

# **Counseling and Human Development Services**

## **Undergraduate Student Handbook**

**2009 - 2010**



**Department of Counseling and Human Development Services  
The University of Georgia**

**This handbook provides an orientation for graduate students in the Department of Counseling and Human Development Services. While it attempts to explain some requirements and procedures of the graduate programs, it should be used in conjunction with The University of Georgia (UGA) Graduate Online Bulletin <http://www.uga.edu/gradschool/bulletin/> That outlines official policies of the Graduate School.**

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## **I. Athens and The University of Georgia (UGA)**

Chartered by the Georgia General Assembly January 27, 1785, in Savannah, The University of Georgia is America's first state chartered university and the birthplace of the American system of public higher education. The university was actually established in 1801 when a committee of the board of trustees selected a land site. John Milledge, later a governor of the state, purchased and gave to the board of trustees the chosen tract of 633 acres on the banks of the Oconee River in northeast Georgia. He named the land Athens in honor of the Greek city that was the center of culture and learning during ancient times.

The University of Georgia is a land-grant and sea-grant institution, and serves as the state's most comprehensive and diversified academic institution. As the "Flagship" institution in the state-wide system of 34 higher education institutions, the University serves approximately 30,000 undergraduate and graduate students in a myriad of academic majors and professional disciplines. With a proud heritage marked by distinctive achievement in a wide range of academic and human service areas, the University continues to grow in its stature and reputation. The University's commitment to excellence takes shape in three central missions: (1) To disseminate knowledge through teaching in the academic disciplines and fields of professional study that make universities distinctive; (2) To advance knowledge through research, scholarly inquiry, and creative arts; and (3) To provide service to the public through consultation, technical assistance, short-term instruction, training, and other opportunities for continued learning, growth, and development.

Sixteen colleges and schools, with auxiliary divisions, carry on the university's programs of teaching, research, and service. These colleges and schools and the dates of their establishment as separate administrative units are: Franklin College of Arts and Sciences, 1801; College of Agricultural and Environmental Sciences, 1859; School of Law, 1859; College of Pharmacy, 1903; D. B. Warnell School of Forest Resources, 1906; College of Education, 1908; Graduate School, 1910; C. Herman and Mary Virginia Terry College of Business, 1912; Henry W. Grady College of Journalism and Mass Communication, 1915; College of Family and Consumer Sciences, 1933; College of Veterinary Medicine, 1946; School of Social Work, 1964; College of Environment and Design, 1969; School of Public and International Affairs, 2001, College of Public Health, 2006, and the Eugene Odum School of Ecology, 2007. The Division of General Extension, now the Georgia Center for Continuing Education, was incorporated into the university in 1947.

In 1931 the General Assembly of Georgia placed all state-supported institutions of higher education, including UGA, under the jurisdiction of a single board. This organization, known as the University System of Georgia, is governed by the board of regents. The board of regents' executive officer, the chancellor, exercises a general supervisory control over all institutions of the University System, with each institution having its own executive officers and faculty.

Known internationally as a college music scene, and as a host to some of the most exciting events of the 1996 Olympics, Athens is a comfortable and inviting town. Its climate is relatively mild, and its location near the Great Smoky Mountains as well as the

coastal islands off Southeast Georgia and its close proximity to Atlanta make Athens an appealing city.

## **II. The College of Education (COE)**

Formally joining The University in 1908 as The Peabody School of Education, and named The College of Education in 1932, our college has grown in size and distinction over the years. As one of the largest and most diverse institutions of its kind in the country, COE consistently ranks among the top tier schools of education in the country. In addition to serving the needs of students in 18 undergraduate majors, COE offers programs of study in over 90 graduate programs, including fields leading to careers in such diverse disciplines as education, medicine, behavioral sciences, technology, and the performing arts. The College of Education enrolls a student body of more than 5,000 students per year, and employs a full-time faculty of more than 240. With annual external funding approximating \$10 million, COE pursues a rigorous commitment to excellence in instruction, research, and service.

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## **III. The Department of Counseling and Human Development Services**

As one of nine departments within COE, The Department of Counseling and Human Development Services prepares counseling, student affairs and leisure service professionals for a changing and increasingly complex world. Incorporating a combination of academic, clinical and practical experience, along with the expertise of its faculty, supports the department's perennial ranking by *U.S. News and World Report* as one of the nation's top 10 graduate programs in its field.

The Department of Counseling and Human Development Services offers one of the largest graduate programs at UGA. The department has a rich history of service for over fifty years as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields in settings as diverse as schools, colleges and universities, hospitals, clinics, community agencies, prisons, and state and federal government agencies.

There are approximately 150 undergraduate students and 200 graduate students; the Department of Counseling and Human Development Services is responsible for administering nine curricular programs:

### **Bachelor's Degree Programs (B.A.)**

- Recreation and Leisure Studies

### **Master's Degree Programs (M.Ed. or M.A.)**

- College Student Affairs Administration
- Community Counseling
- Recreation and Leisure Studies
- School Counseling

## **Educational Specialist's Degree Program (Ed.S.)**

- School Counseling

## **Doctoral Degree Programs (Ph.D.)**

- College Student Affairs Administration
- Counseling and Student Personnel Services
- Counseling Psychology
- Recreation and Leisure Studies

Students are assisted and directed throughout their programs of study by advisors and advisory committees. While the process of assigning advisors and advisory committees varies by program and by degree level the goal is to provide students with personal assistance in program planning, monitoring, evaluation and completion.

Enrollments are restricted in each program to ensure that instructional resources and clinical facilities are adequate and will provide students an opportunity to learn in a supportive environment. Therefore, each program is able to build on the natural group dynamics of each cohort to help enhance the learning experience.

The intent of the present document is merely introductory and should not be considered exhaustive or comprehensive.

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## **IV. Student Resources**

**E-mail:** Every UGA student must have a UGA mail account called "My ID." You can obtain this online at <http://www.uga.edu/myid/>. Students should become proficient with the UGA e-mail since all program and departmental notices will be posted on e-mail through your UGA account.

**Computer Access and Copying:** Students **do not** have access to department resources such as the copy machine, microwave, refrigerator, or other office supplies unless directly related to teaching an assignment or if they are assisting faculty. Likewise, the staff offices are not to be entered or used without permission and staff computers cannot be used for student purposes.

**The Office of Information Technology (OIT):** Provides computer facilities and other services for the College of Education. OIT maintains computer labs in rooms 214 Ramsey that is open only to students in the College of Education. This lab has 20 Windows based computers; there is a per-page charge for printing on the laser jet printers. These computers access many different software programs including Microsoft Office (Word, Excel, Power Point, and Access), WordPerfect, SPSS, SAS, SYSTAT, E-mail, the internet, and many electronic library databases.

A schedule is posted outside the door to the computer lab indicating times when faculty have reserved the lab for classroom use; during these times the room will not be open to other students. Please check this schedule so you are not disturbed unexpectedly when a class requires full use of a lab. A lab attendant has an office inside the computer lab and, if available,

can assist with computer problems. However, students are responsible for learning the software programs. The main office for OIT is room 232 Aderhold (706) 542-8007. OIT also manages a Windows based computer lab and a Macintosh lab in Aderhold; these rooms are open evenings and weekends when the Ramsey lab is closed. There are other computer labs across campus operated by the University Computing Network Service.

**Libraries:** The Counseling and Human Development Services Department maintains small libraries in both buildings. They are located in room 207-B Ramsey and 415 Aderhold. Material should not be removed from these rooms without permission of the faculty or a staff member. Most material can also be found at the UGA Main Library. Students are encouraged to tour the libraries and become familiar with their services.

Many resources in the UGA libraries can be accessed through two on-line programs. The first is *GIL* which allows you to search the library catalog for materials in libraries. And the second is *GALILEO* which incorporates a growing list of electronic databases, some of which have on-line abstracts or full text of articles. Other useful references available on the internet are indexed at the references library home page, [www.libs.uga.edu](http://www.libs.uga.edu). *GIL* and *GALILEO* can be accessed from the computer labs, computers in the libraries, or the internet (some of the *GALILEO* databases are restricted to on-campus use only).

**Other Financial Aid:** The Graduate Bulletin lists other sources of scholarships and financial aid. In addition, UGA participates in federal assistance programs including grants and work-study for qualified students. Contact the Office of Student Financial Aid in the Academic Building (706-542-8208) for further assistance. The Student Employment Office (706-542-3375) offers assistance for students who seek employment on campus or in the local community.

