah

Dr. John Blakeman, Prof. Emeritus  
Georgia State University  
Counseling and Psychological Services  
Atlanta, Georgia
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
<th>Location</th>
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<tbody>
<tr>
<td>Mr. James Bralley</td>
<td>Director of Operations</td>
<td>Georgia Board of Pardons and Paroles</td>
<td>Atlanta, Georgia</td>
</tr>
<tr>
<td>Dr. Herbert Eber</td>
<td>President</td>
<td>Psychological Resources, Inc.</td>
<td>Atlanta, Georgia</td>
</tr>
<tr>
<td>Kenny Smith</td>
<td>Police Chief</td>
<td>President, Ga. Police Chiefs Association</td>
<td>Morrow, Georgia</td>
</tr>
<tr>
<td>Ms. Renee Bright</td>
<td>Director</td>
<td>Clayton County Merit System</td>
<td>Jonesboro, Georgia</td>
</tr>
<tr>
<td>Warren Davis</td>
<td>Chief of Police</td>
<td>Gwinnett County</td>
<td>Lawrenceville, Georgia</td>
</tr>
<tr>
<td>Mike Mashburn</td>
<td>Training Coordinator</td>
<td>Criminal Justice Institute</td>
<td>University of Arkansas</td>
</tr>
</tbody>
</table>
Christine Siegel, Ph.D.
Department of Counseling and Psychological Services
MSC 6A0915
33 Gilmer Street SE Unit 6
Atlanta, GA 30303-3086
(404) 651-2544
csiegel@gsu.edu

Education

University at Albany, State University of New York
Ph.D. Educational Psychology and Statistics, 1998

University at Albany, State University of New York
C.A.S. School Psychology, 1996

Marist College, Poughkeepsie, NY
M.A. Educational Psychology, 1993

Marist College, Poughkeepsie, NY
B.S. Biology and Secondary Education, 1990

Certification / License

NYS Public School Teacher Certificate: School Psychology
Certificate Number: 076541018

NYS License: Psychologist
License Number: 014719-1

Professional Experience

August 2002- Present  Assistant Professor
Georgia State University, Atlanta, GA
Department of Counseling and Psychological Services
Responsibilities include: preparing and teaching master's and doctoral level classes in school psychology including Psychological Assessment I: Intelligence, Psychological Assessment II: Academic Achievement, Social and Cultural Foundations of Counseling and Psychological Services, Prevention and Intervention of Learning Disabilities, and Behavioral Assessment and Intervention for Children and Adolescents; supervising school psychology specialist-level interns; providing academic advisement to specialist and doctoral students; providing research advisement for pre-dissertation research projects; serving on doctoral dissertation committees; conducting research in the areas of multicultural assessment and implementation of evidence-based practices in schools; serving on program and college committees

August 2001- May 2002  Adjunct Professor
Fairleigh Dickinson University, Teaneck, New Jersey
Department of Psychology
Responsibilities included: preparing and teaching doctoral and specialist level courses including Advanced Seminar in Professional School Psychology and Advanced Consultation

August 1999- June 2002  School Psychologist / Chairperson of the Committee on Special Education
Monroe-Woodbury Central School District, Harriman, New York
Responsibilities included: chairing Committee on Special Education meetings, reviewing initial referrals, re-evaluations, change of program requests, and annual reviews; developing a district-
wide protocol for functional behavior assessments and behavior intervention plans; preparing testimony for impartial hearings; staff development activities (i.e., training in social skills curriculum, training in administration and interpretation of individual achievement tests); chairing building-level pre-referral intervention teams; supervising interns and field placement students; providing school psychological services (i.e., assessment, consultation, and counseling) for elementary school students and teachers

August 1998- July 1999

School Psychologist
Beacon City School District, Beacon, New York
Responsibilities included: providing school psychological services including assessment, consultation, and counseling for middle school students and teachers; participating in Committee on Special Education meetings; participating in building level pre-referral intervention teams; crisis intervention; collaborating with community agencies to provide mental health services to students

September 1997- July 2000

Adjunct Professor
Marist College, Poughkeepsie, New York
Department of Psychology
Responsibilities included: mentoring students working on masters’ level thesis projects; preparing and teaching masters level courses including Community Systems of Learning, Psycho-educational Assessment, and Educational Psychology

September 1992- May 1993

Teaching Assistant
Marist College, Poughkeepsie, New York
The Learning Center
Responsibilities at this university center for students with learning disabilities included: serving as a teaching assistant for undergraduate college writing courses; tutoring students in general science courses; providing tutorial and remedial services in the area of writing

July-August 1992 & 1993

Teacher
BOCES Eastern Dutchess County Summer School
Responsibilities included: preparing and teaching high school level courses including NYS Regents earth science; preparing and teaching middle-school level courses including remedial general science, and physical science

September 1991- June 1992

Teacher
Dutchess County BOCES, Poughkeepsie, New York
Responsibilities included: preparing and teaching advanced placement biology course for high school students

September 1991- June 1992

Teacher
Millbrook Junior/Senior High School, Millbrook, New York
Responsibilities included: preparing and teaching high school level courses including general chemistry and remedial science; preparing and teaching middle school level courses including physical science and life science; serving class advisor for 10th grade students

Research Fellowships

August 1993- May 1998

Research Assistant
University at Albany, State University of New York
Including Children with Disabilities in Restructuring of Schools
Research project funded by a grant from the US Department of Education
Responsibilities included: developing data collection techniques including interview protocols, observation protocols, and Likert-item surveys; participating in the collection of interview, observation, artifact, and survey data; developing coding schemes to analyze qualitative data; applying coding schemes to analyze interview and observational data; applying descriptive
statistics to summarize interview and observation data; using factor analytical methods to analyze survey data; writing research articles; presenting findings, conclusions, and implications for school reform at local, state, regional, and national conferences

**Internship and Training Experience**

**September 1996- June 1998**

**School Psychology Intern**


Responsibilities included: providing school psychological services (i.e., assessment, consultation, and counseling) to students and teachers in grades kindergarten through five; participating in Committee on Special Education meetings; preparing and implementing a district-wide training program for the use of individual achievement tests; collecting and analyzing research data on district-wide early reading intervention program; preparing presentations summarizing research methods, results, and conclusions; presenting at local, state, and national conferences; writing articles for publication.

**January- May 1996**

**School Psychology Field Experience**

Red Hook Central School District, Red Hook, New York

**September – December 1995**

**School Psychology Field Experience**

University at Albany, State University of New York

Child Research and Study Center

**Dissertation**


**Refereed Journal Publications**


**Other Publications**


Conference Presentations


Nastasi, B.K., Varjas, K., Miltich, A., Quinn, M., DeZolt, D., Siegel, C. (2004). *Contributions of qualitative research to the validity of intervention research*. Symposium presentation at the annual conference of the National Association of School Psychologists. Dallas, TX.


**Professional Development Workshops**

**Siegel, C.** (2004, January) Evidence-based reading strategies for elementary school students. Professional development training workshop delivered to school psychologists in Fulton County Schools. Fulton County, GA.

**Siegel, C.** (2003, November 21) Implementing evidence-based reading strategies through student support teams. Professional development training workshop delivered to school psychologists in Cobb County Schools. Cobb County, GA.

**Siegel, C.** (2003, November 7) An evidence-based approach to develop reading in elementary school students: Instruction, progress monitoring, and intervention strategies. Professional development training workshop delivered to school psychologists in Cobb County Schools. Cobb County, GA.


**Grants Received**

**Siegel, C.**, White, J., Draper, K., & Meyers, B. (2004, January). Treatment acceptability of school-based prevention programs. Research Interest Group grant awarded by the Georgia State University College of Education. $2,000.00

**Siegel, C.** & LeBeau, E. (2004, January). Predicting reading achievement among native Spanish-speaking students. Research grant awarded by the Georgia Association of School Psychologists. $375.00

**Professional Memberships**

National Association of School Psychologists (NASP)
Georgia Association of School Psychologists (GASP)
Service to Professional Organizations

September 2002- Present
Georgia Association of School Psychologists (GASP) Executive Board Member
As one of two University Trainer Representatives to the executive board, responsibilities have included coordinating a meeting between trainers of school psychologists in Georgia and GASP executive board members to discuss issues related to the potential shortage of school psychologists in Georgia; conducting research regarding the potential shortage of school psychologists in Georgia; mentoring and supervising student representatives to the board.

January 1999 - June 2002
New York Association of School Psychologists (NYASP) Newsletter Editor
Editorial responsibilities for this quarterly statewide publication include: soliciting, reviewing, and editing submissions for thematic issues related to best practice based on current research; supervising editorial staff in writing and editing articles; coordinating the assembly, design, production, and distribution of the newsletter to a readership of approximately 1200.

January 1997 - June 2002
NYASP Executive Board Member
Responsibilities have included: attending and participating in quarterly executive board meetings; chairing the committee on Continuing Professional Development; participating in NASP Public Policy Institute; lobbying at state and national legislators to promote policy supporting best practice for school psychologists; writing and reviewing documents outlining scope of practice legislation for NYS; recruiting and mentoring new executive board members.

Service to the University

August 2003- Present
Professional Education Faculty Assessment Committee Committee Member

December 2003- March 2004
School Psychology Faculty Search Committee Committee Member

February 2004- March 2004
School Psychology Program Admissions Committee Committee Member

August 2003- December 2004
Ad-hoc Committee to Review Curriculum for EPRS 7900 Committee Member

February 2003- March 2003
School Psychology Program Admissions Committee Committee Member

November 2002- April 2003
School Psychology Faculty Search Committee Committee Member
Kris Varjas, M.S.W., C.A.S.

ADDRESS  
499 East Ontario  
Atlanta, GA 30310  
404-756-9051  
kvarjas@aol.com  
kvarjas@gsu.edu

EDUCATION  
Currently enrolled in Doctor of Psychology Program in School Psychology  
(APA Accredited) University at Albany, State University of New York

University at Albany, State University of New York

1998 - Master of Science in Educational Psychology and Statistics  
University at Albany, State University of New York

1993 - Master of Social Work  
University of Connecticut, West Hartford, CT

1991 - Bachelor of Arts in Psychology  
Western Washington University, Bellingham, WA

EMPLOYMENT EXPERIENCE

August 2000 to Present  
Assistant Professor  
Georgia State University, College of Education, Atlanta, GA  
Conduct research and teach graduate level courses in the Counseling and Psychological Services program.

Summer 2000  
School Psychologist  
Storyplace, East Greenbush, NY  
Conducted psychological assessments for children ages 3 to 5 years in order to determine eligibility for special education services. Assessments were conducted with the child and their family in the home.

September 1997 to October 1998  
Behavior Specialist Intern  
Berkshire Country Association for Retarded Citizens, Pittsfield, MA  
Responsible for the development, implementation, and evaluation of behavioral plans and yearly assessments for 15 adults with developmental disabilities in community residences and work sites. Responsible for training direct care staff in implementation of behavior plans and psychotropic medication treatment plans. Responsible for monthly and quarterly data collection of identified individual target behaviors and effectiveness of psychotropic medications. Provided consultation with
direct care staff, outside mental health agencies, and the Department of 
Mental Retardation. Developed workshops for staff members regarding 
behavioral techniques and effective interventions to address self injurious 
behaviors, anxiety, and obsessive compulsive disorders.

May 1998 to August 1998  
Research Assistant  
Evaluation Consortium, University at Albany  
Participated in the evaluation of a local middle school program.  
Responsibilities included involvement in the design and implementation of 
evaluation strategies, conducting semi-structured interviews with school 
staff and parents, data collection, entry and analysis of qualitative and 
quantitative data, and report writing.

May 1997 to August 1997  
Instructor  
University at Albany, State University of New York  
Instructor for an Urban Education undergraduate field practicum course.  
Instructor responsibilities included supervision, daily programming, 
curriculum development, implementation, and evaluation.

January 1994 to February 1995  
Consultant  
Hispanic Health Council, Hartford, CT  
This position was created as a postgraduate research opportunity to work 
with the Council on AIDS in a research capacity. Job responsibilities 
included experience in qualitative and quantitative data collection 
techniques and analysis, ethnographic field work, report writing, and 
participation in local and national conferences.

September 1992 to January 1995  
Consultant  
Institute for Community Research, Hartford, CT  
Assisted in grant writing for federal, state, and local funding opportunities, 
program/curriculum development, and community research focusing on 
the areas of drug and alcohol, sexuality and HIV/AIDS. Additional 
responsibilities included the development and coordination of a quarterly 
newsletter addressing issues related to drug and alcohol research.

September 1991 to August 1995  
Support Service Coordinator  
YWCA of Greater Hartford, Hartford, CT  
Coordinated and provided counseling and case management for a 44-bed 
transitional living program that provided long term housing for women 
dealing with chronic substance abuse and mental illness. Supervised a 
21-bed shelter program and a case management team. Additional job 
responsibilities included: group and family counseling, crisis management, 
case consultation, educational programming, program presentations, 
internal and external service coordination and grant writing.
October 1989 to September 1991
Community Support Specialist
Evergreen Intensive Tenant Support, Bellingham, WA
Worked in a private agency that served ten individuals with developmental disabilities. Responsibilities included development and implementation of individual service plans, case management and crisis intervention.

September 1989 to June 1991
Teacher Assistant
Western Washington University, Bellingham, WA
Conducted group sessions for an undergraduate psychology course on Human Sexuality. Responsibilities included group facilitation, journal feedback and grading exams.

