




MEMORANDUM

TO: Academic Affairs Committee- Melanie Worsley

CC: Faculty Senate President
VPAA Office

FROM: Dr. Gary Bayens, School of Applied Studies, ext. 2115 

RE: Modification to Master of Criminal Justice – School of Law Dual Degree
Modification to Military Studies Minor – Military & Homeland Security Studies
Modification to Victim Services Certificate- Certificate in Trauma & Recovery

DATE: November 20, 2017

Please find the attached informational items concerning three (3) recent modifications to programs in the School of Applied Studies. The SAS Faculty Council approved all items after each was vetted through the SAS governance process. The Associate VPAA requested that I forward these modifications to the academic affairs committee as informational items.

The first document relates to a dual degree program in which the Masters of Criminal Justice (MCJ) program will increase the number of transfer credits accepted from the School of Law (SOL from 6 to 12 academic hours. Reciprocally, the SOL will begin accepting 6 hours of academic credit from the MCJ degree program towards the Juris Doctorate degree. These modifications allow graduate students to pursue both the J.D. from the School of Law and the M.C.J. from the Criminal Justice and Legal Studies Department. Similar programs exist at WU with the School of Business and the Department of Social Work.

The second item enclosed is based on a recommendation from the University Program Review Committee. Specifically, the title of the current Military & Strategic Studies minor will change to Military & Homeland Security Studies in fall 2018. Similarly, item three pertains to modifications to the certificate in victim/survivor services offered by the Human Services Department. A new title of Certificate in Trauma and Recovery along with a new course was approved to take effect in the fall 2018 semester.

Your attention to this matter is greatly appreciated.

VPAA Informational Item

Date: November 20, 2017

Submitted by: Dr. Gary Bayens, School of Applied Studies, ext. 2115

SUBJECT: Juris Doctor/Master of Criminal Justice - Dual Degree Program

Description: The SAS Faculty Council approved a proposed J.D. /M.C.J. dual degree program that allows matriculated students to complete the 90- hour Juris Doctor (JD) and the 36-hour Master of Science in Criminal Justice (MCJ) in an accelerated period of study. Interested law students may obtain a Master's in Criminal Justice degree by taking 24 credit hours of MCJ courses and transferring 12 hours of law school credit. Reciprocally, the School of Law will accept 6 hours of MCJ course work toward the J.D. graduate degree. The accumulative 18 hours of academic credit reduces the total number of credit hours for students seeking the dual degree from 126 to 108 credit hours. The faculty members of the School of Law and the Department of Criminal Justice and Legal Studies have approved this dual degree proposal (See SOL Letter by Joseph Mastrosimone, Associate Dean) and both Dean Thomas Romig and Dean Patricia Munzer have endorsed the program.

Rationale: The Law School participates in several concurrent degree programs with other WU academic units that provide opportunities for law students to enhance their intellectual and/or professional programs of study by expediting their ability to acquire an affiliated degree. The J.D./M.C.J. dual graduate degree offers qualified students the opportunity to earn both a Juris Doctor (J.D.) degree from the Washburn School of Law and a Master of Criminal Justice (M.C.J.) degree from the School of Applied Studies, both of which may be completed in as little as three years. This degree program capitalizes on the Law School's excellent reputation with the American Bar Association and the Criminal Justice Department's national recognition by the Academy of Criminal Justice Sciences. The dual degree will provide students hoping to pursue careers as prosecutors, defense attorneys, and federal law enforcement agents, valuable credentials that distinguish themselves from other candidates. Formalizing a dual degree program may also raise the profile of the J.D. /MCJ degree and give it greater stature for students, graduates, and prospective employers.

Financial Implications: There are no costs associated with this program modification.

Effective Date: Fall 2018

Request for Action: Approved by SAS Criminal Justice & Legal Studies department; SAS C & P Committee; SAS Faculty Council; SAS Dean; SOL Dean, SOL Faculty Council; and SOL C & P Committee

Attachments Yes No

SAS Program Change Request Form

Date of Submission: 11-6-2017

Submitted by: Amy Memmer

Identify the nature of the request: New Program Modification Deletion

Proposal must be attached to this form.