## V. Academic Honesty

### *UGA's Honor Code:*

*"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

### WHAT IS ACADEMIC HONESTY?

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge

### Prohibited Conduct

General standard of conduct: No student shall knowingly perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. The term "knowingly," as used in the preceding sentence, means that the student knows that the academic work involved will be submitted for academic advancement. "Knowingly" does not mean that the student must have known that the particular act was a violation of the University's academic honesty policy. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

**Examples of Academic Dishonesty:** The following acts by a student are examples of academically dishonest behavior:

- a. **Plagiarism** - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:
  - i. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
  - ii. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
  - iii. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
  - iv. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
  - v. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.
- b. **Unauthorized assistance:** Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by a faculty member. During examinations, quizzes, lab work, and similar activity, students are to assume that

any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by a faculty member. Examples of prohibited behavior include, but are not limited to, the following when not authorized:

- i. Copying, or allowing another to copy, answers to an examination;
  - ii. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
  - iii. Giving or receiving answers to an examination scheduled for a later time;
  - iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
  - v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;
  - vi. Unauthorized use of a programmable calculator or other electronic device.
- c. **Lying/Tampering/Bribery:** Bribery or giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:
- i. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to the Faculty Member or to any University official for failure to attend an exam or to complete academic work;
  - ii. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
  - iii. Altering any academic work after it has been submitted, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);
  - iv. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
  - v. Damaging computer equipment (including disks) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
  - vi. Giving false information or testimony in connection with any investigation or hearing under this policy;
  - vii. Submitting for academic advancement an item of academic work that has previously been submitted (even when submitted previously by that student) for academic advancement, unless done pursuant to authorization from the Faculty Member supervising the work or containing fair attribution to the original work.
- d. **Theft** - Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).

- e. **Other** - Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another.

Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

**Required Conduct:**

**Members of the University Community:** Any member of the University community who has personal knowledge of facts relating to an alleged violation of this policy has a responsibility to report that alleged violation to the Office of the Vice President for Instruction as provided in this policy. Required conduct includes, but is not limited to, participating in a discussion with the student believed to have violated the policy and truthfully answering questions and providing documentation of the matter to an Academic Honesty Panel.

**Faculty:** This policy provides the exclusive procedure for handling matters related to academic dishonesty at the University of Georgia. The Faculty has the responsibility to report alleged violations to the Office of the Vice President for Instruction as provided in this policy. Faculty shall have the responsibility to take reasonable steps to inform students of the academic honesty rules that apply to particular academic work and the specific types of academic assistance that is permissible in connection with that academic work. Additionally, each faculty member shall take reasonable steps to foster a climate of academic honesty. The failure of a faculty member to meet these responsibilities shall not be a defense to an accusation of academic dishonesty against a student.

**Students:** The enrollment of a student at the University constitutes the student's agreement to be bound by this policy. Every student has an obligation to be informed concerning the terms of this policy. Lack of knowledge of the provisions of this policy is not an acceptable response to an accusation of violating this policy.

**Related Faculty and Staff Conduct Policies:** Any discipline of a member of the University community, other than a student, for violation of this policy shall proceed under policies of the University applicable to faculty and staffs' conduct.

**Student Honor Code:** The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council May 1, 1997, and provides: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All students agree to abide by this code by signing the UGA Admissions Application.

## **Procedures for Resolving Matters of Alleged Academic Dishonesty**

**Facilitated Discussion:** When a faculty member believes that an incident of academic dishonesty occurred, s/he should contact the Office of the Vice President for Instruction. The faculty member will be asked to contact the student to arrange a date and time to discuss the matter. The Office of the Vice President for Instruction will arrange for a Facilitator to be present at the meeting to assist in a fair and focused discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have violated the policy, and the Facilitator are the only participants in a Facilitated Discussion. These Discussions may not be recorded.

The faculty member and student may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequence(s). If no resolution is agreed upon, the matter will be forwarded to an Academic Honesty Panel which will determine the outcome of the allegation. A plea of no-contest (i.e., a plea which does not admit guilt but which accepts a particular consequence) is not permitted under this policy.

**Academic Honesty Panel:** The meeting with the Academic Honesty Panel is a continuation of an educational Discussion about the matter conducted by a Facilitator. The resolution, including consequences when appropriate, is determined by the Panel.

**Notice of Meeting with Academic Honesty Panel:** If an Academic Honesty Panel is to be scheduled, a written notice including a brief description of the alleged dishonesty shall be delivered to the student, the faculty member, and the Facilitator assigned by the Office of the Vice President for Instruction. The notice shall state the date, time and place of the meeting.

The notice shall be signed by a person designated by the Office of the Vice President for Instruction. The statement shall be delivered by certified U.S. mail to the student and by campus or regular U.S. mail to the faculty member and the Facilitator. The notice shall be deemed delivered when mailed. The notice shall be deemed given even if the student fails or refuses to sign the return receipt for that notice.

**Duty to be present:** The student and the faculty member who reported the matter have the right and responsibility to be present and to speak truthfully at the meeting with the Academic Honesty Panel. If, after having been notified of the meeting as required by this policy, either the student or the faculty member fails to attend, the Panel may proceed to determine if a violation occurred and if so, establish a consequence.

**Joint Academic Honesty Panel Meetings:** If more than one student is involved in a single episode, separate Academic Honesty Panel meetings shall be held for each student unless all of the parties involved agree that a joint Academic Honesty Panel meeting is the most appropriate method of resolving the matter.

**Persons entitled to be present at the Academic Honesty Panel Meeting:** The faculty member who reported the matter, the student(s) believed to have violated the policy, the

Facilitator, the five-member Academic Honesty Panel, and the representative from the Office of the Vice President recording the meeting are the only participants allowed to make statements and ask questions in an Academic Honesty Panel meeting unless the Facilitator determines that the student and/or faculty member need assistance due to a disability or language barrier.

The student and faculty member may each have an advisor present at the meeting. The advisors may not address the panel or other parties in attendance. In addition, an Academic Honesty Panel meeting will not be scheduled or postponed based on an advisor's schedule.

**Facilitator and Academic Honesty Panel:** A Facilitator assigned by the Office of the Vice President for Instruction shall moderate the Academic Honesty Panel meeting. The Office of the Vice President for Instruction is charged to create A Procedures for Academic Honesty Panel Meetings@ outlining procedures which ensure fundamental fairness in the process of the meeting. These procedures will be available by request.

During an Academic Honesty Panel meeting, the faculty member who made the accusation has the responsibility of demonstrating to the Academic Honesty Panel that it is more likely than not that the student violated this policy. Following the meeting with the faculty member and the student, the panelists shall meet in private and render a written decision, including the consequences when the student has been found in violation of the policy. Except for that written decision, no record of these deliberations shall be maintained. If a majority of panelists believe that the faculty member has not met this responsibility, the student must be found not to have violated this policy. A consequence may be imposed by the Panel only when the majority of the panelists find the faculty member has met this responsibility.

The Academic Honesty Panel meeting shall be tape recorded by the Office of the Vice President for Instruction. The tape recording and other documents presented during the Academic Honesty Panel meeting shall remain the property of the University

**Notice of decision:** Within five (5) days following the completion of the Academic Honesty Panel meeting, a copy of the decision shall be delivered by separate letters to the student, the faculty member who reported the accusation, the faculty member under whose supervision the academic work in question was performed, and the Facilitator. The decision of the Academic Honesty panel shall be mailed by the Office of the Vice President for Instruction to the student by certified U.S. mail and to the faculty member(s) and Facilitator by campus or regular mail. That notice shall be deemed delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.

**Appeal:** The faculty member may not appeal any decision of an Academic Honesty Panel. A student who has been expelled or suspended from the University or whose degree has been revoked may appeal the decision and consequence to the President of the University. These appeals are a matter of right as provided in Board of Regents Policy.

A student who receives a lesser consequence may petition the Office of the President for a review of the matter. A review by the President in such cases is not a matter of right, but is

within the discretion of the President. Board of Regents policy requires a final decision of the President on discretionary appeals prior to any petition to the Board.

A student who is found to have violated this policy may only appeal the finding based on one or more of the following grounds: 1) a reasonable Academic Honesty Panel could not have found that the faculty member met the responsibility to demonstrate a violation occurred based on what appears in the record; 2) the consequences imposed were unreasonably harsh; 3) the student was denied a right under this policy and the denial materially affected the decision; or 4) new or additional evidence has been found since the Academic Honesty Panel meeting.

The appeal or petition for review to the President must be written by and signed by the student and must state the grounds and argument of the appeal. It must be delivered to the Office of the President of the University within five (5) days following the date of delivery to the student of the final decision by the Academic Honesty Panel.

The decision of the President of the University shall be rendered in accordance with Board of Regents policies and mailed to both the student and the faculty member who reported the violation. That decision must be written and include the reason for the decision. Any final decision of the University President may be appealed only in the manner provided by the policies of the Board of Regents of the University System of Georgia

**Action Prior to Any Finding:** The faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. That faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions. Requests for a course withdrawal or delete will not be approved unless it is determined that no violation occurred.