FIELD TRAINING EXPERIENCE

September 1999 to June 2000
School Psychology Intern
Institute for Community Research, Hartford, CT
Responsibilities included grant writing, school- and community-based consultation, curriculum development, implementation, and evaluation, and teaching and training opportunities. A licensed school psychologist provided supervision.

September 1998 to June 1999
School Psychology Trainee
Schenectady City School District, Schenectady, NY
Responsibilities included providing psychological services and psychoeducational and behavioral assessments for an elementary school serving approximately 500 students in Kindergarten through fifth grade. Participated in weekly child study team meetings and chaired meetings on an as needed basis. Represented the elementary school during CSE meetings and annual reviews. A licensed school psychologist provided on-site supervision.

September 1997 to June 1998
School Psychology Trainee
North Colonie Central School District, Latham, NY
Provided psychological and educational assessment, individual and group counseling, consultation, and behavioral interventions at Southgate Elementary School and Shaker Junior High School. Participated in child study team meetings, parent and teacher meetings, and CSE meetings for each assessment case. Also participated in Kindergarten screening for the district. Two licensed psychologists provided on-site supervision.

February 1997 to May 1997
School Psychology Trainee
University at Albany, State University of New York
East Greenbush School District, East Greenbush, NY
Provided psychological assessment, tutoring, consultation services, and behavioral interventions at Donald P. Sutherland Elementary School
and Genet Middle School. A licensed psychologist provided on-site supervision.

January 1997 to May 1997  
School Psychology Trainee Supervisor  
University at Albany, State University of New York  
Provided supervision to four graduate school psychology students who were fulfilling psychotherapy practicum course requirements. Students co-facilitated two psychotherapy groups for eight sessions at an inner city private catholic school. Supervision was provided on-site in group and individual sessions. Additional responsibilities included coordination with the principal, teachers, students, and school counselor.

September 1991 to May 1992  
Social Work Intern  
My Sisters Place III, Hartford, CT  
Provided counseling and case management to mentally ill women and their families. Responsibilities included outreach, crisis intervention, group counseling and service coordination.

RESEARCH EXPERIENCE

September 1996 to June 1997  
Graduate Research Assistant  
University at Albany, State University of New York  
Provided training and ongoing consultation to the Urban Youth Council at Albany High School. Foci were placed on two programs: The Firm and The Just Community. The Firm was a peer tutoring program which trained seniors to tutor freshmen. The Just Community program encouraged youth to become involved in their school community.

September 1995 to August 1998  
Graduate Research Assistant  
University at Albany, State University of New York  
Participated in a three-year mental health project funded by the National Association of School Psychologists. The project goal was to identify exemplary community- or school-based mental health programs in the United States. Multi-method data collection techniques were used throughout the three-year program.

June 1996 to August 1996  
Graduate Research Assistant  
University at Albany, State University of New York  
Participated in an international collaborative action research project in the country of Sri Lanka to conduct a needs assessment of school age children to identify mental health stressors and existing resources. Qualitative techniques were used for data collection and analysis.

June 1996 to August 1996  
Graduate Research Assistant  
University at Albany, State University of New York  
Assisted in design, implementation and evaluation of AIDS prevention Project in the country of Sri Lanka. Provided education, training and
ongoing consultation for professionals, university students and community peer educators. Qualitative and quantitative data collection and analysis techniques were used.

September 1991 to June 1993
Graduate Research Assistant
University of Connecticut, West Hartford, CT
Participated in a twelve-year longitudinal drug and alcohol research project. The project was designed to study the long-term effects of addiction. Semi-structured interviews were utilized for data collection.

October 1987 to June 1991
Intramural Department Coordinator
Western Washington University, Bellingham, WA
Supervised over 100 students in the Intramural Department. Coordinated all scheduling for extra curricular activities and special events. Officiated volleyball, basketball, and softball events.

PUBLICATIONS

BOOKS


ARTICLES IN REFEREED JOURNALS – International/National


**PROFESSIONAL PRESENTATIONS (PEER-REVIEWED)**


States. Special session at the 30th annual convention of the National Association of School Psychologists Annual National Convention, Orlando, FL.


Nastasi, B., Varjas, K., & McDougal, J. (1996, April). NASP research on school-based mental health programs. Paper presented as part of the Children’s Services Forum on Mental Health, at the 28th annual meeting of the National Association of School Psychologists, Atlanta, GA.


INVITED PRESENTATIONS/WORKSHOPS

2002 (February)     Adaptive Behavior, Social/Emotional/Behavioral Assessment and Cultural Diversity. Presentation provided to the school psychology staff, Cobb County School District, Marietta, GA.

2000 (August)       Multiculturalism in School Psychology. Presentation provided to the school psychology staff, Cobb County School District, Marietta, GA.
2001 (October)  Addressing Issues of Culture and Diversity in Assessment Practices. Presentation provided to the Fall Conference of the Georgia Association of School Psychologists, Pine Mountain, GA.

GRANTS FUNDED

Kris Varjas (Principal Investigator), Shelter Plus Care, Department of Mental Health, 1994-1999 ($350,000).

PROFESSIONAL ASSOCIATIONS

National Association of School Psychologists
Georgia Association of School Psychologists
International School Psychologists Association
American Psychological Association
Society for Applied Anthropology
Asia-Pacific Network of the International Forum for Social Sciences & Health

SERVICE

December 1987 to September 1991  Crisis Line Volunteer
Whatcom County Crisis Services, Bellingham, WA
Participated in a forty-hour training program regarding mandated reporting, crisis intervention, suicide intervention, referral information and legal issues. Volunteered to answer the crisis line for a four-hour shift weekly and twice a month for overnight shifts.

AWARDS

Travel Award, University at Albany Graduate Student Organization, Spring 1998 ($350) and Spring 1997 ($350).

Travel Award, State of Connecticut Department of Mental Health and Addiction Services, Summer 1995 ($375).
References

Dr. Bonnie Nastasi
Associate Director of Intervention
Institute for Community Research
2 Hartford Square West
Hartford, CT 06106
Phone: 860-278-2044
Fax: 860-278-2141

Dr. Jean J. Schensul
Executive Director
Institute for Community Research
2 Hartford Square West
Hartford, CT 06106
Phone: 860-278-2044
Fax: 860-278-2141

Dr. David Mcintosh
Associate Professor
Teachers College 524
Department of Educational Psychology
Ball State University
Muncie, IN 57306
Phone: 765-285-8515
ROGER O. WEED, Ph.D., LPC, CLCP, CRC, CDMS, CCM, FNRCA, FIALCP
3769 Paradise Pointe
Duluth, Georgia 30097
Fax: (770) 476-0395
Office: (770) 476-0075

VITA

EDUCATION

Ph.D., Department of Counseling (rehabilitation major) University of Georgia, Athens, Georgia, 1986.
Doctoral Studies, University of Kansas, 1979 to 1983.
Human Service Management Training, Fall 1978, and Winter 1979, University of California at Los Angeles.
Post-Master’s, clinical testing, University of Oregon, 1969
M.S., Rehabilitation Counseling, University of Oregon, 1969.
Continuing education courses in topics such as ethics, life care planning (acquired brain injuries, spinal cord injuries, amputations, burns, pediatric, and others.), chronic pain, traumatic injury management, spinal cord injuries including ventilator dependent high quadriplegics, hand, neck, and knee injuries, traumatic and multiple amputations, prostheses and orthotics, pulmonary dysfunction, cardiac claims in workers’ compensation, stress claims, job placement, rehabilitation technology, expert witness preparation, abnormal personalities, psychological impact of injuries, medical aspects of disability, group and individual counseling theories, statistics, vocational testing including interest inventories, aptitude, personality and intelligence testing, and others.

EMPLOYMENT

September 1987 to present:

Professor (since April, 1998), Associate Professor (May 1990-April 1998), Assistant Professor (September 1987-May 1990), Department of Counseling and Psychological Services, Georgia State University, Atlanta, Georgia. Coordinator of rehabilitation counselor graduate training. Includes supervision of students in practicum/internship, and teaching medical aspects of disability, psychological aspects of disability, vocational assessment, introduction to rehabilitation, and counseling theories.

April 1984 to present (part-time consulting practice):

President, Weed & Associates, Inc. Services include life care planning, consultation, evaluation, planning, case management, and follow along services in rehabilitation, with special emphasis on catastrophic injuries and chronic pain. Also offer staff training which
includes transferability of vocational skills, labor market access (disability) determination, wage loss, rehabilitation technology, and life care planning.

1996 to present:

Courtesy Faculty, Rehabilitation Training, University of Florida, Gainesville, Florida

1989 to present:

Adjunct faculty, Center for Rehabilitation Technology, Georgia Institute of Technology, Atlanta, Georgia.

February 1986 to September 1987:

Associate Director for Administration, Center for Rehabilitation Technology, Georgia Institute for Technology, Atlanta Georgia. Duties included designing the management system and maintaining the administrative structure of the Center such as organizing new programs/projects, managing projects, training and supervision of staff, preparing budgets, controlling purchase orders, writing articles or guest speaking about technology and rehabilitation, and interfacing the Center with organizations such as State agencies, spinal centers, hospitals, and others. Proficient in several computer programs.

September 1985 to February 1986 (part time):

University of Georgia, Graduate Assistant. Duties included training of staff at Roosevelt Warm Springs Institute for Rehabilitation in behavioral management techniques for working with head and spinal cord injuries, worker compensation, amputees and multi-handicapped patients. Author of the workers' compensation rehabilitation plan training module for the State of Georgia and trained private suppliers in writing rehabilitation plans for work injured clients.

September 1978 - April 1984:

Managing Partner, Collins, Weed & Associates, the largest private rehabilitation firm in the state (a/k/a Alaska Professional Resources Group until July, 1980, when merged with Medical Consulting Services). Services included consultation, evaluation, planning, case management and follow along services in rehabilitation, with special emphasis on traumatic injuries and chronic pain. In addition, approximately 10 per cent of the business was management consulting. This included communications, systems analysis, word processing and paper flow design, burnout workshops, financial management of the small business, personnel policies, and other related topics.
September, 1974, through January, 1979:

Executive Director and Deputy Director of Hope Cottages, Inc., the state's largest residential program for multiple handicapped, developmentally disabled and brain damaged children and adults. Included group homes and long-term care (ICF/MR) facilities. Annual budget approximately 3 million dollars.

Fall, 1970, through Fall, 1976:

Part-time instructor at University of Alaska; upper and lower divisions in sociology, psychology, and education departments. Example courses include drugs and behavior, guidance and counseling, psychology, and sociology.

July, 1971, through September, 1974:

Rehabilitation Counselor - Langdon Psychiatric Clinic, Anchorage, Alaska. General caseload and heroin/drug abuse program. Included group and individual therapy, supervision of staff, budget preparation and program development.

July, 1969, through July, 1971:

Vocational Rehabilitation Counselor I and II, State of Alaska. Initially responsible for mental health and corrections cases, progressing to complete responsibility for developing rural area and working with broad range of disabilities. In recognition for accomplishments, was promoted to Counselor II and assisted in training other rehabilitation counselors.

September, 1965, through March, 1969:

Group Supervisor, Juvenile Corrections, Eugene, Oregon.

June, 1965, through August, 1965:

Group Life Supervisor, Juvenile Corrections, State of Oregon. (summer only)

AWARDS/RECOGNITION

Outstanding Faculty Research Award, College of Education, Georgia State University, April 17, 2003

Faculty Peer Mentoring Award (nominated by students), Counseling and Psychological Services Department, April 17, 2003.


Graduate Faculty Status (approved for chair of Ph.D. dissertation committees)
1997 Outstanding Educator of the Year (national); National Association of Rehabilitation Professionals in the Private Sector


Person of distinction; December, 1990, Private Rehabilitation Suppliers of Georgia.

President's Award; National Rehabilitation Association, Pacific Region, December 1986.

Charter Member; The Ambassador's Club, National Rehabilitation Association - 1985.

Governor's Award; Recognition for Services to the Handicapped, October 1982.

Gold Pan Service Award; Alaska Governor's Committee on the Employment of the Handicapped, Fall 1978.

Recipient, special training regarding "Section 504" - Prohibit discrimination against handicapped - Federal Law, September 1979.


1989 edition of " The National Distinguished Service Registry: Medical and Vocational Rehabilitation".

1987 edition of " The National Distinguished Service Registry: Medical and Vocational Rehabilitation."

1980 through 1985 editions of "Who's Who in the West."

1972 edition of "Outstanding Young Men in America."

Awarded a Vocational Rehabilitation Administration Grant for Graduate Study, September 1967 - June 1969.

Awarded a National Science Foundation Research Grant, September 1966 - September 1967.
Interviews/quotes

- April 2002, RehabPro, 10(2), 4.
- December 1, 2001 Orthotics & Prosthetics Business News, 10(23), 33-34, 36, 38, 40, 42, 44
- February, 2001 Long Term Care Interface, 2, (2), 27.
- January/February 1999, The Case Manager, p. 34.
- January/February 1999, The Case Manager, p. 36.
- December 1997, Case Management Advisor.
- September 1995, Inside Life Care Planning.
- May 1995, the NARPPS newsletter.
- March 1995, the Case Manager Advisor journal.
- July 1994 Neurolaw Letter.

SERVICE

Member – COE Faculty Affairs Committee, 2004 -


Speaker Ethics and forensic testimony for human service professionals, CPS 8530, Georgia State University, November 18, 2003.

Speaker - Opportunities in rehabilitation CPS 6410, Georgia State University, November 17, 2003

Speaker – Ethics in rehabilitation. CPS 6050, Georgia State University, November 11, 2003.