Rationale must be attached which includes assessment data to support request. (*note: submissions will not be accepted which do not include assessment information*)

Effective Date for Implementation: Fall 2018

New Programs

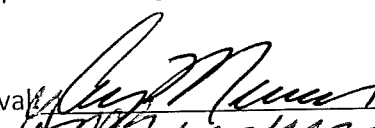
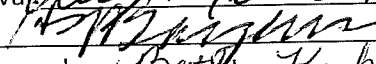
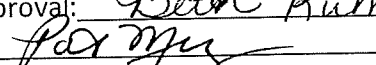
- An approved detail budget (pro forma) must accompany the proposal.
- Explain how existing faculty/university resources will be utilized.
- Attach the complete proposal.
- Have existing courses on campus been utilized where possible? Please identify where a similar course may exist.
- Have cooperative efforts with existing programs been incorporated? Explain.
- Have existing catalogue numbers been ruled out to avoid Banner/registrar problems.
- Advising form/degree audit form should accompany proposals.

Program Modification

- Provide a copy of existing curriculum.
- Provide a copy of the proposed curriculum.
- Describe and detail all differences between current and proposed curriculum.
- Describe the impact of changes on faculty/adjunct resources.
- Provide budget information (i.e., requests for or reductions in adjuncts, faculty, books, equipment, etc.)

Deletion of Program

- Identify number of current majors
- Submit a timeline for the phase out of program.
- Describe how current program resources (i.e., equipment, etc.) will be reallocated
- Describe how existing majors will be able to complete their requirements.
- Describe the impact of changes on faculty/adjunct resources.

Department Approval:  Date: 11/6/17
C&P Approval:  Date: 11/6/17
Faculty Council Approval: Beth Kubin Date: 11/17/17
Dean Approval:  Date: 11/17/17
Auditors in Registrar's Office Notified: _____ Date: _____

Juris Doctor/Master of Criminal Justice - Dual Degree Program

Rationale:

The Law School participates in several concurrent degree programs with other WU academic units that provide opportunities for law students to enhance their intellectual and/or professional programs of study by expediting their ability to acquire an affiliated degree.

The J.D./M.C.J. dual graduate degree offers qualified students the opportunity to earn both a Juris Doctor (J.D.) degree from the Washburn School of Law and a Master of Criminal Justice (M.C.J.) degree from the School of Applied Studies, both of which may be completed in as little as three years.

This degree program capitalizes on the Law School's excellent reputation with the American Bar Association and the Criminal Justice Department's national recognition by the Academy of Criminal Justice Sciences. The dual degree will provide students hoping to pursue careers as prosecutors, defense attorneys, and federal law enforcement agents, valuable credentials that distinguish themselves from other candidates. Formalizing a dual degree program may also raise the profile of the J.D. /MCJ degree and give it greater stature for students, graduates, and prospective employers.

Proposed Program

The proposed J.D. /M.C.J. dual degree program is not a proposal for a new degree. Rather, it allows matriculated students to complete the 90-hour Juris Doctor (JD) and the 36-hour Master of Science in Criminal Justice (MCJ) in an accelerated period of study. Interested law students may obtain a Master's in Criminal Justice degree by taking 24 credit hours of MCJ courses and transferring 12 hours of law school credit. Reciprocally, the School of Law will accept 6 hours of MCJ course work toward the J.D. graduate degree. The accumulative 18 hours of academic credit reduces the total number of credit hours for students seeking the dual degree from 126 to 108 credit hours.

The faculty members of the School of Law and the Department of Criminal Justice and Legal Studies have approved this dual degree proposal (See SOL Letter of Understanding) and both Dean Thomas Romig and Dean Patricia Munzer have endorsed the program.