**Action on Determination of Innocence:** If it is determined that no violation occurred, the faculty member shall enter a final grade for that student determined without consideration of the alleged violation. That grade shall be entered on or before the later of: (a) the date on which grades for that class are required by University policy to be submitted to the Registrar; or (b) 10 days following delivery to that faculty member of a notice of that student's final determination of innocence. For this purpose, "final determination" means that agreement is reached between the faculty member and student during a Facilitated Discussion that dishonesty did not occur; or that an Academic Honesty Panel concludes that the student did not violate this policy. On final determination, the Office of the Vice President for Instruction shall notify the faculty member as provided below in order that the appropriate grade made is entered. If on appeal, the student is found not in violation of this policy, notification to the faculty member will be sent from the Office of the President.

### **Consequence(s) for a First Honesty Violation**

**Facilitated Discussion:** The faculty member and student may reach an agreement about the appropriate consequence(s) for a dishonesty violation keeping in mind that the process should

be educational for the student who violated the policy yet fair to other students who have honestly completed the academic work.

**Academic Honesty Panel:** A student found in violation by the Academic Honesty Panel must receive either a "0" or the lowest possible grade on the academic work under the grading system for that course. In addition, when the violation is a first offense, one or more of the following consequences must be assigned:

1. Final course grade of "F."
2. Placement of a dishonesty transcript notation which states: "Academic Honesty Violation as Determined by the Office of the Vice President for Instruction," which must remain until the student is not enrolled as a student at the University and two years after the date upon which the Academic Honesty Panel entered its final decision.
3. Suspension for a period of one semester other than summer.
4. Expulsion.

On determination of a first violation, the Academic Honesty Panel may impose additional consequences in addition to the minimums above. If the Academic Honesty Panel finds that extraordinary circumstances warrant the imposition of a consequence less than the minimums described above, the Academic Honesty Panel shall state in writing the reasons for the extraordinary circumstances and why the assigned consequence is considered appropriate.

If the dishonesty transcript notation is imposed as a consequence, the student may petition the Office of the Vice President for Instruction in writing to remove the notation at the appropriate time. This request will be granted only if no additional violations of academic honesty against that student have been found at any time and no additional allegations of dishonesty are pending at this University or any other institution of higher education and shall authorize the Office of the Vice President for Instruction to verify that certification.

**Subsequent Dishonesty Violations:** If the student acknowledges a second violation in a Facilitated Discussion, or an Academic Honesty Panel finds a second violation of this policy, the consequence shall be permanent expulsion and the dishonesty transcript notation. In addition, a degree previously awarded may be revoked.

**Failure to Comply with Consequences:** If a student fails or refuses to comply with the requirements or consequences for a dishonesty violation, the Office of the Vice President for Instruction may convene an Academic Honesty Panel whose sole purpose shall be to determine if the student failed or refused to comply with the requirements or consequences assigned. If it is determined that the student did fail or refuse to comply, the panel may impose additional consequences deemed appropriate for the violation.

**Relationship to Non-Academic Misconduct Policy:** It is possible that a student will commit one act allegedly violating both this policy and one or more other University policies. If a student has allegedly violated the academic honesty policy in addition to one or more other University

policies by the same act, the Office of the Vice President for Instruction shall proceed to handle the academic matter under the procedures of this policy.

The University recognizes the possibility that criminal prosecution or civil case in a court of law (or both) may arise out of the same facts which are subject of an academic dishonesty proceeding under this policy. The commencement of any such proceeding shall not prevent or delay any proceeding under this policy. The imposition of a consequence or the award of damages or other relief in any such proceeding shall not prevent or delay the imposition of a consequence under this policy.

**Access to records:** The records concerning any accusation made under the University's academic honesty policy are not open to the public. Those records, or any part thereof, will be made available to people other than the student only upon receipt of a written request by the student in a form as required by the Office of the Vice President for Instruction.

**Effective Date:** This policy shall apply to all acts occurring on or after April 22, 2004.

### **Alleged Violations and Consequences for Academic Dishonesty**

**Action Prior to Any Finding:** The faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. That faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions. Requests for a course withdrawal or delete will not be approved unless it is determined that no violation occurred.

**Action on Determination of Innocence:** If it is determined that no violation occurred, the faculty member shall enter a final grade for that student determined without consideration of the alleged violation. That grade shall be entered on or before the later of: (a) the date on which grades for that class are required by University policy to be submitted to the Registrar; or (b) 10 days following delivery to that faculty member of a notice of that student's final determination of innocence. For this purpose, "final determination" means that agreement is reached between the faculty member and student during a Facilitated Discussion that dishonesty did not occur; or that an Academic Honesty Panel concludes that the student did not violate this policy. On final determination, the Office of the Vice President for Instruction shall notify the faculty member as provided below in order that the appropriate grade is entered. If on appeal, the student is found not in violation of this policy, notification to the faculty member will be sent from the Office of the President.

## **IX. Faculty and Staff**

### **Staff Members:**

**Amanda Cross**, Administrative Associate I, 343 Ramsey, 706-542-5064  
Email: [amandalc@uga.edu](mailto:amandalc@uga.edu)

**Annelie Klein**, Office Manager, 402F Aderhold Hall, 706-542-4122  
Email: [annelie@uga.edu](mailto:annelie@uga.edu)

**Jill Kleinke**, Administrative Associate I, (Coordinator for the Center for Counseling and Personal Evaluation), 424 Aderhold Hall, 706-542-8508  
Email: [jkleinke@uga.edu](mailto:jkleinke@uga.edu)

**Pam La Salle**, Academic Advisor I, 402E Aderhold Hall, 706-542-1813  
Email: [plasalle@uga.edu](mailto:plasalle@uga.edu)

**Bobbie Ray**, Senior Accountant, 402B Aderhold Hall, 706-542-2124  
Email: [bnray@uga.edu](mailto:bnray@uga.edu)

### **Faculty:**

Faculty members maintain their own schedules therefore appointments should be scheduled directly with individual faculty. When possible, use faculty email and mailboxes for non-urgent message. Appointments, rather than drop-in meetings, are preferred and allow faculty to give you their undivided attention.

Below is an alphabetical listing of the faculty with brief notes about their interest and primary instructional assignments (CSAA-M, College Student Affairs Administration Master's Program; CC, Community Counseling; SC, School Counseling; CP, Counseling Psychology; CSAA-D, College Student Affairs Administration Doctoral Program; CSPS, Counseling & Student Personal Services; RLST, Recreation and Leisure Studies)

**Deryl F. Bailey:** Associate Professor and Coordinator of the School Counseling master's program, (Ph.D., University of Virginia); Research interest include adolescent development with an emphasis on African American youth, development of enrichment initiatives for adolescents, multicultural and diversity issues in schools and communities, professional development for school counselors. SC, CSPS  
Email: [dfbailey@uga.edu](mailto:dfbailey@uga.edu)

**Georgia B. Calhoun:** Professor and Graduate Coordinator, (Ph.D., University of Georgia); Research interests are in program effectiveness, training and supervision issues, juvenile counseling and assessment, and perception attribution. CC, CP  
Email: [gcalhoun@uga.edu](mailto:gcalhoun@uga.edu)

**Linda F. Campbell:** Professor and Director of Center for Counseling and Personal Evaluation, (Ph.D., Georgia State University); Research interests include psychotherapy process/outcome studies cognitive behavioral therapies, counseling supervision, and psychology of exercise. CP, CC  
Email: [lcampbel@uga.edu](mailto:lcampbel@uga.edu)

**Diane L. Cooper:** Professor (Ph.D., University of Iowa); Research interests in supervision, legal and ethical concerns of student affairs leadership and administration, multicultural issues, and interventions with special student populations. CSAA-M, CSAA-D, CSPA  
Email: [dlcooper@uga.edu](mailto:dlcooper@uga.edu)

**Jolie Daigle:** Assistant Professor (Ph.D., University of New Orleans); Research interests include school counseling, play therapy, clinical supervision, legal and ethical issues, and counseling children, adolescents, and families. SC, CSPA  
Email: [jdaigle@uga.edu](mailto:jdaigle@uga.edu)

**Laura Dean:** Assistant Professor, (Ph.D., University of North Carolina, Greensboro); Research interests include small college environments, student affairs accreditation/self-study standards and college counseling issues. CSAA-M, CSAA-D, CSPA  
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**THE UNIVERSITY OF GEORGIA**

**RECREATION AND LEISURE STUDIES**

**UNDERGRADUATE HANDBOOK**

Revised August 2009

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## PROGRAM FACULTY

Recreation and Leisure Studies Program  
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# GENERAL INFORMATION

## BACHELORS OF SCIENCE IN EDUCATION

### MAJORING IN RECREATION & LEISURE STUDIES

The Recreation and Leisure Studies Program at the University of Georgia prepares students for positions in recreation, parks, and leisure services. Students will gain broad knowledge and skills in the areas of **administration and management of recreation and leisure services.**

**Programming techniques for people with a range of abilities are emphasized.** Professional opportunities are ample, and the job placement success rate for students in the program is high. Students select their supportive coursework to better prepare them for management positions, outdoor recreation or inclusive programming positions in community settings. The major leads to careers in recreation program leadership or the administration and management of public, private, civic, and social agencies. This major will be of interest to students seeking employment in park and recreation agencies, health and fitness centers, corporate recreation, military recreation, Scouts, Boys and Girls Clubs, camps, developmental learning centers, nursing homes, senior centers, and camps serving people with disabilities, student unions, intramurals, among others.