Member – Matheny award committee, Counseling and Psychological Services, 2003

Member - College of Education Faculty Appeals Committee, 2003 – 2004.
Speaker – Opportunities in rehabilitation CPS 6410, Georgia State University, June 25, 2003.

Speaker – Ethics and forensic testimony for human service professionals, CPS 8530, Georgia State University, March 11, 2003.


Board Member – Life Care Planning Foundation for Research, 2001 to present

Associate Editor – Journal of Life Care Planning, 2002 to present

Speaker – Forensic testimony for human service professionals, CPS 8530, Georgia State University, November 12, 2002.

Speaker – Opportunities in rehabilitation. CPS 6010, Georgia State University, November 5, 2002.

Speaker – Opportunities in rehabilitation. CPS 6010, Georgia State University, October 28, 2002.

Speaker – RAPEL and earning capacity analysis, CPS 6050, Georgia State University, October 22, 2002.

Committee member – Search for managing editor, Rehab Pro (IARP) 2002

Education Committee and modified nominal group technique consultant– Life Care Planning Summit 2002, May 19, 2002, Chicago, IL

Outside reviewer for promotion and tenure, University of Alabama, Fall 2002

Outside reviewer for promotion and tenure, Virginia Commonwealth University, 2000

Outside reviewer for promotion and tenure, Louisiana LSU Health Sciences Center, 2000

Outside reviewer for promotion and tenure, Bowling Green State University, 1999

Speaker – Opportunities in rehabilitation. CPS 6010, Georgia State University, 6/27/01

Speaker – Opportunities in rehabilitation. CPS 6010, Georgia State University, 3/13/01

Speaker – Opportunities in rehabilitation. CPS 6010, Georgia State University, 11/29/00

Speaker – Opportunities in rehabilitation. CPS 6010, Georgia State University, 10/10/00

Speaker – Opportunities in rehabilitation. CPS 6010, Georgia State University, 9/18/00

Speaker – Forensics. CPS professional issues class. 4/10/00
Executive Committee, Counseling and Psychological Services Department, 2000 - present

Promotion and tenure committee member, Counseling and Psychological Services Department, 1999 – present

Dissertation Committees

Claudia Brasfield (Chair, Counseling Psychology)

Ann Landes (Chair, Counseling Psychology)

Michele Frey (Counseling)

Richard Highland (Counseling)

Santhi Periasamy (Counseling Psychology)

Simone Rahotep (Counseling Psychology)

Johanna Soet (Counseling Psychology)

Kelli Ritter (Counseling) Graduated

Gwen Davies (Chair, Counseling Psychology) Graduated

Jason Snow (Counseling) Graduated

Dean Ericson (Counseling Psychology) Graduated

Speaker - Opportunities in rehabilitation. CPS 6410, Georgia State University, 10/11/99

Ethics Board Chair – International Academy of Life Care Planners, 1999 to present

Speaker - Professional and ethical issues in litigation for human service professionals. CPS 8530, Georgia State University, April 28, 1999

Speaker - Opportunities in rehabilitation. CPS 6410, Georgia State University, 11/23/98

Speaker - Professional issues in litigation for human service professionals. CPS 8530, Georgia State University, 11/2/98

Retention Committee chair - Counseling and Psychological Services, 1998-1999, 2001

Blue Ribbon Committee appointee – Certified Life Care Planner Board, 1998 - 2000

Governor appointee - Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, 1998 – 2001
Chair, Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, 1/1/2000 – 1/1/01 (Vice Chair 4/99 – 12/99)

Chair, Rules revision committee for professional counseling, Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists, 2000 - 2001

Research Ph.D. comprehensive question committee chair for counseling, Counseling and Psychological Services Dept., 1998

Doctoral written comprehensives examination committee for theories, Counseling and Psychological Services Dept. 1998

Search Committee Co-Chair - Counseling and Psychological Services, 1997.

Parliamentarian - National Association for Rehabilitation Professionals in the Private Sector annual business meeting, New Orleans, LA, May 1, 1997

Search sub-committee chair – Assistant Professor, CPS Department, 1997

Search Committee - Editor, Journal of Private Sector Rehabilitation, NARPPS, 1996

Editorial Board, Journal of Forensic Vocational Assessment, 1996 - present

Editorial Board - Journal of Private Sector Rehabilitation, 1986-present

Editorial Board, The Case Manager, 1996 - 1999

Distinguished Editorial Board, Vanguard Series in Rehabilitation, 1988-present

Brandon Hall High School – Career Day speaker, Atlanta, GA, April 10, 1997

Speaker's Bureau - Georgia State University, 1988 - present

Speaker - Professional issues in litigation for human service professionals. CPS 876, Georgia State University, 11/17/97

Speaker - Opportunities in rehabilitation. CPS 610, Georgia State University, 2/4/98

Speaker - Opportunities in rehabilitation. CPS 610, Georgia State University, 11/10/97

Speaker - Opportunities in rehabilitation. CPS 610, Georgia State University, 11/3/97

Speaker - Opportunities in rehabilitation. CPS 610, Georgia State University, July 28, 1997

Speaker - Opportunities in rehabilitation. CPS 610, Georgia State University, May 14, 1997

Speaker - Opportunities in rehabilitation. CPS 610, Georgia State University, November 13, 1996
Speaker - Opportunities in rehabilitation. CPS 610, Georgia State University, October 16, 1996

Speaker - Professional issues in litigation for human service professionals. CPS 876, Georgia State University, February 27, 1996

Chair - National Nominations Committee, National Association of Rehabilitation Professionals in the Private Sector, 1995

Speaker - Professional issues in litigation for human service professionals. CPS 876, Georgia State University, April 25, 1995

Member - Admissions Committee, Counseling Psychology Doctoral Program, 1995 - present

Chair - National Awards Committee, National Association of Rehabilitation Professionals in the Private Sector, 1994-1995

Member - GSU Committee on ADA issues, 1994 to 1998

Member - GSU University Senate, 1994 to 2002
  Harassment Committee member (1999 to 2002)
  Commencement Committee (1995 to 2002)
  Administrative Evaluations Committee (1997 to 2002)
  Faculty Affairs Committee (1994 to 2002)
  Conflict of Interest subcommittee (1998-2000)
  Work Load subcommittee (1998-1999)

Member - CPS graduate curriculum committee, 1994 to 2002

Consultant, Graduate Rehabilitation Counselor Training, University of Alaska-Anchorage, June 9 - 10, 1994

Executive Board, National Association of Rehabilitation Professionals in the Private Sector, May 1993 to 1996

President, National Association of Rehabilitation Professionals in the Private Sector, May 1994 to May 1995

President-Elect, National Association of Rehabilitation Professionals in the Private Sector, May 1993 to April 1994
Appointed Life Care Plan special issue editor, NARPPS Journal, 1993-1994

Program Committee, National Association of Rehabilitation Professionals in the Private Sector, 1993 to 1996

Board of Directors (Region IV representative), National Association of Rehabilitation Professionals in the Private Sector, 1992 to 1993

Coordinator, computer based testing lab. Department of Counseling and Psychological Services, Georgia State University, 1991 - 1995

Coordinator, graduate rehabilitation counselor training program. Department of Counseling and Psychological Services, Georgia State University, 1987 - present

Member - College of Education Library Serials committee, 1991 - 1996

Board of Directors, Private Suppliers of Georgia, 1991 - 1992

Member - NARPPS CPT code committee (forensic subcommittee chair), 1991 - 1993

Member - G.S.U., C.O.E. EDP committee, 1991 to 1992

Member - Dictionary of Occupational Titles national revision committee, 1990 - 1994

Chair, Education and Training committee. National Association of Rehabilitation Professionals in the Private Sector, 1988 - 1993

Member, Student Affairs Committee, College of Education, Georgia State University, 1988 - 1993

Member, Student Affairs Committee student appeals subcommittee (frequent chair), College of Education, Georgia State University, 1989 - 1993

Member, Student Affairs Committee affirmative action subcommittee. College of Education, Georgia State University, 1992 - 1993

Member, Student Affairs Committee student awards and recognition subcommittee. College of Education, Georgia State University, 1989 - 1990; 1992 - 1993

Member, College of Education development committee, Georgia State University, 1989 - 1993

Member, Research pre-lim committee, Counseling and Psychological Services, Georgia State University, 1987 - present

Member, Counseling Ph.D. admissions committee, Counseling and Psychological Services, Georgia State University 1987 - present
Consultant - Rehabilitation technology for persons with disabilities. Division of Rehabilitation Services, State of Georgia, 1989 to 1993

Secretary, Student Affairs Committee, College of Education, Georgia State University, 1988 - 1989

Advisor - Board of Rehabilitation Certification, Certified Insurance Rehabilitation Specialist examination questions. 1988-1989

Speaker - The story of Rick: need for wheelchair, Civitan Club, January 28, 1991 and April 27, 1991. (raised more than $8,000)

Commentary - The story of Kyle, WXIA 6pm news, December 1 & 2, 1989. (helped raise 1+ year of specialty treatment for GSU student)


Consultant - Shepherd Spinal Center (volunteer service).

Board of Directors, Metro Atlanta chapter of the National Rehabilitation Association, 1987 - 1989

Chair, Legislative committee, Metro Atlanta chapter of the National Rehabilitation Association, 1988 - 1989

Past-President, President and President-Elect, Pacific Region, National Rehabilitation Association, January 1983 to December 1986

Board of Directors, President's Committee on Employment of the Handicapped, October 1976 - October 1977

President of the Alaska Chapter of the National Rehabilitation Association, 1974 - 1976, 1981 - 1982 (three terms)

Executive Committee, Governor's Council for the Handicapped and Gifted, March 1977 - January 1979


Board of Directors, Employment and Training Center of Alaska, July 1981 to July 1984 (Management Restructure Committee Chairperson).


Board of Directors, Tanaina Child Development Center, Inc., 1979 to 1983.


Appointed member Municipal Health Planning Task Force for Rehabilitation/Habilitation planning - 1982.

Chairman, Governor's Committee for Employment of the Handicapped, October 1976 - June 1978. (Committee Member, November 1975 - June 1978)

Member, President’s Committee on the Employment of the Handicapped, 1977.

Chairman of the Governor's Task Force for Employment of the Handicapped, December 1973 - June 1974

National Certified Rehabilitation Counselor Exam Monitor.

National Certified Insurance Rehabilitation Specialist Exam Monitor

National Rehabilitation Counseling Association awards judge, 1983

National Rehabilitation Association national nominations committee, 1985

Guest speaker on a variety of television and radio talk shows regarding disabilities, employment of the handicapped person, and other topics.

Guest speaker at various service clubs, university classes, and other groups regarding persons with disabilities.

Parliamentarian - Community Enterprise Development Corporation annual meeting; 1984 and other boards.


MEMBERSHIP
International Association of Life Care Planners #101
International Association of Rehabilitation Professionals (Formerly National Association of Rehabilitation Professionals in the Private Sector).
National Rehabilitation Association #3116
American Congress of Rehabilitation Medicine
American Counseling Association
American Rehabilitation Counseling Association  
Brain Injury Association (Georgia and national).  
National Spinal Cord Injury Association  
American Burn Association #12002  
Amputee Coalition of America  
Case Management Society of America  
Licensed Professional Counselor Association of Georgia  
Georgia Rehabilitation Association-Metropolitan Chapter.  
National Rehabilitation Counseling Association.  
Private Rehabilitation Suppliers of Georgia  
RESNA (Assoc. for Advancement of Rehab. and Assistive Technologies) 1987-2003  
Commonwealth North (through 1984).  
American Association on Mental Deficiency (1975 - 1984).  
Association for the Advancement of Behavior Therapy (1979 - 1986).  

LICENSES AND CERTIFICATES  
Certified Rehabilitation Counselor (National). Certificate # 3523  
Certified Life Care Planner (National) Certificate # 0002  
Certified Disability Management Specialist (National). Certificate # 1358  
Certified Case Manager (National). Certificate # 826  
Licensed Professional Counselor, GA, Certificate # 2040 (10/15/94)  
Certified Educator, National Council on Rehabilitation Education  
Fellow, International Academy of Life Care Planners, Certificate # 3  
Fellow, National Rehabilitation Counseling Association, Certificate # 16  
Principle Rehabilitation Supplier (GA), (Catastrophic endorsement). Certificate # 1540 C (expired)  
Private Pilot License - Instrument Rated  
Amateur Radio License (General Class)  
National Association of Underwater Instructors Scuba Certification  
Nursing Home Administrator, Alaska License # 017 (expired)  
Qualified rehabilitation professional #1 (Alaska, expired)

BOOKS  


**BOOK CHAPTERS**


**ARTICLES AND OTHER PUBLICATIONS (* indicates peer review journal)**


3. Locklin, D. & Weed, R. (2004). Rehabilitation Services Administration Scholars grant ($750,000 over five years).


60. Weed, R. (December, 1991). Graduate rehabilitation counselor training for the private sector. *Private Rehabilitation Suppliers of Georgia Newsletter, (2).*


98. Coordinator, designer and reviewer for infant day care program grant - 1982 (funded).

**PROFESSIONAL ACTIVITIES**

Speaker – The ethical expert’s role as an educator continues: Meeting the demands under Daubert (with Paul Deutsch). IARP annual conference. Scottsdale, AZ, 5/15/04.

Speaker – 2000 Summit results. Life Care Planning Summit 2004. Atlanta, GA April 24, 2004


Workshop speaker – Ethics, research and basic statistics in life care planning. International Annual Conference on Life Care Planning pre-conference, Dallas, TX, October 10, 2003 (with Paul Deutsch & Patti McCollo).