Essential Criteria

Under the dual degree program, a student can obtain the degrees in less time than it would take to obtain both degrees if pursued consecutively. Requirements relating to the dual degree program are as follows:

1. Candidates for the program must meet the entrance requirements for and be accepted by each program. Both programs must be informed by the student at the time of application to the second program that the student intends to pursue the dual degree.
2. The dual degree program is not open to students who have already earned a J.D. or M.C.J.
3. A student must satisfy the curriculum requirements for each degree. The Criminal Justice and Legal Studies Department will allow 12 credit hours of Washburn University School

- of Law criminal law and jurisprudence courses to be credited toward both the J.D. and M.C.J. degrees. Reciprocally, law students may receive 6 hours of academic credit toward the satisfaction of the J.D. degree for courses taken in the M.C.J. curriculum.
4. The award of academic credit is authorized only for dual degree seeking students having a grade point average of 3.0 or higher.
 5. A full-time law student enrolled in the dual degree program may spend the first year in either the School of Law or the Criminal Justice Master's degree program. Students admitted to one program may enter the second program thereafter without again qualifying for admission.
 6. The standard WU tuition rate for J.D. and M.C.J. graduate coursework applies.
 7. Students must maintain steady progress toward completion of the degree and complete all degree requirements within 7 years.
 8. A student enrolled in the dual degree program may receive either degree upon satisfying all of the graduation requirements for that degree.

Proposed Modifications:

1. TRANSFER CREDIT

FROM: Currently, the M.C.J. graduate program accepts 6 hours of transfer credit from the Washburn SOL.

TO: The M.C.J. graduate program will accept 12 hours of transfer credit from the Washburn SOL.

FROM: Currently, the Washburn SOL accepts 0 hours of transfer credit from the M.C.J. graduate program.

TO: The Washburn SOL will accept 6 hours of transfer credit from the M.C.J. graduate program.

Existing Curriculum

<p><u>Thesis Option (36 hours)</u></p> <p>Students pursuing the Thesis option must complete 18 hours of core curriculum, 12 hours of elective curriculum, and 6 hours of Thesis.</p> <p>All courses are 3 hours except where noted.</p> <p><u>Core (18 hours)</u> CJ 600: Seminar in Criminal Justice Systems CJ 601: Seminar in Intro to MCJ Program CJ 602: Criminal Justice Research CJ 603: Issues in Criminal Procedure CJ 610: Corrections in the U.S. -- <u>or</u> -- CJ 620: Role of Law Enforcement in the U.S. CJ 625: Seminar in Criminological Theory</p> <p><u>Electives (12 hours)</u> CJ 604: Seminar in CJ Organization & Mgmt. CJ 605: Ethics in Criminal Justice Practice CJ 630: Seminar in Correctional Admin. CJ 635: Organized & White Collar Crime CJ 645: Comparative Criminal Justice CJ 650: Seminar in Community Corrections CJ 655: Seminar in Juvenile Justice CJ 660: Seminar in Oper. & Staff Planning CJ 670: Seminar in Correctional Law CJ 675: Problems & Practices Judicial Admin CJ 680: Seminar in Staff Development CJ 685: Special Topics in Criminal Justice CJ 690: Directed Readings (1-3 hours) CJ 692: Analytical Research & Statistics</p> <p><u>Thesis (6 hours)</u> CJ 699: Criminal Justice Thesis</p>	<p><u>Capstone Option (36 hours)</u></p> <p>Students pursuing the Capstone option must complete 18 hours of core curriculum, 15 hours of elective curriculum, and 3 hours of Capstone.</p> <p>All courses are 3 hours except where noted.</p> <p><u>Core (18 hours)</u> CJ 600: Seminar in Criminal Justice Systems CJ 601: Seminar in Intro to MCJ Program CJ 602: Criminal Justice Research CJ 603: Issues in Criminal Procedure CJ 610: Corrections in the U.S. -- <u>or</u> -- CJ 620: Role of Law Enforcement in the U.S. CJ 625: Seminar in Criminological Theory</p> <p><u>Electives (15 hours)</u> CJ 604: Seminar in CJ Organization & Mgmt. CJ 605: Ethics in Criminal Justice Practice CJ 630: Seminar in Correctional Admin. CJ 635: Organized & White Collar Crime CJ 645: Comparative Criminal Justice CJ 650: Seminar in Community Corrections CJ 655: Seminar in Juvenile Justice CJ 660: Seminar in Oper. & Staff Planning CJ 670: Seminar in Correctional Law CJ 675: Problems & Practices Judicial Admin. CJ 680: Seminar in Staff Development CJ 685: Special Topics in Criminal Justice CJ 690: Directed Readings (1-3 hours) CJ 692: Analytical Research & Statistics</p> <p><u>Capstone (3 hours)</u> CJ 693: Capstone</p>
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Proposed Curriculum – No change