This handbook serves as the primary source of information regarding the BS.Ed. The student is responsible for all of the material in this handbook.

### *Summary of B.S. Ed. Requirements*

1. RLST majors must do an in-take advising meeting prior to or during their first semester of participation in the program. Laurel Richmond is the academic advisor for the program.
2. HOURS: 120 minimum exclusive of basic physical education and ROTC.
3. HISTORY EXAMINATIONS: U.S. and Georgia History (unless exempted by one of the courses listed or Testing Procedures).
4. CONSTITUTION EXAMINATIONS: U.S. and Georgia required (unless exempted by one of the courses listed or testing procedures).
5. REGENTS TESTING: Must pass this test before the completion of 30 hours of degree credit.
6. PHYSICAL EDUCATION: One semester hour in the basis Physical Education program is required.

7. RESIDENCE: 45 of the last 60 hours (15 hours required in the major).
8. CRIMINAL BACKGROUND CHECK: Each student will undergo a criminal background check during the academic year in order to participate in the community based recreation programs during that academic year. The background check will cost approximately \$25 to \$50. Also, if your status has changed (you've recently been convicted of a crime), you need to notify the Department head, Dr. Rosemary Phelps in writing immediately. Alternative written assignments will be created for those students who cannot pass a criminal background check, however it must be completed
9. UGA CORE: Completion of Areas A-F.
10. ENVIRONMENTAL LITERACY REQUIREMENT: All students entering the University Fall 1993 and thereafter must satisfy the Environmental Literacy requirement. Students should consult their advisors for more details about requirement options.
11. MULTICULTURAL LITERACY REQUIREMENT: All students are required to complete a three credit hour course that satisfies the University of Georgia's multicultural literacy requirement. RLST 3850 satisfies this requirement.
12. TRANSFER CREDITS: Transcripts of transfer credit, independent study grades, and grade changes must be received by the Registrar one month prior to graduation.
13. ONE PRACTICUM – RLST 3450: 45 hours of volunteer work experience. Students must take RLST 3800 and 3800L before enrollment in a practicum. Practica are repeatable for as many as three credit hours. Forms are found by accessing <http://www.coe.uga.edu/chds/rlst/undergrad/index.html> or in Appendix C.
14. GRADES: A candidate for the Bachelor of Science in Education must obtain a grade of C (2.0) or higher in the prescribed courses.
15. Membership in a professional organization and RLST Undergraduate Student Association is required of all students.
16. A full time, 15 hour credit internship (RLST 5700). Internship assignments last fifteen (fall/spring) or twelve (summer) weeks and constitute forty hours of work a week. Students wishing to remain in Athens-Clarke County (except for ACC-Leisure Services) must successfully petition the faculty.

Students whose circumstances require modification of RLST curriculum requirements may complete a "Petition" (see pg. 20). This form is available from and should be completed in conjunction with students' faculty advisor. All RLST faculty review the petition and communicate their decision to student's faculty advisor.

In addition to the RLST Undergraduate Handbook, students should consult the Undergraduate bulletin for more information regarding University, College Department curriculum requirements.

Information regarding graduation can be found by accessing the Office of the Registrar's website: <http://www.reg.uga.edu/or.nsf/html/graduation>

COLLEGE: Education  
DEPARTMENT: Counseling & Human Development Services  
PROGRAM: Recreation & Leisure Studies  
DEGREE: B.S.Ed.  
MAJOR: Recreation and Leisure Studies (60 semester hours)

## *2009-2010 Recreation and Leisure Studies Undergraduate Curriculum*

### (45 hours) Major Courses:

(3)	RLST 3030	Foundations of Leisure Services
(3)	RLST 3800	Programming
(3)	RLST 3800-L	Community Programming Lab
(3)	RLST 3850	Contemporary Social Issues in Recreation & Leisure
(1)	RLST 3450	Practicum
(3)	RLST 4870	Organization and Administration in Leisure Services
(1)	RLST 4890	Professional Issues in RLST
(3)	RLST 4900	Research and Evaluation in Leisure Services
(3)	RLST 5130	Advanced Program and Event Management
(1)	RLST 5130-L	Advanced Program and Event Management Lab
(3)	RLST 5020	Marketing and Finance in Leisure Services
(3)	RLST 5340	Human Resource Management in Leisure Services
(15)	RLST 5700	Internship

### (15 hours) Some RLST Supportive coursework

We will offer the following RLST courses or students may select from supportive coursework listing (see appendix B):

(3)	RLST 2000	Leisure in a Diverse Society
(3)	RLST 2430	Youth Development and the Camp Experience
(1-2)	RLST 4000	Youth Development and the Camp Experience Lab
(3)	RLST 4000	Leisure over the Lifespan
(3)	RLST 4000	Alternative Spring Break (3)
(9)	RLST 4270	Field Studies in Recreation, Tourism and Leisure
(3)	RLST 4840	Cultural and Environmental Interpretation
(3)	RLST 5010	Facilities Management in RLST
(3)	RLST 5320	Gender and Leisure
(3)	RLST 5430	Camp Administration
(1)	RLST 5430-L	Camp Administration Lab

# INTERNSHIPS WITHIN RECREATION & LEISURE STUDIES

## Eligibility for Enrollment in Internship (RLST 5700)

Students, in consultation with the RLST academic advisor, fill out the Internship Application Form (see RLST Internship Handbook). The Internship Handbook can be accessed at the following link: <http://www.coe.uga.edu/chds/rlst/undergrad/index.html>. The Internship Application Form and all of its requirements must be submitted to the RLST academic advisor no later than the following dates:

### Internship Paperwork Due

July 1  
November 1  
April 1

### For Internship in:

Fall  
Spring  
Summer

Prior to internship, students must have:

1. A cumulative (UGA coursework only) grade point average of 2.2 or better.
2. Completed all University requirements. (Exceptions made on individual basis)
3. Completed one practicum (RLST 3450).
4. Completed all RLST 3030, 3800, 3800L, 4870, 4890, 4900, 5130, and 5130L.
5. Documented current certification in CPR and Standard First Aid.
6. Developed internship goals.
7. Signed, original copy of the Letter to Prospective Internship Agencies (see RLST Internship Handbook).

Failure to obtain all of these materials by the due date will result in postponing your internship until the next semester.

## Registering for RLST 5700

Students will not be permitted to register for RLST 5700 until their sponsoring agency has returned three signed, "original" copies of the Memorandum of Understanding (MOU's) to the Recreation and Leisure Studies Program. Faxed and/or emailed copies of the Memorandum are not acceptable.

## **ACADEMIC ADVISORY SYSTEM**

Prior to or during the semester a student joins the Recreation and Leisure Studies Program they should meet with the RLST Academic Advisor. Together, the student and the RLST Academic Advisor work out a program for the student's entire stay at UGA. Students will obtain a copy of this handbook after their initial intake meeting, or could also obtain a copy online at:

<http://www.coe.uga.edu/chds/students/handbooks.html>

After that in-take each student is assigned a member of the faculty to act as a faculty advisor. Each semester students meet with their faculty advisor to make necessary changes in their planned schedule for the ensuing semester. It is the faculty advisor's responsibility to alert students to changes in course sequences and Departmental requirements. Faculty advisors may confer with students on academic or personal problems as well. However it is the responsibility of students to keep up with what is necessary to complete requirements for a degree.

Fifteen to seventeen credit hours per semester is considered a "normal" load. Students must be enrolled in a minimum of 12 hours to qualify as a "full time" student. Students must receive permission from their faculty advisor to enroll in more than 17 hours.

Pre-registration for an up-coming semester takes place early in the preceding semester. Students must keep an up-to-date checklist of courses taken in order to be correctly advised. After students are advised and cleared for registration, they may register for classes Online Access to Student Information System (OASIS) <https://oasisweb.uga.edu/>. Payment of fees on time will guarantee the classes selected.