Speaker – Life Care Planning topics, tenets, process, procedures and ethics (Module 1). Intelicus, June 6-7, 2003, San Antonio, TX.

Speaker – Ethics in rehabilitation consulting and life care planning; Practical aspects and case examples (with D. Berens). International Association of Rehabilitation Professionals annual conference, April 4, 2003, Baltimore.
Speaker – Ethics Brushes with case examples (with D. Berens). Life Care Planning annual conference, October 20, 2002, Reno, NV.


Speaker – Ethics and malpractice issues. International Association of Rehabilitation Professionals annual conference, April 19, 2002, San Diego, CA

Panel Member – Traditional vs. non-traditional doctoral programs. International Association of Rehabilitation Professionals annual conference, April 19, 2002, San Diego, CA


Speaker – RAPEL and earnings capacity analysis. Elliott & Fitzpatrick conference, October 26, 2001, Dallas, TX.

Speaker/panel member – Ethics comments in Life Care Planning. Annual Life Care Planning conference (Intelicus), October 21, 2001, New Orleans, LA.

Speaker – Ethics in forensic rehabilitation opinions. IARP, May 18, 2001, Miami, FL.


Speaker - Life care planning summit 2000 results. Life care planning annual conference, Orlando, FL, 10/7/00.


Speaker – Job analysis and assistive technology for amputees. Amputee Coalition of America, Orlando, FL, 9/9/00.

Speaker – Overview of life care planning topics, procedures, methods, ethics, and business practices. Intelicus, Chicago, IL, 6/15/00 – 6/16/00.

Speaker – Pediatric opinions in personal injury litigation. IARP (previously NARPPS), Dallas, TX, 4/14/00.
Conference Chair and speaker – Life Care Planning Summit 2000. Co sponsored by Intelicus, IARP, CDEC, IALCP. Dallas, TX, 4/12/00.

Speaker – Overview of life care planning topics, procedures, methods, ethics, and business practices. Intelicus, Atlanta, GA, 1/20/00 – 1/21/00.


Speaker – Avoiding snags with the Composite Board. West Georgia College and State University, Carrollton, GA, 10/12/99.


Speaker – Earnings capacity analysis for pediatric personal injury cases. NARPPS special interest conference, Dallas, TX, 12/12/98.

Speaker – Life Care Planning issues for the Neuropsychologist. Neurosciences Department, Scottish Rite Children’s Hospital, Atlanta, GA, 12/4/98.

Speaker – Panel discussion on trends in life care planning. 3rd Annual Life Care Planning Conference, Atlanta, GA, 11/20/98.

Speaker – Ethics in rehabilitation. Private Rehabilitation Suppliers of Georgia (PRSG), Atlanta, GA, October 14, 1998.


Speaker – Preparation for deposition and testimony. The Shepherd Center, Atlanta, GA, October 8, 1998.


Speaker – Forensics for rehabilitation professionals: an overview. Assessment of Rehabilitation Potential class, Georgia State University, July 30, 1998.


Speaker – Computer approaches to transferable skills analysis. Assessment of Rehabilitation Potential class, Georgia State University, July 16, 1998.


Speaker – Life Care Planning overview, methods and tenets. LSU Medical Center annual training conference, New Orleans, LA, June 12, 1998.


Speaker – Ethics in rehabilitation. Metro chapter, National Rehabilitation Association, Atlanta, GA, 10/3/97.


Speaker – How to handle difficult patients.  Sisters of Mercy Health System (distance learning), St. Louis, MO, April 11, 1997.


Speaker and coordinator - Chronic pain, repetitive stress, chronic regional pain syndrome (RSD), burns, amputations, psychological aspects of disability and Life Care Planning, Rehabilitation Training Institute, Los Angeles, CA  March 13 - 14, 1997.


Speaker - Ethics in Life Care Planning, First Annual Life Care Planning Conference, Intellicus, Atlanta, GA, November 15, 1996.

Speaker - Rehabilitation technology, practical technology for the case manager, malpractice issues and ethics in Life Care Planning. Rehabilitation Training Institute, Atlanta, GA, November 10, 1996.

Speaker and coordinator - Chronic pain, repetitive stress, chronic regional pain syndrome (RSD), burns, amputations, psychological aspects of disability and Life Care Planning, Rehabilitation Training Institute, Atlanta, GA, November 7-8, 1996

Speaker and panel member - Training, personal factors, and experience effects on the continuum of care for disability across the lifespan. American Congress of Rehabilitation Medicine, Chicago, IL, October 14, 1996

Speaker - Forensic rehabilitation and Life Care Planning. Rehabilitation Training Institute, Atlanta, GA, August 17-18, 1996

Speaker - Opportunities in rehabilitation. CPS 610, Georgia State University, July 1, 1996

Speaker - a) Ethics, b) rehabilitation technology, and c) practical technology for the Life Care Planner - Track 8. Rehabilitation Training Institute, San Antonio, TX, June 23, 1996

Workshop coordinator and speaker - Multiple Disabilities - Track 7 (including burns, amputations, CFIDS, chronic pain, & regional pain syndrome - RSD). Rehabilitation Training Institute, San Antonio, TX, June 20-21, 1996


Instructor - Certified Life Care Planner exam review course. Rehabilitation Training Institute, Atlanta, GA, March 16, 1996
Seminar Leader - Civil Litigation Issues for the Human Service Professional. Georgia State University Continuing Education sponsored by the Department of Counseling and Psychological Services, Atlanta, GA, February 16, 1996

Speaker - Vocational Issues in Life Care Planning, Rehabilitation Training Institute, Orlando, FL, February 4, 1996

Workshop leader - Comprehensive overview of Life Care Planning. Rehabilitation Training Institute, Orlando, FL, February 1, 2, 3, 1996

Speaker - Pediatric Life Care Planning. National Association of Rehabilitation Professionals in the Private Sector, San Diego, CA, November 1-2, 1995

Speaker - Life Care Planning for the spinal cord injured. Rehabilitation Training Institute, Atlanta, GA, November 15-16, 1995

Speaker - a) Ethics in rehabilitation. b) Practical technology for the case manager. Rehabilitation Training Institute, Orlando, FL, November 2, 1995

Track Host - Vocational Issues in Managed Care. Medical Case Management Conference VII, New Orleans, LA, October 19, 1995

Speaker - Opportunities in rehabilitation. Georgia State University (CPS 610 - 2 classes), October 11, 1995

Workshop leader - Comprehensive overview of Life Care Planning. Rehabilitation Training Institute, Orlando, FL, October 4-6, 1995

Speaker - Problems and issues in rehabilitation. Georgia rehabilitation Association - Metro Chapter, Atlanta, GA, September 19, 1995

Workshop leader - Comprehensive overview of Life Care Planning. Rehabilitation Training Institute, San Diego, CA, August 11, 12, 13, 1995

Group Leader - Students with disabilities. Student Support Services, Georgia State University, July 26, 1995

Speaker - Opportunities in rehabilitation. Georgia State University (CPS 610), July 24, 1995

Speaker - Ethics in Life Care Planning. Rehabilitation Training Institute, Orlando, FL, July 20, 1995


Speaker - Life care planning. Pennsylvania chapter of National Association of Rehabilitation Professionals in the Private Sector, Atlantic City, NJ, May 19, 1995
Speaker - Life care plans for brain injured children.  Scottish Rite Children’s Hospital, Atlanta, GA, May 18, 1995

Workshop Leader - Life care planners and vocational experts in personal injury litigation. Virginia chapter of National Association of Rehabilitation Professionals in the Private Sector, Virginia Beach, VA, May 12, 1995

Speaker - The litigation team.  New England Chapter of NARPPS, Boston, MA, April 28, 1995

Workshop leader - Comprehensive overview of Life Care Planning.  Rehabilitation Training Institute, Tulsa, OK, April 20-22, 1995

Speaker - Strategic planning for diversification.  NARPPS annual conference, San Francisco, CA, April 7, 1995

Speaker - Ethics and vocational rehabilitation.  Region IV NARPPS, Birmingham, AL, March 10, 1995

Speaker - Rehabilitation for acquired brain injured.  Georgia State University Special Services Department, March 1, 1995

Workshop leader - Vocational assessment and Life Care Plans.  Life Care Planning Institute, Chicago, IL, February 24, 25, 26, 1995

Speaker - Forensic issues for professional counselors.  CPS 876, professional issues, Georgia State University, February 22, 1995

Speaker - Forensic rehabilitation and Life Care Planning.  Life Care Planning Institute, St. Louis, MO, February 9-10, 1995

Workshop Leader - The role of the rehabilitation expert in court testimony.  The Donley Center, Providence RI, November 18, 1994

Speaker - The story of Rick: Rehabilitation services in action.  Georgia State University (CPS 610), October 24, 1994

Track Host - Life Care Planning.  Medical Case Management Conference VI, San Diego, CA, October 18, 1994

Speaker - Working with difficult patients.  Medical Case Management Conference VI, San Diego, CA, October 18, 1994

Workshop leader - Vocational assessment and Life Care Plans.  Life Care Planning Institute, Dallas, TX, September 30 - October 2, 1994

Speaker - High technology accommodations and national news.  CARP annual conference, Santa Barbara, CA, September 29, 1994
Speaker - Trends in rehabilitation. OARPPS, Lincoln City, OR, September 24, 1994

Speaker - Diversification in private sector rehabilitation. PRSG, Atlanta, GA, September 12, 1994

Speaker - Rehabilitation services in action. Georgia State University (CPS 610), August 9, 1994

Workshop leader and speaker - Forensic rehabilitation and Life Care Planning. Life Care Planning Institute, Baltimore, MD, August 5-7, 1994

Speaker - The story of Rick: Rehabilitation services in action. Georgia State University (CPS 610), July 26, 1994

Speaker - Ethics. Alabama chapter of the National Association of Rehabilitation Professionals in the Private Sector. Birmingham, AL June 24, 1994

Speaker - Evaluating professional rehabilitation reports. Life Care Planning Institute, Boston, MA June 15, 1994

Speaker - NARPPS news. Alaska chapter of the National Association of Rehabilitation Professionals in the Private Sector, Anchorage, AK June 9, 1994

Speaker - The balancing act: Using Life Care Plans in catastrophic case management. Health South Rehabilitation of Florida, Sarasota, FL June 3, 1994

Speaker - Forensic issues. Georgia State University, Continuing Education Seminars, Atlanta, GA, May 12, 1994.


Speaker - The uses of the Labor Market Access 92 computer program. Private Rehabilitation Suppliers of Georgia annual training conference, Savannah, GA, February 24, 1994

Workshop leader - Life Care Planning procedures and practices. Life Care Planning Institute, Atlanta, GA, February 11, 12, 13, 1994


Trainer - Vocational assessment issues, tests, results and report writing. Life Care Planning Institute, Atlanta, GA, January 13, 14, 15, 1993

Trainer - Wage loss analysis and vocational rehabilitation for injured children and adults. Crawford Health and Rehabilitation, Atlanta, GA. December 6, 7 & 8, 1993

Trainer - Life Care Plans for catastrophic injuries. Crawford Health and Rehabilitation, Atlanta, GA. December 8, 1993
Trainer - Rehabilitation Technology and Legal issues in rehabilitation and Life Care Planning. Crawford Health and Rehabilitation, Atlanta, GA. December 9 & 10, 1993


Speaker - The story of Rick: Rehabilitation technology services in action. Georgia State University (CPS 610), November 16, 1993

Speaker - The story of Rick: Rehabilitation technology services in action. Georgia State University (CPS 610), November 10, 1993

Speaker - Pediatric Life Care Plans. Egleston Children's Hospital. Atlanta, GA, November 5, 1993

Speaker - Life Care Planning and forensic rehabilitation. Private Rehabilitation Suppliers of Georgia, Atlanta, GA, November 1, 1993

Speaker - The story of Rick: Rehabilitation technology services in action. Georgia State University (CPS 610), October 27, 1993

Panel member - How to move toward standardization of outcome analysis. (nation wide conference sponsored by The Rehabilitation Institute of North Georgia.) Atlanta, GA, October 2, 1993

Speaker - Life Care Planning. Achieving and measuring outcomes (nation wide conference sponsored by The Rehabilitation Institute of North Georgia.) Atlanta, GA, October 2, 1993

Keynote speaker - The RAPEL approach to future care and earnings capacity analysis of pediatric cases. American Board of Vocational Experts, New Orleans, LA, October 1, 1993

Track leader and speaker - Life Care Plans for Catastrophic Injuries. Medical Case Management Conference, Orlando FL, September 17, 1993

Speaker - Ethical issues in complex rehabilitation cases. Medical Case Management Conference, Orlando FL, September 16, 1993

Speaker - The story of Rick: Rehabilitation services in action. Georgia State University (CPS 610; two sessions 7/27/93 and one session 7/28/93)

Speaker - Life Care Plans for catastrophic injuries. American Congress on Rehabilitation Medicine, Denver, CO, June 26, 1993

Speaker - Life Care Plans and earnings capacity analysis of the acquired brain injured client. Highwatch NeuroRehabilitation Center, New York, NY, June 18, 1993
Speaker - The RAPEL method of earnings capacity analysis. NARPPS annual conference, Atlanta, GA, April 23, 1993

Speaker - The future of the expert witness. NARPPS annual conference, Atlanta, GA, April 22, 1993