Impact of changes on faculty/adjunct resources – No change

Budget – No change



Office of the Dean

November 3, 2017

Amy Memmer
Assistant Professor
Washburn University
1700 S.W. College Ave
Topeka, KS 66621-1117

Re: Juris Doctorate/Master of Criminal Justice Dual Degree Program

Dear Amy:

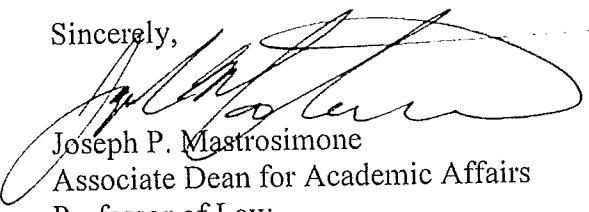
Please allow this letter to confirm that the Washburn University School of Law's faculty and Dean's office has approved a dual degree program with the School of Applied Sciences allowing our students to earn both a JD and a MCJ on a dual degree basis.

Under that agreement, certain School of Law courses would be accepted for credit and applied to the MCJ degree and certain MCJ courses would be accepted for credit towards the JD. According to the current agreement, the School of Law would accept up to six credit hours from the Master's program towards the JD while the Master's program would accept up to twelve credit hours from the School of Law. Each school would determine which classes it would accept under this agreement. Thus a student could earn both a JD and MCJ with 108 credits rather than the 126 credits it would require if the degrees were pursued separately.

To participate in the dual degree program, students would need to apply separately and be accepted by both the School of Law and the School of Applied Sciences. Students would pay tuition for law school courses at the standard rate for the School of Law and would pay tuition for the MCJ program at the standard rate for the School of Applied Sciences. Because grades do not transfer between schools, the courses would be considered credit/no credit by the School of Applied Sciences and the School of Law as long as the student received a "B" or above for the course grade.

If this letter does not accurately summarize the dual degree program, please let me know as soon as possible.

Sincerely,



Joseph P. Mastrosimone
Associate Dean for Academic Affairs
Professor of Law

cc: Dean Thomas Romig

VPAA Informational Item

Date: November 17, 2017

Submitted by: Dr. Gary Bayens, School of Applied Studies ext. 2115

SUBJECT: INFORMATION ITEM – Revisions to the Minor in Military and Strategic Studies

DESCRIPTION: The Faculty Council of the School of Applied Studies has approved a proposal by the Criminal Justice & Legal Studies Department to modify the name of the current minor in Military & Strategic Studies to minor in Military & Homeland Security Studies. The effective catalog date is fall 2018.

RATIONALE: The Military and Strategic Studies Program offers students an opportunity to acquire a sound grounding in military history, strategic thought, and international relations. When created in the fall of 1996, the program offered both a certificate and minor degree. The program was based upon several assumptions considered valid at the time.

In 2005, after nearly ten years of course offerings, the certificate and minor degree program did not experience the type of growth, student interest, and service to the community as originally anticipated. Consequently, the criminal justice department eliminated the certificate and abolished a full-time faculty position. The minor degree was retained with staffing of one part-time faculty member and adjuncts to deliver the curriculum.

While the MS minor is a viable option for ROTC students, many undergraduate students from criminal justice and other academic disciplines show a much greater interest in taking courses linked with homeland security rather than military history. Consequently, several courses have been developed in recent years to address homeland security topics. Below is a list of those courses.