## **FINANCIAL AID PROGRAMS**

The HOPE Scholarship - Helping Outstanding Pupils Educationally, is funded by the State of Georgia's Lottery for Education and is available to eligible Georgia residents. Full-time enrollment is not a requirement. As long as minimum grade point eligibility is maintained, fees, tuition, and an allowance for books are covered by the scholarship.

APPLICATIONS AND ADDITIONAL INFORMATION concerning financial aid may be obtained from the Office of Student Financial Aid, 542-3476 or [www.uga.edu/osfa](http://www.uga.edu/osfa).

### **Rankin Scholarship Fund**

The Barbara J. Rankin Scholarship Fund makes money available to students in the area of outdoor education. Undergraduate and graduate students at the University of Georgia are invited to submit proposals for consideration, with awards being made based on competitive review and in conjunction with the Fund's goals.

The goal of the scholarship is to promote training and research in outdoor education. Outdoor education is interpreted broadly and includes activities aimed at engaging, educating, and enhancing people's knowledge of and respect for the outdoors. Outdoor education occurs in a variety of settings including summer camps, environmental education centers, classrooms, and other venues. Scholarships will be assessed in relation to (a) potential contribution to the field of outdoor education, (b) innovation, and (c) need. Priority will be given to Recreation and Leisure Studies majors.

Possible expenses to be paid by the award include costs associated with research or program development, costs incurred during a service learning program, stipends to cover living expenses (if not covered by the agency) during internships or while administering an outdoor education program, travel that affords unique opportunities for students to learn about outdoor education, or similar expenses. Awards will not be made to pay for students to attend conferences or tuition.

### **Edie Klein Leadership Award**

Junior: Less than 2 full academic semesters completed in the major

Purpose: The award is named to honor the professional and personal contributions of Edie Klein (UGA faculty 1965-1992) and recognizes an outstanding undergraduate who excels in academics and demonstrates leadership within the major and the community.

Nominations open from students and faculty. Undergraduate faculty make the decision based on the nomination information and their collective knowledge of the nominee.

### **Outstanding Senior Award**

Senior: More than 2 full academic semesters completed in the major

Purpose: To honor a graduating senior who has distinguished himself or herself as outstanding in the areas of academic and professional involvement. This individual should be considered "best all around" in comparison to his or her classmates.

Nominations open from students and faculty. The undergraduate faculty make a decision based on nomination statements covering:

1. **Academic Record:** grades, honors, dean's list, scholarships, awards, if known.
2. **Leadership:** active and exceptional participation as an officer or committee member of organizations. Please indicate number of years individual has been a member of the Recreation Majors Club and duties performed.
3. **Professional Commitment:** membership and participation in professional organizations such as Georgia Recreation and Parks Association, National Recreation and Parks Association, or other organizations related to recreation and leisure.
4. **Rationale:** statement of why you think this nominee should receive the award.

### **Michael Henderickson Academic Fund**

The purpose of the Fund is to honor the memory of Michael J. Hendrickson and his love and commitment to the Recreation and Leisure Studies Program by providing resources to undergraduate students in this area of study. The specific goals of the fund are two-fold: a) to support the collective undergraduate community of learners by providing funding to underwrite class field trips, student conference attendance, guest speakers, programming resources, and

other undergraduate program-related expenses, and b) to help support an individual undergraduate student who demonstrates a financial need and best exemplifies the example Michael set for his peers and professors in this program.

The criteria for student support would include, but not be limited to a rising senior in the Recreation and Leisure Studies program, demonstrated peer leadership, demonstrated commitment to youth development through community engagement and/or youth ministry. At this time, money to establish the endowment is still being collected, so no award has been given.

### **Paid Positions – Part-Time**

At various times, there are part-time positions available for undergraduate students through recreation agencies in the community. Possibilities often include positions at Athens-Clarke County Leisure Services, the Boy's and Girl's Club of Athens, YMCA, YWCO, etc. The UGA Georgia Outdoor Recreation Program (GORP) also has part-time employment opportunities for qualified students who wish to work in outdoor leadership positions.

## **DISABILITY RESOURCE CENTER**

The University provides opportunities for persons with disabilities to actively participate in campus life. The Disability Resource Center offers assistance with housing, scheduling, and transportation, and provides in-class assistance. Information is available on scholarships, parking, technology, and accessibility. Please refer to <http://www.dissvcs.uga.edu/> for more information.

## **PROFESSIONAL INVOLVEMENT**

The following activities are required for all RLST majors:

1. Membership in a professional organization and attendance at professional conferences, conventions, and workshops.

All students are required to join a professional organization related to their interests in recreation and leisure services field. The following are organizations that might be of interest to students in RLST:

Georgia Recreation and Park Association (GRPA) [www.grpa.org](http://www.grpa.org):

A state society made up of persons, lay and professional, seeking to unite in one organization all recreation and park leaders and other interested persons and to improve and expand the recreation profession. GRPA's statewide conference occurs annually in the fall.

National Recreation and Park Association (NRPA) [www.nrpa.org](http://www.nrpa.org):

A non-profit service, research, and education organization dedicated to improving the quality of life through effective utilization of recreation and leisure services. NRPA has several affiliated branches including the Society of Park & Recreation Educators (SPRE) and the Student Branch. NRPA's national congress occurs annually in fall.

American Camping Association (ACA) [www.acacamps.org](http://www.acacamps.org):

A nationwide, non-profit organization of people interested in organized camping. ACA's national conference occurs annually in the early spring.

Resort and Commercial Recreation Association (RCRA) [www.r-c-r-a.org](http://www.r-c-r-a.org):

A non-profit, professional organization comprised of professionals, students, and agencies representing resort management and commercial recreation interests in the field of recreation and leisure services. RCRA's national conference is held annually in the late fall.

Association for Experiential Education (AEE) [www.aee.org](http://www.aee.org):

A non-profit professional, educational, and research organization composed of students, scholars, and professionals in the field of experiential education. Professional experiences in experiential education range from traditionally classroom settings to for-profit commercial enterprises to wilderness and adventure education experiences. AEE's national conference occurs annually in the fall.

2. Membership in the Recreation and Leisure Studies Student Association (RLSSA) at UGA:  
Every student in the RLST Program is automatically a member of this student organization. The RLSSA is directed by its elected student officers in coordination with a faculty advisor. The RLSSA exists to facilitate social and scholarly activities that contribute to the professional development of its members.

### 3. Senior Mentor Program:

Every year a group of outstanding senior students from the Recreation and Leisure Studies Program are selected to serve as mentors for the juniors in the Unified Core Classes. The students selected to be mentors have been through the core classes and have shown that they can manage the difficulties of balancing a busy schedule. Mentors perform a variety of tasks and services for the students of the unified core as well as for the instructors and can earn between 1-4 hours of credit toward their supportive coursework. Student apply to be Senior Mentors at the end of their junior year.

## CAMPUS ORGANIZATIONS

RLST students are encouraged to participate in campus activities which may develop leadership techniques and refine programming skills. The following campus organizations may be of interest:

**Communiiversity** - A student volunteer organization dedicated to serving the community. Students have the opportunity to volunteer through the Outreach Program which seeks to match volunteers with special interests to agencies in the community with similar special interests. There is also a Tutoring program which provides opportunities to tutor elementary, middle school or high school students in specific subjects. Of special interest to RLST students is the Big Brother/Big Sister program which permits volunteers to establish a one-to-one relationship with a child who needs a consistent relationship.

**Recreational Sports** - Intramural programs includes touch football, flag football, volleyball, basketball, soccer, golf, weight-lifting, cross-country track, badminton, swimming, horseshoes, shuffleboard, bowling, archery, table tennis and tennis. Students can be involved in participating as a player or as an official. Coordinators are also needed to help assist in running the programs.

**Sports Clubs** - Student run organizations which compete in particular sports with similar clubs from other colleges and universities. Students have organized men's and women's soccer clubs, sailing club, lacrosse club, bowling club, and water ski club among others.

**University Union** - A comprehensive co-curricular programming body on campus. There are seven programming divisions: Cinematic Arts, Ideas and Issues, Concerts, Performing Arts, Variety Acts, Visual Arts, and Summer (all summer activities). Information on all of the University Union programs can be obtained by visiting the Information Booth at the Tate Center.

**Georgia Outdoor Recreation Program** - The Georgia Outdoor Recreation Program (GORP) offers one-day, weekend, and longer wilderness trips through the student programming board. One of the major goals is to provide outdoor and wilderness experiences for members of the University Community.

## CAREER PLACEMENT ASSISTANCE

Career placement assistance includes the following:

1. GRPA's "Employment Opportunities" Bulletin, is prepared monthly and includes current job listings in the field of recreation.
2. Students are advised individually as to available jobs. Faculty often learn of job opportunities through personal contacts (by phone, mail, etc.). This information is made available to students who would qualify for these openings.