Trainer - Life Care Plans for catastrophic injuries. Connecticut Nurse's Association, Cromwell, CT, April 1, 1993

Trainer - Wage loss analysis and vocational rehabilitation for injured children and adults. Crawford Health and Rehabilitation, Atlanta, GA. March 25, 1993

Trainer - Rehabilitation Technology and Legal issues in rehabilitation and Life Care Planning. Crawford Health and Rehabilitation, Atlanta, GA. March 24, 1993

Trainer - Life Care Plans for catastrophic injuries. Crawford Health and Rehabilitation, Atlanta, GA. March 22, 1993

Speaker - Preparing and defending Life Care Plans and wage loss opinions. PRSG, Atlanta, GA. February 1, 1993

Speaker - Reasonable accommodation: high tech to low tech. Touch the Future annual training conference, Atlanta, GA. December 4, 1992

Trainer - Wage loss analysis and vocational rehabilitation for injured children and adults. Crawford Health and Rehabilitation, Atlanta, GA. December 3, 1992

Trainer - Rehabilitation technology, legal issues in rehabilitation and Life Care Planning. Crawford Health and Rehabilitation, Atlanta, GA. December 2, 1992

Trainer - Life Care Plans for catastrophic injuries. Crawford Health and Rehabilitation, Atlanta, GA. December 1, 1992

Speaker - The story of Rick: Rehabilitation services in action. Georgia State University (CPS 610; two sessions). November 2, 1992

Workshop leader - Job analysis and the ADA. Ohio NARPPS, Columbus, OH. September 22, 1992

Speaker - Preparing and defending a Life Care Plan. Individual Case Manager Association national training conference, Nashville, TN. September 19, 1992

Speaker - Rehabilitation technology and job accommodation for the traumatically brain injured. Medical College of Virginia, Annapolis, MD. August 11, 1992

Speaker - Life Care Plans for the catastrophically injured. Center for Rehabilitation Medicine, Emory University School of Medicine, Atlanta, GA. June 26, 1992

Speaker - Job placement details. Jewish Vocational Services, Atlanta, GA. May 18, 1992
Speaker - Job placement, rehabilitation technology and the ADA. Metro Employment Networking Association, Atlanta, GA. May 1, 1992

Speaker - Presenting and defending wage loss opinions. NARPPS annual conference, Las Vegas, NV. April 11, 1992

Speaker - Don't throw the dice: Preparing for the CRC exam. NARPPS annual conference, Las Vegas, NV. April 10, 1992

Speaker - Wage loss and rehabilitation technology evaluations for the catastrophically injured. Rehabilitation Training Institute, Atlanta, GA. March 13, 1992

Trainer - Wage loss analysis and vocational rehabilitation for injured children and adults. Crawford Health and Rehabilitation, Atlanta, GA. March 12, 1992

Trainer - Legal issues in rehabilitation and Life Care Planning. Crawford Health and Rehabilitation, Atlanta, GA. March 11, 1992

Trainer - Life Care Plans for catastrophic injuries. Crawford Health and Rehabilitation, Atlanta, GA. March 10, 1992

Speaker - Pediatric Life Care Plans. South Carolina Head Injury Foundation, Columbia, SC. 2/21/92.

Speaker - How to find a job. Salvation Army, Atlanta, GA. 2/13/92.

Speaker - Wage loss analysis and Life Care Plans for children. E & F Vocational Services, Mobile, AL. January 17, 1992

Trainer - Wage loss analysis and vocational rehabilitation for injured children and adults. Crawford Health and Rehabilitation, Atlanta, GA. December 5, 1991

Trainer - Legal issues in rehabilitation and Life Care Planning. Crawford Health and Rehabilitation, Atlanta, GA. December 4, 1991

Trainer - Life Care Plans for catastrophic injuries. Crawford Health and Rehabilitation, Atlanta, GA. December 3-4, 1991

Speaker - The exciting potential of rehabilitation technology in the work place. National Rehabilitation Association Annual Training Conference, Louisville, KY. November 16, 1991

Speaker - Present and future opportunities for rehabilitation case managers. Georgia Rehabilitation Association, Atlanta, GA. November 1, 1991

Speaker - Opportunities in rehabilitation counseling (2 presentations). CPS 610, Georgia State University, Atlanta, GA. October 30, 1991
Speaker - Assessing life long needs for TBI. Atlanta Rehabilitation Institute Foundation, Atlanta, GA. October 4, 1991

Speaker - Assessing work readiness in the traumatic brain injured adult. West Virginia Head Injury Foundation, Charleston, WV. September 27, 1991

Speaker - Wage loss issues for the traumatic brain injured. West Virginia Head Injury Foundation, Charleston, WV. September 27, 1991

Trainer - Life Care Plans for catastrophic injuries. NARPPS Special Interest Series. Seattle, WA. September 6, 1991

Speaker - Life Care Plans for the head injured. Meadowbrook rehabilitation center, Atlanta, GA. August 15, 1991

Speaker - Life care plans and wage loss analysis. PA NARPPS Annual Conference, Split Rock, PA, May 16, 1991

Speaker - The future of rehabilitation technology. Member of "Futures Panel" with Ed Roberts, James Breene, Tamara Bibb, Margo Broehl, Bill Smith. Touch the Future Annual Conference, Atlanta, GA. April 10, 1991

Speaker - Life care plans for the head injured. North Fulton TBI Support Group, Atlanta, GA. April 3, 1991

Trainer - Life Care Plans for catastrophically injured, wage loss analysis, rehabilitation technology and legal issues in rehabilitation. Crawford Health and Rehabilitation, Atlanta, GA. March 12-15, 1991


Speaker - Opportunities in rehabilitation counseling. CPS 610, Georgia State University, Atlanta, GA. February 20, 1991

Speaker - How to overcome problems associated with finding work. Atlanta Area Technical Institute, Atlanta, GA. February 13, 1991

Speaker - Rehabilitation technology and life after workers' comp. PRSG, Atlanta, GA (with Carol Whitescarver). February 4, 1991

Trainer - Life Care Plans for catastrophically injured, wage loss analysis, rehabilitation technology and legal issues in rehabilitation. Crawford Health and Rehabilitation, Atlanta, GA. December 12-14, 1990

Speaker - Legal issues in rehabilitation documentation. Roosevelt Warm Springs Institute for Rehabilitation. October 12, 1990
Speaker - Functional limitations. Roosevelt Warm Springs Institute for Rehabilitation. October 5, 1990


Speaker - How to write behavioral objectives. Roosevelt Warm Springs Institute for Rehabilitation. September 7, 1990

Speaker - Opportunities in rehabilitation counseling. CPS 610, Georgia State University, Atlanta, GA. July 19, 1990

Speaker - How to overcome problems associated with finding work. Georgia Computer Campus, Atlanta, GA. June 18, 1990

Speaker - Life Care Plans for the Traumatic Brain Injured. Meadowbrook rehabilitation center, Atlanta, GA. June 14, 1990

Workshop leader - Everything you wanted to know about job analysis and wished you hadn't asked. DRS, Atlanta, GA. June 6, 1990

Speaker - The role of the rehabilitation expert. PESI conference on personal injury damages in Georgia. Atlanta, GA. May 24, 1990

Speaker - Life Care Plans for the Head Injured. Meadowbrook rehabilitation center, Atlanta, GA. March 6, 1990

Speaker - Wage loss analysis and labor market surveys. NARPPS annual training conference, New Orleans, LA. March 3, 1990

Speaker - Life Care Plans for the Head Injured. Georgia Chapter: National Head Injury Foundation, Atlanta, GA. February 23, 1990

Speaker - How to find and keep a job. Center for Innovative Technology Education, Atlanta, GA. February 16, 1990


Speaker - Job finding techniques. STAR, Atlanta, GA. December 11, 1989.

Speaker - Life Care Plans for the Head Injured. National Head Injury Foundation, Chicago, IL. December 7, 1989

Speaker - High-tech workstations for the catastrophically injured. Touch the Future, Atlanta, GA. November 1, 1989

Facilitator - Bridging education, rehabilitation and employment. Touch the Future, Atlanta, GA. November 1, 1989
Speaker - How to find and keep a job. STAR, Decatur, GA. October 12, 1989

Workshop leader - Burnout/problem solving. Meadowbrook Rehabilitation Institute, Decatur, GA. October 6, 1989

Speaker - Transferable Work Skills and Job Accommodation. DRS state-wide training conference, Carrollton, GA. August 30, 1989

Speaker - Burnout for Rehabilitation Professionals. DRS state-wide training conference, Carrollton, GA. August 30, 1989

Speaker - The Story of Rick: Rehabilitation Technology at Work. Shepherd Spinal Center (sponsored by TAP), Atlanta, GA. August 25, 1989


Speaker - Trends in rehabilitation. CPS 610, Georgia State University, August 1, 1989

Workshop leader - Wage Loss Methods. Rehabilitation Training Institute, Atlanta, GA. June 9, 1989

Speaker - Geriatric Independence Through Technology. Georgia Conference on Aging, Atlanta, GA. May 4, 1989

Speaker - How to find and keep a job. Georgia Computer Campus, Atlanta, GA. May 3, 1989

Speaker - Life Care Planning/Ethics/Wage Loss (with Dr. Deutsch). Private Rehabilitation Suppliers of Georgia annual conference, Savannah, GA. April 22, 1989

Speaker - Rehabilitation Technology and Transferable Skills. Private Rehabilitation Suppliers of Georgia annual conference, Savannah, GA. April 21, 1989

Speaker - Rehabilitation Technology Introduction. Division of Rehabilitation Services, Atlanta, GA. April 19, 1989

Speaker - Life Care Planning. NARPPS annual conference, Lake Tahoe, California - April 7, 1989

Speaker - Transferable Work Skills (with Dr. Field). NARPPS annual conference, Lake Tahoe, CA. April 7, 1989


Speaker - Rehabilitation Technology Introduction. Division of Rehabilitation Services, Atlanta, GA. March 21, 1989
Speaker - Transferable Skills and Rehabilitation Technology with the Head Injured. New Medico Head Injury, Folsom, LA. - February 25, 1989

Speaker - Rehabilitation Technology. DRS planning session on rehabilitation technology, Goodwill Industries, Atlanta, GA. February 21, 1989

Speaker - Rehabilitation Technology. NRCA National Training Conference, Seattle, WA. February 18, 1989

Speaker - Opportunities in rehabilitation counseling. CPS 610, Georgia State University, Atlanta, GA. February 8, 1989

Speaker - Assessing Damages in Head Injured Children. Academy of Florida Trial Lawyers, Tampa, FL. February 3, 1989

Speaker - Rehabilitation Technology. NCRE Regional Conference, February 2, 1989, Atlanta, GA. February 2, 1989

Workshop leader - Life Care Plans for the Head and Spinal Cord Injured. Intracorp conference, Atlanta, GA. January 5, 1989

Speaker - Rehabilitation Technology Introduction. Division of Rehabilitation Services, Atlanta, GA. January 17, 1989

Speaker - Rehabilitation Technology Introduction. Division of Rehabilitation Services, Atlanta, GA. January 24, 1989

Speaker - Psychological Aspects of Disability. IRS managers conference, sponsored by Georgia Division of Rehabilitation Services, Atlanta, GA. December 8, 1988

Speaker - Life Care Plans for the Head Injured. National Head Injury Foundation annual conference, Atlanta, GA. November 19, 1988

Speaker - Trends in rehabilitation. CPS 610, Georgia State University, November 7, 1988

Speaker - Trends in rehabilitation. CPS 610, Georgia State University, November 8, 1988

Speaker - Rehabilitation Technology and Life Care Planning. Rehabilitation Training Institute, Hilton Head, SC. Sept. 15, 1988

Speaker - Wage Loss Analysis. Rehabilitation Training Institute, Hilton Head, SC. Sept. 16, 1988

Workshop leader - Transferable Work Skills. NARPPS sponsored, Anchorage, AK. August 17, 1988

Speaker - Rehabilitation Trends. CPS 610, Georgia State University, Atlanta, GA. July 26, 1988
Speaker - Job Accommodation. Touch the Future conference sponsored by the Georgia Governor's D.D. Council, Atlanta, GA. December 10, 1987


Speaker - Rehabilitation Technology. State of Georgia, Division of Rehabilitation Services state-wide training conference, Carrollton, GA. Sept. 1, 1987


Speaker - Effective Rehabilitation. Annual Vocational Placement Services, Inc. area meeting, Atlanta, GA. March 17, 1987


Speaker - Robotics and technology in rehabilitation. Annual critical issues in rehabilitation seminar, Jekyll Island, GA. October 14, 1986

Workshop leader - Robotics and technology in rehabilitation, annual critical issues in rehabilitation seminar, Jekyll Island, GA. October 13, 1986


Keynote speaker - Trends in rehabilitation, Workers' Compensation Association of New Mexico annual conference - May 16, 1986

Speaker - Labor Market Access and Wage Loss. Workers' Compensation Association of New Mexico annual conference - May 16, 1986

Workshop leader - Transferable skills training, VDARE, Labor Market Access analysis and decision making. Crawford and Company, Atlanta, GA. May 12-13, 1986

Selected speaker, symposium on Workers' Compensation - Anchorage, AK, 1981.