- MS 320 National Security Policy
- MS 322 Terrorism
- MS 330 International Conflict
- MS 335 Elite Forces and Special Operations
- MS 352 Homeland Security
- MS 450 Military Intelligence
- MS 480 Military Operations other than War

The development and evolution of the MS minor was a topic of discussion during the recent (2017) 5-year University Program Review of the Criminal Justice/Legal Studies Department's programs. The department was tasked with studying the status of the Military Studies minor, given the reduced number of credit hours over the years. Thereafter, a review of MS course enrollment data was conducted by the department and discussed with the military studies advisory board. Because of this effort, it was determined to change the title and description of the minor. Also, to delete the requirement for all students to successfully complete a prerequisite course. The desired effect is to shift the emphasis of the minor from military history to homeland security. Military courses will be offered from time-to-time for ROTC students but the majority of the course offering will be homeland security courses.

SAS Program Change Request Form

Date of Submission: 12-5-2017

Submitted by: Amy Memmer

Identify the nature of the request: New Program Modification Deletion

Proposal must be attached to this form.

Rationale must be attached which includes assessment data to support request. (*note: submissions will not be accepted which do not include assessment information*)

Effective Date for Implementation: Fall 2018

New Programs

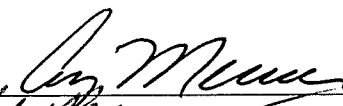
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- Attach the complete proposal.
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- Have cooperative efforts with existing programs been incorporated? Explain.
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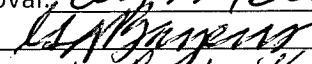
Program Modification

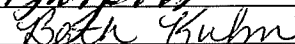
- Provide a copy of existing curriculum.
- Provide a copy of the proposed curriculum.
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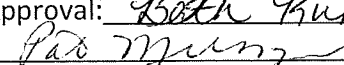
Deletion of Program

- Identify number of current majors
- Submit a timeline for the phase out of program.
- Describe how current program resources (i.e., equipment, etc.) will be reallocated
- Describe how existing majors will be able to complete their requirements.
- Describe the impact of changes on faculty/adjunct resources.

Department Approval:  Date: 11/6/17

C&P Approval:  Date: 11/6/17

Faculty Council Approval:  Date: 11/17/17

Dean Approval:  Date: 11/17/17

Auditors in Registrar's Office Notified: _____ Date: _____

Modification of the Minor Degree Program Military & Strategic Studies

Rationale:

The Military and Strategic Studies Program offers students an opportunity to acquire a sound grounding in military history, strategic thought, and international relations. When created in the fall of 1996, the program offered both a certificate and minor degree. The program was based upon several assumptions considered valid at the time. These included the following:

(1) Washburn University experienced an increase in the number of its students who were participating in various Reserve Officer Training Corps (ROTC) programs at both The University of Kansas and Kansas State University. These institutions offered Army, Navy and Air Force ROTC programs in which Washburn students could participate while pursuing their degrees. The Program would offer both unrestricted elective courses that complemented ROTC studies as well as a minor course of study that supported the present degree and future career aspirations of these students.

(2) There are a number of Reserve Component and National Guard units based in and around the Topeka area, and the United States Army runs two mandatory career-level schools for its officers (Command and General Staff and CAS) out of Ft. Leavenworth, Kansas. The Program offered a Certificate in Military and Strategic Studies and graduate courses aimed at career enhancement for these service members.

(3) A Master of Liberal Studies graduate degree program had been created at Washburn University. The Military & Strategic Studies Program offered graduate-level courses that could be applied to the MLS degree, as a part of an interdisciplinary, custom degree program.

In 2005, after nearly ten years of course offerings, the certificate and minor degree program did not experience the type of growth, student interest, and service to the community as originally anticipated. Consequently, the criminal justice department eliminated the certificate and abolished a full-time faculty position. The minor degree was retained with staffing of one part-time faculty member and adjuncts to deliver the curriculum.

While the MS minor is a viable option for ROTC students, many undergraduate students from criminal justice and other academic disciplines show a much greater interest in taking courses linked with homeland security rather than military history. Consequently, several courses have been developed in recent years to address homeland security topics. Below is a list of those courses.