3. A notebook containing notices of employment opportunities is maintained and updated in the RLST Office.
4. Students are enrolled in RLST 4890, before they intern. Topics that are discussed include internships, job search procedure, resume writing, and services available at the Career Services Center.
5. Students enrolled in RLST 4890 are directed to take part in programs at the Career Services Center for skills training sessions in the areas of interviewing and resume writing.
6. At professional conferences and conventions, students are introduced by faculty to potential employers. Students are urged to attend appropriate professional meetings so that they will become aware of current job openings and opportunities.

## **GRADE APPEAL PROCEDURES**

The Recreation and Leisure Studies Program and the College of Education have established guidelines by which a student can appeal a decision that affects that student's academic program, whether the decision was made by a faculty member, a committee, or the Program. An appeal must be initiated by the student with a letter that contains all factual information about the situation and explains the student's reasons for disagreement. It is not sufficient to say that one wishes to appeal; the reason for the appeal must be described. The student faces the burden of proof in an appeal. While an issue is under appeal, the original decision stands until the matter is settled at the highest level to which the student appeals.

### **To Appeal a Grade**

1. The appeal must be initiated within one calendar year from the end of the semester in which the grade was recorded.
2. First meet with that faculty member to discuss the basis of the grade. Since recreation and leisure studies courses make challenging demands of students, this discussion may help you learn the ways that your work can be strengthened towards the standards used by faculty.
3. If you still disagree with the grade, a letter of appeal is written to the Department Chair who will refer the matter to a faculty committee. The letter must include all details regarding the grade and the student's reason for appeal.
4. If the student does not accept the committee's decision, an appeal can be written to the Associate Dean for Academic Affairs of the COE.

5. If the student does not accept the decision by the Associate Dean, an appeal can be written to the Academic Affairs Committee of the University.
6. If a student still does not accept the decision of the Academic Affairs Committee, she/he may take the case to the President of the University and, subsequently, to the Board of Regents.

**Appendix A:**  
*Student Petition to Change Course Requirements*

**RECREATION AND LEISURE STUDIES PROGRAM**

University of Georgia  
300 River Road, Ramsey Center  
Athens, GA 30602-6555  
706 542 5064 Tel 706 542 7917 Fax

**STUDENT PETITION TO CHANGE COURSE REQUIREMENTS**

Student Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Current Address: \_\_\_\_\_

E-Mail: \_\_\_\_\_

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I am requesting permission to take \_\_\_\_\_ instead of \_\_\_\_\_.  
This course meets a requirement in the \_\_\_\_\_ (core or required emphasis) area of my course program.

My reasons for requesting this substitution are: (Attach separate sheet if necessary.)

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

Undergraduate Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

<b>FACULTY:</b>	<b>APPROVE</b>	<b>REJECT</b>	<b>NEED FURTHER DISCUSSION</b>	<b>DATE</b>

**Appendix B:**

***Supportive Coursework Options***

## Supportive Coursework for RLST Career Areas

### Supportive Courses for All RSLT Concentration Areas

SOWK 2155	Communication
EBUS 4010	Business Communication
LEGL 2700	Legal and Regulatory Environment of Business
PSYC 2150	Understanding Cultural Diversity
SOCI 3070	Juvenile Delinquency
SOCI 3950	Sociology of Organizations
SPCM 2510	Intro to Small Group Communication
SPCM 2520	Intro to Interviewing

### Park and Recreation Centers/Military Recreation

ADPR 3120	Media Planning
CRSS 2830	Into to Turfgrass Management
CRSS 3270	Principles of Turfgrass Management
CRSS 3270L	Lab in Principles of Turfgrass Management
HPRB 3750	Foundations of Injury Prevention
LEGL 4300	Law of Business Organizations
PEDS 3100	Teaching Methods for Fitness
PEDS 3210	Teaching Methods for Individual Activities
PEDS 3400	Sport and the Arts
PEDS 3420	Managing the Legal Aspects of Sports
PEDS 3430	Sports Business Practice
PEDS 3460	Governance in Sport
PEDS 3480	Sport and the Black Culture
PEDS 3500	Administrative Foundations of Coaching
RLST 4000	Special Probs in RLS
SOCI 3740	Sociology of Sport

### Conference & Event Planning

SOCI 2730	Social Interaction
ADPR 3100	Principles of Advertising
ADPR 3120	Media Planning
EBUS 5070	Office Management
ENGL 3590	Technical and Professional Comm.
LEGL 4300	Law of Business Organizations
	Management and Organizational Behavior
MGMT 3000	
RLST 4000	Special Probs in RLS
SOCI 3950	Sociology of Organizations
SOWK 2155	Communication
SPCM 2510	Intro to Small Group Communication

SPCM 2520 Intro to Interviewing

### **Athletic Facilities & Stadiums**

ADPR 3100 Principles of Advertising  
ADPR 3120 Media Planning  
CRSS 2830 Intro to Turfgrass Management  
CRSS 3270 Principles of Turfgrass Management  
CRSS 3270L Lab in Principles of Turfgrass Manag.  
LEGL 4300 Law of Business Organizations  
Management and Organizational  
MGMT 3000 Behavior  
PEDS 3420 Managing the Legal Aspects of Sports  
PEDS 3430 Sports Business Practice  
PEDS 3450 Contemporary Issues in Sport  
PEDS 3460 Governance in Sport  
PEDS 3480 Sport and the Black Culture  
PEDS 4820 Social Aspects of Sports  
PEDS 5259 Women and Sport  
RLST 4000 Special Probs in RLS  
Field Study in Recreation, Tourism, and  
RLST 4270 Leisure (Study abroad in Russia)  
RLST 5010 Facilities Management in RLST  
SOCI 3740 Sociology of Sport  
SPCM 2510 Intro to Small Group Communication  
SPCM 2520 Intro to Interviewing

### **Serving People with Disabilities**

ARED 3050 Art and the Child  
ETES 2320 Creative Activities for Teachers  
HPRB 3750 Foundations of Injury Prevention  
PEDS 3100 Teaching Methods for Fitness  
Teaching Methods for Individual  
PEDS 3210 Activities  
PSYC 2101 Psychology of Adjustment  
PSYC 3300 Social and Personality Development  
RLST 4000 Special Probs in RLS  
RLST 4000 Leisure Over the Lifespan  
RLST 4020 Introduction to Therapeutic Recreation  
Therapeutic Recreation Facilitation  
RLST 4030 Techniques  
RLST 4030L Therapeutic Recreation Facilitation  
Techniques Lab  
RLST 4040 Therapeutic Recreation Processes

RLST 4270	Field Study in Recreation, Tourism, and Leisure (Study abroad in Russia)
SOCI 3100	Sociology of Medicine
SOCI 3730	Social Psychology
SPCM 2510	Intro to Small Group Communication

### **Performing Arts Management**

ADPR 3100	Principles of Advertising
ADPR 3120	Media Planning
EBUS 4010	Business Communication
EBUS 5070	Office Management
LEGL 2700	Legal and Regulatory Environment of Business
LEGL 4300	Law of Business Organizations
MARK 3000	Principles of Marketing
MGMT 3000	Management and Organizational Behavior
RLST 4000	Special Probs in RLS
RLST 4270	Field Study in Recreation, Tourism, and Leisure (Study abroad in Russia)
SOWK 2155	Communication
SPCM 2510	Intro to Small Group Communication
SPCM 2520	Intro to Interviewing

### **Music Business Certificate Courses**

ACCT 2101	Principles of Accounting I
FINA 4150	Investment and Portfolio Management
MUSI 2060	History and Analysis of Rock Music
MUSI 3550	Music Theory for non-majors
MBUS 4100	Fundamentals of the Music Business
MBUS 5100	Emerging Issues in the Music Business
choose one of the following:	
MUSI 2040	History of Popular Music
MUSI 2080	African American Music
MUSI 3020	World Music Survey: Africa, Europe, and the Americas
MUSI 3021	World Music Survey: Middle East, Asia, and Oceania
MUSI 4783	Jazz History
NMIX 2020	Introduction to New Media
ECON 2105	Principles of Macroeconomics
ECON 2106	Principles of Microeconomics
FINA 3000	Financial Management
LEGL 2700	Legal and Regulatory Environment of Business

MARK 3000	Principles of Marketing
MGMT 3000	Management of Organizations and Individuals
MIST 2090	Intro to Information Systems in Business
MSIT 3000	Statistical Analysis for Business I
RMIN 4000	Risk Management and Insurance