PERSONAL INFORMATION:
Address: 1611 Wickersham Place
Suwanee, Georgia 30024
Phone#: (770) 476-1086 Home
(404) 651-2550 Work
Certificates: L-7 Director of Pupil Personnel License: Applied Psychologist ABPP School Psychology
S-7 School Psychologist GA License # 1404 Diploma #1507
EDUCATION/ACADEMIC DEGREES:
Georgia State University 1985-88 Georgia Southern College 1973-75
Doctor of Philosophy (Ph.D.) Master of Education (M.Ed.)
School Psychology GPA=4.0 School Psychometry GPA=4.0
Georgia Southern College 1976-77 Georgia Southern College 1968-72
Education Specialist (Ed.S) Bachelor of Arts (A.B.)
School Psychology GPA=4.0 Psychology Major
Art History Minor GPA=3.6
EMPLOYMENT RECORD/PROFESSIONAL EXPERIENCE:
July 1997 - May 2002 (tenure track)
ASSISTANT PROFESSOR
July 1994-June 1997 (non-tenure track):
Georgia State University
Atlanta, Georgia
July 1985 - June 1994:
COORDINATOR PSYCHOLOGICAL SERVICES
Gwinnett County Public Schools
Lawrenceville, Georgia
August 1993 - July 1994:
ASSISTANT PROFESSOR (Part-time)
Division of Educational Studies
Emory University
Atlanta, Georgia
July 1980 - June 1985:
ASSOCIATE SCHOOL PSYCHOLOGIST
Gwinnett County Public Schools
August 1996-June 1998 (part-time):
Assistant Principal for Student Services
Jackson Elementary School
Gwinnett County Public Schools
Lawrenceville, Georgia
August 1995 June 1996 (part-time):
Elementary School Counselor
Jackson Elementary School
EMPLOYMENT RECORD (Cont.):

July 1977 - June 1980: OUTPOST CENTER COORDINATOR/PSYCHOLOGIST
Comprehensive Psycho-Educational Services
Tifton, Georgia

August 1975 - June 1977: PROGRAM SCHOOL PSYCHOLOGIST
Comprehensive psycho-Educational Services
Valdosta, Georgia

September 1973 - August 1974: PROGRAM EVALUATOR/PSYCHOLOGIST
Child Development Center
Dublin, Georgia

CURRENT ORGANIZATIONAL INVOLVEMENT:

American Psychological Association (APA)
APA Division 16 -
Member 1989 - Present

American Academy of School Psychology (AASP)
Member 1998- Present
Secretary 99-01

National Association of School Psychologist (NASP)
Member 1979 - Present
Olympia Conference Delegate - 1982
Georgia State Delegate 81-83

Georgia Association of School Psychologists (GASP)
Parliamentarian 76-77
Regional Representative 77-78
Newsletter Editor 78-79
President 79-80
Research Chairman 80-81
Legislative Chairman 81-83/90-92
Regional Representative 83-84,92-94
Member 1974 - Present
Legislative Committee 84 - 85 Chair 90-92
Associate Newsletter Editor 85-86
Newsletter Editor 86-87
Professional Standards Chairman 88-89,97-98
Professional Standards Committee 88-9,96-99
Co-Chair Redistricting Committee 89-90
University Trainers Committee Chair 99-00

Phi Delta Kappa (PDK)
Member 1992 - Present

Kappa Delta Phi (KDP)
Member 1994-Present

HONORS/RECOGNITIONS:

Honor’s Day Scholar: Georgia Southern College 5/71
Alfred Adler Psychology Award 5/72
Honor Graduate (Magna Cum Laude) 6/72
Big Brothers/Big Sisters Award of Appreciation 5/80
Georgia Association of School Psychology (GASP)
(Outgoing President's Award) 4/80
National Association of School Psychologists (NASP)
(Delegate Appreciation Certificate) 5/83

GASP Professional Recognition Award 4/84
Member of staff to receive APA/NASP Award of
Excellence for School Psychology Programs 8/85
CPS Outstanding Dissertation of the Year 5/89
GASP University Trainer Leadership Award 5/97
ABPP Diplomate in School Psychology 7/98
PROFESSIONAL CONTRIBUTIONS:

Georgia State Department of Education
- Psychoeducational Advisory Committee 79-80
- Psychological Report Writing Committee 87-88

Georgia School Psychologists Evaluation Instrument (GSPEI)
- Development Committee 87-89

Teacher Certification Test (TCT)
- School Psychology Revision Committee 88-89

State Advisory Panel for Special Education (SAP)
- Appointed by State School Board 89-94
- Chairperson 93-94

U.S. Department of Education
- S.E. OCR Field Office - Atlanta, GA
- IQ Interpretation Training - Fall 96
- Conf. on Test Use and Civil Rights
- National OCR participant group
- Washington, DC-Fall 98

PUBLICATIONS:


Evans, Gary (1982). Here we go again. *GASP Dialogue*, 12(1), 7


Committee contributor to Psychological Reports (1988). Recommended Practice Illustrated With Actual Case Studies. Georgia Department of Education.


PRESENTATIONS AT PROFESSIONAL ORGANIZATIONS:

American Psychological Association (APA)

August 1986 - "Developing a Comprehensive Psychological Service Model" - Invited Address.

Georgia Psychological Association (GPA)

May 1987 - "Improving Communication Between Private and School Psychologists" - (Panel Member).

National Association of School Psychologists (NASP)

April 1983 - "Olympia Conference Revisited" (Panel Member).
April 1999 - "Multiple Intelligence Theory in School Application"

Council for Exceptional Children (CEC)

Spring National Conference 1999: "Understanding BD Behavior Using Big 5 Theory"

Georgia Association of School Psychologists (GASP)

Spring Conference 1978: "WISC-R Patterns for SLD Children"
Fall Conference 1979: "WISC-R Patterns for SED Children"
Spring Conference 1981: "Sharpening School Psychology Skills"
Spring Conference 1982: "Olympia Conference Feedback"
Spring Conference 1984: "Comprehensive Service Delivery"
Spring Conference 1985: "Computer Use in School Psychology"
Fall Conference 1985: "APA/NASP Award of Excellence - Report"
Spring Conference 1989: "GSPEI Field Test Feedback"
Spring Conference 1992: "CogAT Interpretation Guidelines"
Spring Conference 1995: "Internship Guidelines - NASP"
Fall Conference 1995: "Internship Supervisor Training"
Spring Conference 1998: "Ethical Issues in School Psychology"

Georgia School Counselors Association (GSCA)

June 1993: "Multiple Intelligences Theory"

Tennessee Association of School Psychologists (TASP)

November 1991: "Increasing Consultation Time"

Georgia State PTA Meeting

November 1992: "Care Teams as a Local School Resource"

Gwinnet Leadership Training

June 1993, Athens, Georgia: "Multiple Intelligences Theory"
Miscellaneous Training/Workshops/etc:

*Parent Training Programs-Multi session (Behavior Management):
  Suwanee Elementary School - 1982  Rockbridge Elementary School - 1983
  Norcross Elementary School - 1982  Arcado Elementary School - 1984
  Duluth Middle School - 1983   Centerville Elementary School - 1986
  Dyer Elementary School - 1983   Suwanee Elementary School - 1992

*Over 75 presentations to teacher groups, paraprofessionals, bus drivers, and luncheon workers on topics related to:
  Behavior Management  Delivery of Psychological Services
  Self Concept Enhancement  Motivating Reluctant Learners
  Group Testing  Intelligence/Personality Testing
  Learning Styles  Care Teams/Student Support Teams
  Communication Skills  Managing Aggressive Behavior

* Over 25 presentations to student groups (classes) on topics related to:
  Intelligence testing
  Personality testing
  Self-Esteem
  Peer Counseling

* Over 50 presentations to parent groups/PTAs on topics related to:
  Group Testing  Delivery of Psychological Services
  Psychological Testing  Care Teams/Student Support Teams
  Self-Concept Enhancement  Learning Styles
  Behavior Management  Motivation

NOTE: A listing of presentations by date, topic, and audience for the most recent SEVEN (7) years is available separately.

CURRENT REFERENCES

(Previous GSU Supervisor, retired) (Previous SPED Supervisor & Colleague)
Dr. Wayne Jones Dr. Harry A. Hamm, Director
633 Ralls Road Comprehensive Psycho-Educational Center
Hogansville, GA Route One-James Road
(706) 637-8289 Valdosta, Georgia 31601
(912) 247-3350

(Previous PPS Supervisor) (Professional K-12 Colleague)
Dr. Felix Martin Dr. Al Jordan, Coordinator
Director of Pupil Personnel (retired) Ancillary Services
Gwinnett County Public Schools Gwinnett County Public Schools
79 Duncan Court 52 Gwinnett Drive
Lawrenceville, Georgia 30244 Lawrenceville, Georgia 30245
(770) 921-3281 (770) 513-6791

(Major Professor Ph.D. Program) (Professional University Colleague)
Dr. John McDavid Dr. William W. Swan
Professor CPS Department (retired) Dept. Educational Administration
Georgia State University G10 Aderhold Hall
University Plaza University of Georgia
Atlanta, Georgia 30303 Athens, Georgia 30602-7171
(404) 378-8364
(Retired GSU Department Chair) (Professional K-12 Colleague)
Dr. Richard (Pete) Smith Dr. Joan A. Jordan, Director
Georgia State University Program for Exceptional Children
COE/CPS University Plaza Henry County Public Schools
Atlanta, Georgia 30303-3083 McDonough, Georgia 30253
(404) 651-2550 (770) 957-6601

(Current GSU Co-worker)
Dr. Catherine Fortner
CPS Department COE
GA State University
Atlanta, GA 30303
(404) 651-2487

**Additional references can be provided on request!**
PUBLICATIONS ADDENDUM


Committee contributor to Psychological Reports (1988). Recommended Practice Illustrated With Actual Case Studies. Georgia Department of Education.


In press (to be published in 1999):

VITA
Kay Draper

Department of Counseling and Psychological Services
Georgia State University
University Plaza
Atlanta, Georgia  30303
(404) 651-3410
kdraper@gsu.edu

EDUCATION

1998  Doctor of Philosophy in Counseling Psychology
University of Georgia, Athens, Georgia
APA-accredited program

1991  Master of Education in School Counseling
Georgia State University, Atlanta, Georgia
CACREP-accredited program

1988  Bachelor of Arts in Speech Communications
Wake Forest University, Winston-Salem, North Carolina
Honors:  Cum Laude

PROFESSIONAL EXPERIENCE

Present  Assistant Professor, School Counseling Faculty
Department of Counseling and Psychological Services
Georgia State University, Atlanta, Georgia

Combining teaching, research and service as a school counseling faculty member delivering a
CACREP-approved program. Specializing in secondary school counseling.

1998-1999  Clinical Assistant Professor
Department of Counseling and Psychological Services
Georgia State University, Atlanta, Georgia

Instructing Masters students of school and professional counseling in the practicum and
internship sequence. Responsibilities included leading group supervision, providing individual
supervision, serving as a liaison between the university and the schools and agencies in which
the students were placed, and conducting site visits throughout the academic year.

1997-1998  Psychology Resident
Augusta VA/Medical College of Georgia Consortium
Augusta, Georgia
Participated in four three-month rotations in outpatient treatment, behavioral medicine, pediatric consultation/liaison, adolescent inpatient and adolescent partial hospitalization. Psychotherapy, assessment and consultation emphasized. Population included adults, adolescents, children, couples, and families from diverse cultural backgrounds and presenting with varying levels of psychopathology and serious medical issues.

1995-1996  **Coordinator of Clinical Services**  
The Center for Counseling and Personal Evaluation  
University of Georgia, Atlanta, Georgia

Selected by faculty to serve as student clinic coordinator. Responsibilities included supervising daily operation of the clinic, providing ongoing consultation to clinicians, being available to intervene and seek appropriate resources in crisis situations, co-leading weekly staff meetings and case presentations with center director, assessing appropriateness of and assigning new clients, interviewing prospective clinicians, orienting and training new clinicians on quarterly basis regarding policies, procedures, and administration of clinic, promoting clinic services through active outreach to community agencies and schools, and creating quarterly reports regarding operation of clinic.

1990-1993  **Elementary School Counselor**  
Timber Ridge Elementary  
Cobb County, Marietta, Georgia

Responsibilities included counseling with small groups and individuals experiencing a wide variety of concerns, consulting with parents, teachers, administrators and outside agencies, serving on Student Support Team to provide relevant data, suggestions, and interventions for referred students having classroom difficulties, developing and conducting classroom guidance curriculum for students from kindergarten through 5th grade, leading parenting classes and staff development in-services, writing PTA newsletter articles on counseling-related issues.

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Counseling Association  
Association for Specialists in Group Work  
Association for Counselor Education and Supervision  
American School Counselor Association  
Georgia School Counselor Association  
American Psychological Association  
Division 17 - Counseling Psychology  
Association for Play Therapy  
Georgia Association for Play Therapy

**PRESENTATIONS AT PROFESSIONAL MEETINGS**

Draper, K. (1999, November). Play and other nonverbal approaches in middle and high school counseling. Program conducted at the Georgia School Counselor’s Conference, Atlanta.


Draper, K. (1997, August). Students’ perspectives and suggestions for change. In M.E. Oehlert (Chair), Supply & demand and other important internship issues- varied perspectives. Symposium conducted at the Annual Meeting of the American Psychological Association, Chicago.


PUBLICATIONS


OFFICES & COMMITTEE ASSIGNMENTS IN PROFESSIONAL ORGANIZATIONS

1996-1998 Member-At-Large, APAGS (American Psychological Association of Graduate Students) Nine-Member Executive Board
1997-1998  Member, Committee on Internship and Related Training Activities
1997      Student Delegate to APPIC/APA Supply & Demand Conference
1997      Representative to APA/BEA Pre-Post Internship Working Group
1997      Student Liaison to APA State Leadership Conference
1997      Co-Chair, APAGS Task Force on Internship Issues
1995-1996 Vice-President, UGA Counseling Psychology Student Association
1995      Committee Member, Southern Association for Counselor Education and
          Supervision Conference, Nashville, Tennessee
1993      Program Chair, National Association for Specialists in Group Work Conference,
          Athens, Georgia
1993      Exhibits Chair, International Play Therapy Conference, Atlanta, Georgia
1992-1993 7th District Elementary Contact Person, Georgia School Counselor Association
1992-1993 Secretary/Treasurer, Atlanta Association for Play Therapy

CREDENTIALS

Licensed Professional Counselor #2886, State of Georgia
National Certified Counselor
REFERENCES

JoAnna White, Ed.D.
Department Chair
Department of Counseling and Psychological Services
Georgia State University
University Plaza
Atlanta, GA 30303-3083
(404) 651-2550

P. Alex Mabe, Ph.D.
Director of Psychology Training
Department of Psychiatry, BAA 330
Medical College of Georgia
Augusta, GA 30912-3800
(706) 721-8812

Pamela O. Paisley, Ed.D.
Coordinator, School Counseling Program
Department of Counseling and Human Development Services
UGA, 402 Aderhold Hall
Athens, GA 30602
(706) 542-4142

Arthur M. Horne, Ph.D.
Department of Counseling and Human Development Services
UGA, 402 Aderhold Hall
Athens, GA 30602
(706) 542-4107

Linda F. Campbell, Ph.D.
Director, Center for Counseling and Personal Evaluation
Department of Counseling and Human Development Services
UGA, 424 Aderhold Hall
Athens, GA 30602
(706) 542-8508

Mary K. Widener
Principal
Timber Ridge Elementary
5000 Timber Ridge Road
Marietta, GA 30068
(770) 640-4808
Vita
Richard C. Gilman

Current Position:
Assistant Professor (tenure track)
School Psychology Program
University of Kentucky

Professional Address:
Department of Educational and Counseling Psychology
College of Education
245 Dickey Hall
Lexington, KY 40506
Phone: (859) 257-9367
e-mail: gilman@uky.edu

Home Address:
482 Holly Hill Drive
Lexington, KY 40503
Phone: (859) 373-0076

Education:
1994-1999
Doctor of Philosophy
University of South Carolina (APA accredited)
Department of Psychology
Major: School Psychology
Degree Conferred: August, 1999

1987-1991
Bachelor of Arts
University of Minnesota-Minneapolis
Major: Psychology, History

Publications
( refereed):


Publications Revised and Resubmitted

Gilman, R. Regular education and special education teachers’ perceptions of school psychology: Results of a multistate survey.


Manuscripts Currently in Preparation

Gilman, R., Huebner, E.S., & Valois, S. Participation in structured extracurricular activities and resiliency.

Gilman, R., Bradley, K., Suldo, S., & Huebner, E.S. Measurement and statistical analysis of the Multidimensional Students’ Life Satisfaction Scale: Comparisons across race and gender.

Hall, R., & Gilman, R. Peer neglect: The case against a unified construct.


Wilson, P., & Gilman, R. Comparison of self- and parent-related reports on the Behavioral Assessment Scales for Children versus clinician's diagnosis.

Book Chapters

**Technical Reports**


**Paper Presentations (peer reviewed):**

**International**


**National**


Huebner, E. S., & Gilman, R. (1997, August). *Self-concept and life satisfaction: Two constructs or one?* Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.


**Regional**

**State**


Freeman, B.E., & Gilman, R. (1997, February). *The role of school-based clinicians.* Paper presented at the annual meeting of the South Carolina Middle School Association, Myrtle Beach, SC.


**Grant Activities:**

**2003**

Principle Investigator: Quality of Life and Cancer Survival Rate: A Test of a Hierarchical Model  
Lance Armstrong Foundation  $150,000 (submitted)

**2003**

National Institute of Mental Health  $650,000 (submitted)

**2003**

Co-Investigator: Quality of life as an outcome measure among sexual abuse survivors receiving Cognitive Behavioral Therapy for Sexual Abuse (CPT-SA).  $500,000 (revised and resubmitted)

**1999**

Multi-Disciplinary Collaboration in Preparation of Personnel to Serve Children with High-Incidence Disabilities: A Model of Integrated Training and Services Delivery  
U.S. Department of Education  $500,000 (unfunded)
2001  
Author: Study of Stress and Coping among Children and Adolescents  
Research Initiation Grant Award  
Georgia State University  $6,000 (funded)

2000  
Author: Assessment of the Quality of Life Among Deaf/Hard of Hearing Children and Children Diagnosed with ADHD  
Research Initiation Grant Award  
Georgia State University  $5,000 (funded)

2000  
Author: Woodcock-Johnson Test of Cognitive Abilities (3rd edition)  
Training Grant.  
Riverside Publishing Company  
Itasca, Illinois  $12,000 (funded)

2000  
Author: Teacher's Perceptions of School Psychology  
Georgia Association of School Psychologists  
$1,000 (funded)

1999  
Co-Author: Woodcock-Johnson Test of Cognitive Abilities Training Grant.  
Riverside Publishing Company  
Itasca, Illinois  $6,000 (funded)

Teaching Experiences:

2002-present  
Instructor  
University of Kentucky  
Department of Educational and Counseling Psychology  
Courses: Consultation, Psycho-educational Interventions, Practicum Supervision, Counseling Techniques I

1999-2002  
Instructor  
Georgia State University  
Department of Counseling and Psychological Services  
Courses: Psychological Assessment I: Intelligence; Psychological Assessment II: Achievement; Psychological Assessment III: Personality; Administration/Supervision in Pupil Personnel Services; Doctoral Seminar; Advanced Developmental Psychology; Advanced Functional Behavioral Assessment/Behavior Modification; Pre-Doctoral Internship Supervision

1995-1998  
Instructor  
University of South Carolina  
Department of Psychology  
Courses: Introduction to Psychology; Sport Psychology
1998-Summer  **Instructor**  
Midlands Technical College  
Upward Bound Program  
Course: Introduction to Psychology  

1998-Spring  **Teaching Assistant**  
Department of Psychology  
Course: Advanced Academic Interventions.  

**Professional Experiences:**  
**Research**  

2002-present  **Principle Investigator**  
Quality of Life Research Project  
University of Kentucky  
Department of Educational and Counseling Psychology  

1999-2002  **Principle Investigator**  
Quality of Life Research Project  
Georgia State University  
Department of Counseling and Psychological Services  

1996-1998  **Research Fellowship**  
University of South Carolina  
Department of Psychology  
School Psychology Training in Community-Based Integrated Services (OSERS funded grant)  

1996-1998  **Project Coordinator**  
Joint Factor Analysis of the Woodcock-Johnson Psychoeducational Battery-Revised Test of Cognitive Abilities and the Differential Abilities Scales  

1996-1998  **Examiner**  
Measurement Learning Consultants/Riverside Publishing Company  
Woodcock-Johnson Renorming Project  

1996-1998  **Project Assistant**  
Quality of Life Laboratory  
Principal Investigator: E. Scott Huebner, Ph.D.  

1987-1991  **Project Assistant**  
Learning, Perception, and Memory Laboratory  
Principal Investigator: Irving Biederman, Ph.D.  
University of Minnesota  
Department of Psychology
Clinical Experiences:

1999-2002 Psychology Fellow
Psychological Sciences Institute
Lawrenceville, Georgia

1999-2001 Psychology Extern
Counseling Center (APA Accredited)
Georgia State University

1998-1999 Psychology Intern
Father Flanagan's Boys' Home (aka Boystown)
Accredited: American Psychological Association
Joint Commission on Accreditation of Healthcare Organizations (JCAHO)

1994-1997 Mental Health Professional
Lexington County Community Mental Health Center
Lexington, South Carolina
Accredited: Joint Commission on Accreditation of Healthcare Organizations (JCAHO)

1994-1996 Project Coordinator
Busbee Middle School Mentorship Program
Cayce, South Carolina

1993-1994 Direct Care Worker for the Mentally Retarded
Sioux Vocational Services
Sioux Falls, South Dakota

1991-1993 Psychologist Assistant
South Dakota Developmental Center
Redfield, South Dakota

1990-1991 Counselor
Freeport West Youth and Adolescent Homeless Shelter
Minneapolis, Minnesota

Awards and Honors:

1997
Scholarship recipient for outstanding work in the field of school psychology. South Carolina Association of School Psychologists, $500
Leadership Positions:


Professional Affiliations:
American Psychological Association-Member
Division 16-School Psychology
National Association of School Psychologists (NASP)-Member
Council of Directors of School Psychology Programs (Division 16)-Member
School Psychology Trainers (NASP)-Member

Professional Duties:

Journals

2003  Co-Editor: Special Issue of School Psychology Quarterly
2001-2003  Associate Editor: Behaviour Change
2003-present  Editorial Board: Journal of Social and Clinical Psychology
2001-present  Editorial Board: Residential Treatment for Children and Youth
2002-present  Ad-Hoc Reviewer: Journal of Early Adolescence
2003-present  Ad-Hoc Reviewer: Journal of Child and Family Studies
2000-2001  Guest Reviewer: Behaviour Change
2002  Guest Reviewer: Behavior Modification
1999-present  Ad-Hoc Reviewer: School Psychology Review
1999  Guest Reviewer: Journal of Applied Behavior Analysis

Book Chapters

2003  Guest Reviewer: Pearson Education

Conferences

2002 (December)  Reviewer: APA Division 16 Conference Proposals
2001 (November)  Co-Chair: Quality of Life among Children and Adolescents Section at the International Quality of Life Conference, Washington, DC.

Departmental Duties (University of Kentucky)

2002  Scholarship Committee
2003  Library Committee
2003  Social Committee
Departmental Duties (Georgia State University)

2001-2002 School Psychology Internship Coordinator
2001 Author: National Association of School Psychologists Accreditation Report
2001 Faculty Representative: Dissertation Review Committee
2000-2001 Faculty Representative: Crisis Management Committee
2000 Faculty Representative: NCATE Re-Accreditation Committee
2000 Co-Author: School Psychology Ph.D. Handbook, Georgia State University
2000 Co-Author: School Psychology Ed.S. Handbook, Georgia State University
2000 Ed.S. Residency Definition Committee
2000 Faculty Representative: Student Affiliates in School Psychology (SASP) student chapter
2000 Research Consultant: Cobb County (GA) School District

Invited Presentations/Workshops

2000 (August) Conducting School Based Research. Presentation provided to the school psychology staff, Cobb County School District, Marietta, GA.

2000 (September) School Psychology Training Programs: Integrating Training with Best Clinical Practices. Presentation provided to the school psychology staff, Fulton County School District, Atlanta, GA.

2001 (February) Assessment and Treatment of Child/Adolescent Psychopathology. Full-day workshop presented to school psychologists from four north Georgia school districts, Rome, GA.

2001 (March) What is a School Psychologist? Presentation provided to undergraduate students at Berry College, Rome, GA.

2002 (February) Positive Psychology Among Children and Adolescents. Colloquium provided to faculty and students at Berry College, Rome, GA.

2002 (November) When the butterflies become too much: Assessing and working with children/adolescents with anxiety disorders. Full-day workshop presented to Inner Harbour Psychiatric Treatment Hospital, Douglasville, GA.

2003 (January) Towards a focus on positive mental health: Findings and implications for psychologists. Colloquium presented to students and faculty of the College of Education, University of Kentucky.

2003 (February) Understanding and treating conduct disorder/oppositional defiant disorder. Full-day workshop to be presented to Inner Harbour Psychiatric Treatment Hospital, Douglasville, GA.

Licenses
Georgia--#2735
Kentucky—Temporary Status (full status pending)
References

E. Scott Huebner, Ph.D.
Professor, Department of Psychology
University of South Carolina
Columbia, South Carolina 29208
(803) 777-4863
huebner@gwm.sc.edu

Richard J. Nagle, Ph.D.
Professor, Department of Psychology
University of South Carolina
Columbia, South Carolina 29208
(803) 777-4137
nagle@gwm.sc.edu

Joel Meyers, Ph.D.
Professor, Department of Counseling
and Psychological Services
Georgia State University
30 Pryor Street
College of Education Building
Atlanta, GA 30303-3083
(404) 651-2400
cpsjjm@langate.gsu.edu

H. Thompson Prout, Ph.D.
Professor, Department of Educational and Counseling Psychology
University of Kentucky
245 Dickey Hall
Lexington, KY 40506-0017
(859) 257-5445
htprout@uky.edu
Appendix P - Summary Data on Credit Hour Generation

### 2001-2002 Credit Hour Generation by Level and Faculty Type

**Graduate Level Courses Only**

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Fall 2001</th>
<th>Spring 2002</th>
<th>Summer 2002</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>2234</td>
<td>2240</td>
<td>2000</td>
<td>6474</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td>568</td>
<td>695</td>
<td>306</td>
<td>1569</td>
</tr>
<tr>
<td>PTI</td>
<td>156</td>
<td>95</td>
<td>0</td>
<td>251</td>
</tr>
<tr>
<td>GTA</td>
<td>348</td>
<td>372</td>
<td>0</td>
<td>720</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3306</strong></td>
<td><strong>3402</strong></td>
<td><strong>2306</strong></td>
<td><strong>9014</strong></td>
</tr>
</tbody>
</table>

**Table B-4b**

### 2002-2003 Credit Hour Generation by Level and Faculty Type

**Graduate Level Courses Only**

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
<th>Summer 2003</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>2637</td>
<td>1913</td>
<td>1538</td>
<td>6088</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td>394</td>
<td>732</td>
<td>377</td>
<td>1503</td>
</tr>
<tr>
<td>PTI</td>
<td>362</td>
<td>538</td>
<td>81</td>
<td>981</td>
</tr>
<tr>
<td>GTA</td>
<td>486</td>
<td>420</td>
<td>30</td>
<td>936</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3879</strong></td>
<td><strong>3603</strong></td>
<td><strong>2026</strong></td>
<td><strong>9508</strong></td>
</tr>
</tbody>
</table>

**Table B-4c**

### 2003-2004 Credit Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Fall 2003</th>
<th>Spring 2004</th>
<th>Summer 2004</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>0</td>
<td>2194</td>
<td>0</td>
<td>1529</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td>0</td>
<td>445</td>
<td>0</td>
<td>1378</td>
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<tr>
<td>PTI</td>
<td>0</td>
<td>624</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>GTA</td>
<td>180</td>
<td>582</td>
<td>261</td>
<td>1455</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>3845</strong></td>
<td><strong>3259</strong></td>
<td><strong>9572</strong></td>
</tr>
</tbody>
</table>
Counseling & Psychological Services Department Review

LIBRARY RESOURCES

Summary: Strengths and Weaknesses of the University Library Collection and Services

Currently, the University Library’s holdings for counseling and psychology adequately support the research areas of the faculty and of the students who are Master of Science, Master of Education, Educational Specialist, and Ph.D. candidates in the Department of Counseling and Psychological Services. This determination is based on a review of core bibliographies and ranked journals within counseling and psychology against University Library holdings.