### **Campus Life and Intramurals**

ADPR 3120	Media Planning
ALDR 2900	Intro to Leadership Services
	Advanced Leadership Theory and Process
ALDR 4500	
CRSS 2830	Intro to Turfgrass Management
CRSS 3270	Principles of Turfgrass Management
CRSS 3270L	Lab in Principles of Turfgrass Manag.
HPRB 3210	Health Consumerism
HPRB 3750	Foundations of Injury Prevention
PEDS 3100	Teaching Methods for Fitness
	Teaching Methods for Individual Activities
PEDS 3210	
PEDS 3400	Sport and the Arts
PEDS 3415	Ethics in Sports
PEDS 3420	Managing the Legal Aspects of Sports
PEDS 3430	Sports Business Practice
PEDS 3450	Contemporary Issues in Sport
PEDS 3460	Governance in Sport
PEDS 3480	Sport and the Black Culture
PEDS 3500	Administrative Foundations of Coaching
PEDS 4820	Social Aspects of Sports
PEDS 5259	Women and Sport
PSYC 2150	Understanding Cultural Diversity
RLST 4000	Special Probs in RLS
	Field Study in Recreation, Tourism, and Leisure (Study abroad in Russia)
RLST 4270	
RLST 5010	Facilities Management in RLST
SPCM 2510	Intro to Small Group Communication
SPCM 2520	Intro to Interviewing

### **Corporate Recreation Centers**

ADPR 3100	Principles of Advertising
ADPR 3120	Media Planning
EBUS 4010	Business Communication
EBUS 5070	Office Management
LEGL 4300	Law of Business Organizations
MARK 3000	Principles of Marketing
MGMT 3000	Management and Organizational Behavior
PEDS 3420	Managing the Legal Aspects of Sports

RLST 4000	Special Probs in RLS
	Field Study in Recreation, Tourism, and
RLST 4270	Leisure (Study abroad in Russia)
RLST 5010	Facilities Management in RLST
SOCI 3850	Sociology of Occupations
SOCI 3950	Sociology of Organizations
SPCM 2510	Intro to Small Group Communication
SPCM 2520	Intro to Interviewing

### **After School Programs & Boys & Girls Clubs**

ARED 3050	Art and the Child
ETES 2320	Creative Activities for Teachers
HPRB 3750	Foundations of Injury Prevention
PEDS 3100	Teaching Methods for Fitness
	Teaching Methods for Individual
PEDS 3210	Activities
PEDS 3400	Sport and the Arts
PEDS 3450	Contemporary Issues in Sport
PEDS 3480	Sport and the Black Culture
PEDS 3500	Administrative Foundations of Coaching
PEDS 4820	Social Aspects of Sports
PEDS 5259	Women and Sport
PSYC 2150	Understanding Cultural Diversity
PSYC 3300	Social and Personality Development
PSYC 4500	Psychology of Prejudice
RLST 4000	Special Probs in RLS
	Field Study in Recreation, Tourism, and
RLST 4270	Leisure (Study abroad in Russia)
SOCI 3070	Juvenile Delinquency
SPCM 2510	Intro to Small Group Communication
SPCM 2520	Intro to Interviewing

### **Nursing Homes & Senior Centers**

	Mid Life/Elder Years (prereq. CHFD
CHFD 3710	2200)
HPRB 3210	Health Consumerism
HPRB 3750	Foundations of Injury Prevention
PEDS 3100	Teaching Methods for Fitness
	Teaching Methods for Individual
PEDS 3210	Activities
PSYC 2101	Psychology of Adjustment
PSYC 2150	Understanding Cultural Diversity
PSYC 3300	Social and Personality Development
PSYC 4500	Psychology of Prejudice
PSYC 4700	Psychology of Aging

RLST 4000	Special Probs in RLS Field Study in Recreation, Tourism, and Leisure (Study abroad in Russia)
RLST 4270	Women and Leisure
RLST 5320	Sociology of Medicine
SOCI 3100	Social Psychology
SOCI 3730	Communication
SOWK 2155	Oral Decision Making
SPCM 2400	Intro to Small Group Communication
SPCM 2510	Intro to Interviewing

### **Summer Camps & Environmental Education**

ALDR 4500	Advanced Leadership Theory and Process
ARED 3050	Art and the Child
ETES 2320	Creative Activities for Teachers
FORS 5410	Wilderness Management
HPRB 3750	Foundations of Injury Prevention
PEDS 3100	Teaching Methods for Fitness Teaching Methods for Individual Activities
PEDS 3210	Sport and the Arts
PEDS 3400	Social and Personality Development
PSYC 3300	Special Probs in RLS Field Study in Recreation, Tourism, and Leisure (Study abroad in Russia)
RLST 4000	Field Studies in Natural Resources Environmental Interpretation for Recreation
RLST 4270	Parks and Ecotourism Management
RLST 4271	Wilderness Management
RLST 4840	Camping Administration
RLST 5400	Intro to Small Group Communication
RLST 5410	
RLST 5430	
SPCM 2510	

### **Youth Ministry**

ARED 3050	Art and the Child
ETES 2320	Creative Activities for Teachers
HPRB 3750	Foundations of Injury Prevention
PEDS 3100	Teaching Methods for Fitness Teaching Methods for Individual Activities
PEDS 3210	Sport and the Arts
PEDS 3400	Administrative Foundations of Coaching
PEDS 3500	Social and Personality Development
PSYC 3300	Psychology of Prejudice
PSYC 4500	Religion in the United States
RELI 3150	

RLST 4000	Special Probs in RLS
RLST 4270	Field Study in Recreation, Tourism, and Leisure (Study abroad in Russia)
RLST 5430	Camping Administration
SOCI 3070	Juvenile Delinquency
SOCI 3950	Sociology of Organizations
SOWK 2155	Communication
SPCM 2510	Intro to Small Group Communication

**Travel/Tourism Agency**

ADPR 3100	Principles of Advertising
ADPR 3120	Media Planning
EBUS 4010	Business Communication
EBUS 5070	Office Management
LEGL 4300	Law of Business Organizations
PSYC 2150	Understanding Cultural Diversity
RLST 4000	Special Probs in RLS
RLST 4270	Field Study in Recreation, Tourism, and Leisure (Study abroad in Russia)
RLST 5400	Parks and Ecotourism Management
SOCI 3330	Sociology of Travel and Tourism
SOWK 2155	Communication

## **Appendix C:**

### ***Advising Schedule Sheet***

“The Green Sheet”

**IN-TAKE SCHEDULE SHEET**

\_\_\_\_\_ : ADVISOR

NAME \_\_\_\_\_ DATE \_\_\_\_\_

CURRENT ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_

EMAIL \_\_\_\_\_

YEAR	FALL	SPRING	SUMMER	
JUNIOR	RLST 3030 (3) RLST 3800 (3) RLST 3800L (3) RLST 3850 (3) Sup. Course (3)  _____ 15	RLST 5130 (3) RLST 5130-L (1) RLST 4870 (3) RLST 4900 (3) Sup. Course (3) Sup. Course (3)  _____ 16		
SENIOR	RLST 3450 (1) RLST 4890 (1) RLST 5340 (3) RLST 5020 (3) Sup. Course (3) Sup. Course (3)  _____ 14	RLST 5700      _____ 15		<u>Courses Needed</u>

**NOTES:**

EFFECTIVE FOR STUDENTS BEGINNING RLST FALL 2007

06.01.2007

## **Appendix D:**

### ***Practicum Forms***

Due Date: \_\_\_\_\_

Department of Counseling and Human Development Services  
Recreation & Leisure Studies Program  
University of Georgia  
300 River Rd - Ramsey Center  
Athens, GA 30602-6555  
706 542 5064 Tel 706 542 7917 Fax

**RLST 3450 PRACTICUM REGISTRATION**

Name: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Practica already completed (if any): \_\_\_\_\_

Number of hours of work anticipated in this practicum \_\_\_\_\_ (no less than 20).

Agency name: \_\_\_\_\_ Supervisor's name: \_\_\_\_\_

Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Fax: \_\_\_\_\_

Describe your responsibilities as a volunteer:

Objectives to be addressed in practicum (see syllabus); check all that apply:

\_\_\_ Identify all aspects of the agency including staff, organizational structure, funding base, clientele, budget, etc.

\_\_\_ Critically evaluate the agency and the job they do, including offering suggestions for change.

\_\_\_ Identify areas, such as budgeting or evaluation where you may need to engage in further learning.

\_\_\_ Explain new understandings of career prospects in recreation and leisure services.

\_\_\_ Perform in a leadership and/or programming capacity in the provision of services.

\_\_\_ Participate in the development, maintenance and/or management of leisure resources.

\_\_\_ Participate in the development and/or implementation of leisure services to individuals with special needs.

Due Date: \_\_\_\_\_

Department Of Counseling and Human Development Services  
Recreation & Leisure Studies Program  
University of Georgia  
300 River Road, Ramsey Center  
Athens, Georgia 30602-6555  
706 542 5064 Tel 706 542 7917 Fax

**STUDENT EVALUATION OF RECREATION PRACTICUM**

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

Name of Agency: \_\_\_\_\_

Supervisor: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Description of Program Participants \_\_\_\_\_

\_\_\_\_\_

Activities Engaged In \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How has the experience contributed to your career goals? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Was the practicum experience beneficial to you? \_\_\_\_\_

Would you recommend this experience for others? \_\_\_\_\_

Prepare a two page (typed) statement addressing the practicum objectives as they pertain to your practicum experience. Use your journal to help you complete this assignment.





**Appendix E:**

***Department Standards for Written Work***

**STANDARDS FOR WRITTEN WORK**  
**DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT SERVICES**  
**RECREATION PROGRAM**  
**UNIVERSITY OF GEORGIA**

Revised 08/06

Skills in writing are a basic requirement in the professional practice of recreation and leisure services. Therefore, the demonstration of writing proficiency is a major component of the Recreation program. Unless specifically noted by the instructor, these standards apply to all written assignments in all courses offered in the Recreation program.

**GENERAL REQUIREMENTS**

1. Type or word process on only one side of standard size (8.5" x 11") plain white paper, double-spaced, with margins of 1" left, right, top, and bottom. Do **NOT** full justify, the right margin should appear ragged as in this paper. When possible, use a fresh, black ribbon to produce a clear copy.
2. When handwritten papers are assigned, they should be written legibly in blue or black ink on only one side of standard size (8.5" x 11") lined white paper which is clean, whole and has no torn areas.
3. Presentation: Present flat, do not fold, crimp, or roll. Staple once or paper clip together in the upper left corner. Do not present in binder or folder unless specifically required or permitted by the instructor. Place your name on the title page or first page. Number all pages (except title page) in the upper right corner.
4. Present all assignments in FINAL form -- carefully proof read and correct. Typographical errors, incorrect spelling or punctuation, or incorrect grammatical usage will be deemed errors and considered in the evaluation of the assignment. Handwritten corrections should be minimal in number and neatly done.

WHEN A PAPER DOES NOT FOLLOW THESE REQUIREMENTS, THE INSTRUCTOR MAY CHOOSE ANY OR ALL OF THE FOLLOWING OPTIONS: (1) lower the earned grade; (2) return the paper to the student for correction or revision; (3) refer the student to a remedial course, workshop activity, or the writing center.

**SUGGESTIONS ABOUT CONTENT AND ORGANIZATION**

Depending on scope and purpose, a paper may include: (1) introduction (subject to be treated, problem or area of investigation, summary of approach to be used); (2) main body (may be divided into logical sections by use of headings); (3) conclusion (review of main points and statement of author's thesis); (4) appendices (examples, forms, detailed information, maps, charts, tables, etc.); and (5) REFERENCES (see following page). A title page and table of contents may be appropriate.

## CITATIONS

Use the format of the American Psychological Association (APA) (5th ed.) unless otherwise directed by the instructor.

1. Citations may take the form of (1) direct quotation; (2) attribution or indirect reference, including paraphrasing; (3) listing only in the References.
2. Purposes of Citations: (a) to support the validity of claims and evidence; (b) to give credit and responsibility to the authors; (c) to provide further information to the reader.
3. Format for Citations: author's surname and year of publication placed in parentheses in the text, and full bibliographic citation entered in the References section. FOOTNOTES OR ENDNOTES MAY NOT BE USED EXCEPT BY PERMISSION OF INSTRUCTOR.

### EXAMPLES OF CITATIONS WITHIN THE TEXT:

1. Usually a source is paraphrased or general credit for the information or idea is given: (Note punctuation.)  
**A recent study (Jones, 2003) has shown that play can be educational.**  
[OR]  
**A recent study has shown that play can be educational (Jones, 2003).**  
[OR]  
**Jones (2003) reported that play can be educational.**
2. Direct quotations of 1, 2, or 3 lines are included in the text: (Note punctuation and page number.)  
**Jones reported, "Play certainly can be educational" (2003, p. 12).**  
[OR]  
**Jones (2003) contended, "Play makes me happy" (p. 13).**
3. Quotations, which are of 40 or more words, are blocked, single-spaced and indented five spaces from the left margin: (Note punctuation, and that there are NO quotation marks.)  
**Jones emphasized the findings of the study:**  
**Play is the greatest thing that ever happened to me. These are Jones' exact words, checked carefully for spelling and punctuation and copied exactly as found in the original text. An ellipsis . . . shows where some material from the original quotation was omitted. (2003, p. 44)**
4. A "secondary citation" is used when the original source cannot be found: (Note that the page numbers are from Perkins.)  
**Jones found "at least a 20% decrease in illness" (as cited in Perkins, 2002, p. 244), but he stopped the treatment immediately.**

## MODEL REFERENCES LIST ENTRIES

List all works cited in the paper and works which will provide further information on the subject. List entries alphabetically by author's last name. Indent (five spaces) only the first line of entry. Only first words and proper names are capitalized. Works cited are not to be bolded (bold lettering only used in this written example).

[Book (with other than first edition)]

**Bammel, G., & Burrus-Bammel, L. (1996).** *Leisure and human behavior* (3<sup>rd</sup> Ed.). Dubuque, IA: Times Mirror Higher Education Group.

[Article or Chapter (two authors) in an edited book]

**Bach, M., & Rioux, M. H. (1996).** **Social well being: A framework for quality of life research.** In R. Renwick, I. Brown, & M. Nagler (Eds.), *Quality of life in health promotion and rehabilitation* (pp. 63-74). Thousand Oaks, CA: Sage.

[Journal article, with volume and page numbers]

Schalock, R. L. (1994). Promoting quality through quality enhancement techniques and outcome base

evaluation. *Journal on Developmental Disabilities*, 3, 1-16.

[Magazine article, with issue date]

**Gardner, H. G., and Jones, A. R. (1983, February).** **In support of Soviet hegemony.** *Psychology Today*, 13-20, 22-23.

[Newspaper article (author's name not available)]

**Innovative equipment for playgrounds. (1985, October 12).** *The Los Angeles Times*, p. A-2.

[Master's Thesis or Doctoral Dissertations--Dissertation Abstracts]

**Lee, J. F. (1983).** *Effective management training: Two models.* Unpublished master's thesis, Clarkson College, Potsdam, NY.

**Robertson, T. L. (1987).** **An investigation of fee schedules in public parks, 1983-1986.** *Dissertation Abstracts International*, 47, 3271A-3272A.

[Personal (or Telephone) Interview]

Interviews do not provide information found in print form, therefore cite personal communications in the text only, giving initials, surname and the exact date as follows, depending upon how the interview is presented in the text:

**R. F. Jones (personal communication, January 15, 1996) said . . .**

[or]

**(R. F Jones, personal communication, January 15, 1996)**

[any source where publisher and author are same]

**American Psychological Association (1996).** *Publication manual* (4th ed.). Washington, DC: Author.

[citing electronic sources]

Three general elements must be included in electronic source documentation. They are: (1) form of electronic media; (2) availability (location); and (3) date of access.

**Peterson, C. (1996, January).** **The preschool child witness [9 paragraphs].** Canadian Journal of Behavioral Science [On-line serial], 26. Available: [http://www.cycor.ca/Psych/cjbs/1996/ful\\_peterson.html](http://www.cycor.ca/Psych/cjbs/1996/ful_peterson.html) [1997, July 14].

## **SAMPLE PAGE OF TYPED TEXT (THIS IS THE TITLE)**

This is a sample page of a typewritten paper. The page should be numbered. The title is in ALL CAPS.

### **Use of Headings**

A heading provides a "flag" to indicate the organization of the paper. There should be at least two main headings. The section may be divided into subsections by second level headings. As Cugat reported, "There must be at least two sub-headings for each main heading" (1986, p. 12). All paragraphs in each section/subsection should be at least three sentences long.

#### **Early Studies**

Examples of this type of research reporting are abundant (Adams, 1963; Barker, 1981; Zenith, 1982).

#### **Recent Studies**

While many authors have opposed loose construction, Bates took the most conservative position:

The constitution must not be subjected to the political, social, religious, and economic currents of each decade, but whenever in human endeavor, the constitution must be interpreted in light of the spirit and intent of its writers. (1933, p. 17)

### **Helpful web sites for writing and documenting electronic sources**

Listed below are two web sites that may be of assistance for both grammatical and citation purposes. It may be beneficial to browse through the web sites to help with your writing skills and your ability to correctly cite references and resources, which support your writing.

Writing: <http://webster.comnet.edu/HP/pages/darling/grammar.htm>

APA referencing: <http://www.calstatela.edu/library/guides/3apa.htm>

### **Conclusion**

The instructor may substitute less or more stringent requirements. The student should assume that this model is the required format until the instructor makes exceptions. Be sure to clear all questions with your instructor prior to completing assignments.