According to Web of Science Journal Citation Reports, Social Sciences Edition\(^1\), we receive 89% of the ranked journals listed in the Clinical Psychology section, and 74% of those in the Applied Psychology section (this list includes journals in counseling as well as psychology). As indicated in the statistics section of this review, the library has access to a total of 249 journals in both print and electronic formats which support the interdisciplinary subject areas within counseling and psychology.

The library owns 94% of the outstanding titles in psychology listed in ChoiceReviews.online\(^2\). We have 72% of the reference sources in the Psychology section of The Social Sciences: a Cross-Disciplinary Guide to Selected Sources\(^3\), and 77% of those in the Psychology section of Social Science Reference Sources: A Practical Guide\(^4\).

The University Library has a total of 48,077 monograph titles which support the Counseling & Psychological Services Program. The majority of the titles are in the call number range RC 320-321 (Neurosciences; Biological psychiatry; Neuropsychiatry) with titles in the call number range BF 203 (Gestalt psychotherapy) representing the lowest number of titles.

Statistics from our primary book vendor, Yankee Book Peddler, indicate that last fiscal year we purchased 49% of the available universe of titles (primarily from the U.S., Canada, and the U.K) in the call number ranges of: HM (social psychology) and LC

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\(^1\) Based on a comparison between Web of Science Journal Citation Reports, Social Sciences Edition (2002) and University Library holdings.

\(^2\) Reviews significant resources for academic libraries. URL: http://www.choicereviews.org.


Appendix Q – Pullen Library Report

(education of special groups of persons), while the lowest percentages were in the call numbers RC (neurosciences) and RJ (mental disorders and child psychiatry), at 26% and 20%, respectively.

Monographs are also received via firm order based on faculty requests and liaison selection. In the last two years, a total of 10,868 titles were added to the University Library Collection in the areas supporting the CPS department. The highest number of titles in the collection are in the interdisciplinary call number ranges of HM (social psychology) and HV (disability, alcohol, juvenile and adult delinquency) with the lowest number coming from the call number range of RJ (pediatrics, mental disorders and child psychiatry).

There are only minor weaknesses in the University Library’s collection of counseling and psychology. PSYCArticles, a database of full-text articles from APA, needs to be added to the collection when funds are available. Additionally, a focus on collecting in the less represented areas of mental disorders/child psychiatry and mental health/prevention would be helpful especially as these subjects overlap with other programs including Public Health and Psychology.

Specialized services that are available to faculty and students in each academic department include library instruction and individual consultation. Although the usage of these services by Counseling & Psychological Services was generally low for this fiscal year, the recent addition of a librarian hired to work with 3 programs of the College of Education (one of which is Counseling & Psychological Services) will help increase departmental requests for library services.

### Relevant Library Statistics

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>249</td>
<td>194 are individual subscriptions through the University Library; 55 are consortial subscriptions through Wiley, Kluwer, Springer, ScienceDirect.</td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>31</td>
<td>These 31 titles were added through consortial agreements with Wiley and Kluwer.</td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>18</td>
<td>Cancelled during serials review process in 2002.</td>
</tr>
<tr>
<td>Number of related databases added in last three years</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix Q – Pullen Library Report

<table>
<thead>
<tr>
<th>Number of related databases cancelled in last three years</th>
<th>1</th>
<th>Social Sciences Index – Title cancelled by GALILEO due to budget constraints</th>
</tr>
</thead>
</table>
| Number or monograph titles supporting program            | 48,077 | BF 173-177 Psychoanalysis; Psychological tests and testing [1,235 titles]  
BF 180-199 Experimental psychology [179 titles]  
BF 203 Gestalt psychotherapy [23 titles]  
BF 207-209 Psychotropic drugs and other substances [28 titles]  
BF 309-499 Consciousness; Cognition [3,343 titles]  
BF 501-505 Motivation [6,237 titles]  
BF 511-593 Affection; Feeling; Emotion [1,216 titles]  
BF 608-635 Will; Volition; Choice; Control [114 titles]  
BF 636-637 Applied psychology [1,613 titles]  
BF 660-685 Comparative psychology; Animal and human psychology [134 titles]  
BF 692-693 Psychology of sex; Sexual behavior [192 titles]  
BF 697-711 Differential psychology; Individuality; Personality [1,242 titles]  
BF 712-727 Developmental psychology [2,418 titles]  
BF 795-839 Temperament; Character [48 titles]  
HD 7255-7256 Vocational rehabilitation [209 titles]  
HM 1001-1281 Social psychology [418 titles]  
HV 1551-3024 People with disabilities [1,220 titles] |
### Appendix Q – Pullen Library Report

<table>
<thead>
<tr>
<th>Call Numbers</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>HV 5001-5721</td>
<td>Alcohol; Intemperance; Temperance reform [581 titles]</td>
</tr>
<tr>
<td>HV 9051-9231</td>
<td>The juvenile offender; Juvenile delinquency; Reform schools, etc. [875 titles]</td>
</tr>
<tr>
<td>HV 9261-9431</td>
<td>Reformation and reclamation of adult prisoners [432 titles]</td>
</tr>
<tr>
<td>LB 1025-1091</td>
<td>Teaching (principles and practice); Educational psychology [5,865 titles]</td>
</tr>
<tr>
<td>LB 1705-2286</td>
<td>Education and training of teachers and administrators [1,419 titles]</td>
</tr>
<tr>
<td>LB 2831-2832</td>
<td>Administrative personnel [419 titles]</td>
</tr>
<tr>
<td>LC 1390-5161</td>
<td>Education of special classes of persons [3,989 titles]</td>
</tr>
<tr>
<td>RA 790-791</td>
<td>Mental health; Mental illness prevention [487 titles]</td>
</tr>
<tr>
<td>RC 320-321</td>
<td>Neurosciences; Biological psychiatry; Neuropsychiatry [12,311 titles]</td>
</tr>
<tr>
<td>RJ 499-507</td>
<td>Mental disorders; Child psychiatry [1,830 titles]</td>
</tr>
</tbody>
</table>

| Number of monograph titles in key call number ranges added in last two years (01/2002-01/2004) | 10,868 |
| BF=904 |
| HD=2746 |
| HM=625 |
| HV=1743 |
| LB=1653 |
| LC=747 |
| RA=723 |
| RC=1451 |
| RJ=276 |

| Percentage of available universe of related monograph titles | 30% of BF |
| 32% of HD |
| 49% of HM |
| BF=psychology |
| HD=vocational rehabilitation |
### Electronic Resources

Students and faculty in the Department of Counseling & Psychological Services rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for Counseling & Psychological Services research.

<table>
<thead>
<tr>
<th>GSU Subscription Databases</th>
<th>Usage Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Women’s Issues</td>
<td>425 searches: July 1, 2003-May 31, 2004</td>
</tr>
<tr>
<td>GenderWatch</td>
<td>16,501 searches: January 2003-May 2004</td>
</tr>
<tr>
<td>JSTOR</td>
<td>102,468 searches: January 2003-April 2004</td>
</tr>
<tr>
<td>Mental Measurements Yearbook</td>
<td>839 searches: January-December 2003</td>
</tr>
<tr>
<td>Project Muse</td>
<td>7,002 searches: January 2003-December 2003</td>
</tr>
</tbody>
</table>
Appendix Q – Pullen Library Report

GALILEO Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Usage Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Abstracts</td>
<td>9,012 searches: January 2003-April 2004</td>
</tr>
<tr>
<td>ERIC</td>
<td>29,315 searches: July 2003-June 2004</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>104,136 searches: January 2003-April 2004</td>
</tr>
<tr>
<td>Psychology &amp; Behavioral Sciences Collection</td>
<td>32,268 searches: January 2003-April 2004</td>
</tr>
<tr>
<td>Research Library</td>
<td>86,446 searches: January 2003-April 2004</td>
</tr>
</tbody>
</table>

Overview of General Library Resources

The Georgia State University Library contains over 1.3 million volumes, including 7,989 active serials, and almost 22,000 media materials. The library has access to 276 electronic periodical and resource indexes (many with full text), almost 14,000 electronic journals, and about 30,000 electronic books. Additionally, the library is a Federal Document Depository and holds more than 820,000 government documents with electronic access to many additional titles. (Source: 2002/2003 Library Annual Report)

Other Library Services

For resources not available at the University Library, patrons can request materials through the library’s Inter-Library Loan Office. This office can obtain most types of materials, including books, microfilmed newspapers, dissertations, theses, and periodical articles. Audio-visual materials may be requested, but are sometimes difficult to obtain on loan. This service is free of charge to Georgia State University faculty, staff and students.

In addition to the numerous resources available, the library provides several services. Most importantly, each academic department is assigned a library liaison. In addition to collection development activities and serving as an advocate for their individual academic departments, liaisons provide in-depth reference and consultation services, instructional and orientation activities, create instructional materials such as subject and course web guides, and develop new information services.
The Graduate Student Survey Findings Comparisons Report is based on normative comparisons generated out of the University Graduate Student Survey Database. Currently, this database includes 11 departments representing five colleges within the university.

Comparison data are from the standardized Graduate Student Survey questionnaire. Any supplemental questions from the department are not included in the analysis.

The university response rate for this survey is 60.2 percent. The Department of Counseling and Psychological Services response rate for this survey is 59.6 percent.
## Table 1

<table>
<thead>
<tr>
<th>Faculty members in the department are interested in the academic development of graduate majors.</th>
<th>Univ./Dept.</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>26</td>
<td>2.8</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>5.2</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>132</td>
<td>14.3</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>329</td>
<td>35.8</td>
<td>77</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>385</td>
<td>41.8</td>
<td>122</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The graduate program of study is academically challenging.</th>
<th>Univ./Dept.</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>26</td>
<td>2.8</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>52</td>
<td>5.6</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>125</td>
<td>13.4</td>
<td>47</td>
</tr>
<tr>
<td>4</td>
<td>349</td>
<td>37.5</td>
<td>103</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>379</td>
<td>40.7</td>
<td>66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty in the department are appropriately prepared for their courses.</th>
<th>Univ./Dept.</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>20</td>
<td>2.1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>34</td>
<td>3.6</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>101</td>
<td>10.8</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>390</td>
<td>41.8</td>
<td>112</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>389</td>
<td>41.6</td>
<td>93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I feel the graduate program is preparing me for my professional career and/or further study.</th>
<th>Univ./Dept.</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>26</td>
<td>2.8</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>49</td>
<td>5.3</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>153</td>
<td>16.6</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>329</td>
<td>35.7</td>
<td>102</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>365</td>
<td>39.6</td>
<td>97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>There is open communication between faculty and graduate students about student concerns.</th>
<th>Univ./Dept.</th>
<th>University</th>
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- Student is strongly disagree to 5 = strongly agree.
- Don't know/not applicable and missing data excluded from analysis.

### Graph 1

Faculty members in the department are interested in the academic development of graduate majors.
Appendix K Summary Results of Surveys

Graph 2

The graduate program of study is academically challenging.

Graph 3

Faculty in the department are appropriately prepared for their courses.

Graph 4

I feel the graduate program is preparing me for my professional career and/or further study.
Appendix K Summary Results of Surveys

Graph 5

There is open communication between faculty and graduate students about student concerns.

Graph 6

Class size is suitable for effective learning.
## Appendix K Summary Results of Surveys

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Appendix K Summary Results of Surveys

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a Minimum/Maximum range denotes Negative/Positive range (1=poor to 5=excellent). Don’t know/not applicable and missing data excluded from analysis.
Appendix K Summary Results of Surveys

Graph 7

Academic advisement available in the department

Graph 8

Career advisement available in the department

Graph 9

Availability of faculty to students outside the classroom
Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements
Appendix K Summary Results of Surveys

Table 5

| Gender | Female | 515 | 65.0 | 216 | 86.7 |
| Male | 277 | 35.0 | 33 | 13.3 |

Graph 15