1. MS 320 National Security Policy
2. MS 322 Terrorism
3. MS 330 International Conflict
4. MS 335 Elite Forces and Special Operations
5. MS 352 Homeland Security
6. MS 450 Military Intelligence
7. MS 480 Military Operations other than War

The development and evolution of the MS minor was a topic of discussion during the recent (2017) 5-year University Program Review of the Criminal Justice/Legal Studies Department's programs. The department was tasked with studying the status of the Military Studies minor, given the reduced number of credit hours over the years. Thereafter, a review of MS course enrollment data was conducted by the department and discussed with the military studies advisory board. Because of this effort, it was determined to change the title and description of the minor. Also, to delete the requirement for all students to successfully complete a prerequisite course. The desired effect is to shift the emphasis of the minor from military history to homeland security. Military courses will be offered from time-to-time for ROTC students but the majority of the course offering will be homeland security courses.

Proposed Modifications:

1. TITLE CHANGE

FROM: Military & Strategic Studies

TO: Military and Homeland Security Studies

2. DELETION OF PREREQUISITE COURSE

FROM: The current minor degree requires completion of prerequisite course (MS 100 Introduction to Military Operations – 3 credit hours) followed by 12 credit hours of elective MS course. A total number of 15 credit hours is required for the MS minor.

TO: 15 hours of Military and Homeland Security elective courses.

3. PROGRAM DESCRIPTION CHANGE

FROM: The Criminal Justice Program offers students the unique opportunity to pursue a minor in Military and Strategic Studies that complements their major course of study.

TO: The Criminal Justice Program offers students the unique opportunity to pursue a minor in Military and Homeland Security Studies with emphasis on homeland security issues, counterintelligence, international conflict, national security policy, and strategic planning and leadership.

VPAA Informational Item

Date: November 6, 2017

Submitted by: Dr. Gary Bayens, School of Applied Studies ext. 2115

SUBJECT: INFORMATION ITEM – Revisions to the Certificate in Victim/Survivor Services.

Description: The Faculty Council of the School of Applied Studies has approved a proposal by the Human Services Department to modify the name of the current Certificate in Victim/Survivor Services to *Certificate in Trauma and Recovery*. The effective catalog date is fall 2018. A table of the improved curriculum is provided below.

- Remove HS 201 Victimology and HS 202 Victim/Survivor Services as required courses for the certificate.
- Replace with HS 323 Service Coordination, an existing course that places more emphasis on recovery and specific learning outcomes relating to working with trauma. Add new course HS 301 Working with Trauma, which teaches research-based foundations of trauma and trauma-informed services.

Certificate in Trauma and Recovery

Current Curriculum (27 credit hours)	Proposed Curriculum (27 credit hours)
HS 100 Orientation to Human Services	HS 100 Orientation to Human Services
HS 131 Human Development	HS 131 Human Development
HS 201 Victimology	HS 301 Working with Trauma
HS 202 Victim/Survivor Services	HS 323 Services Coordination
HS 325 Group Work in Human Services	HS 325 Group Work in Human Services
HS 411 Family Issues	HS 411 Family Issues
HS 446 Legal, Ethical, Professional Issues	HS 446 Legal, Ethical, Professional Issues
HS 300-400 Level Approved Elective	HS 300-400 Level Approved Elective
HS 481 Internship (150 clock hours)	HS 481 Internship (150 clock hours)

Rationale: The shorthand “victim/survivor services” title was appropriate at the time it was chosen. However, the field has developed over time, and at this point using person-labels when referring to people who have experienced trauma is inappropriate. Some people take offense at, or are hurt by, having professionals label them as

“victims.” Other people have negative reactions to the word “survivor”. When professionals choose words like these to describe the people we work with, it can be experienced as a further assault against personal choice and autonomy, which is part of what we are supposed to be helping them recover from in the first place. It is both harmful and unnecessary to use person-labelling language. We are proposing a shift in our title away from person-labels, to the context-based descriptor: Trauma and Recovery. This new title reduces the harm inherent in person labelling and accurately describes our curriculum. The word Recovery signals to prospective students that we teach skills for helping people move forward toward wellness after trauma (as opposed to a title like “Trauma Studies”, which fails to capture the applied nature of our curriculum).

Because the term Victim/Survivor is woven through the titles of some of the courses in our certificate, we are also proposing a few curriculum modifications consistent with the title change. These primarily involve an updating of language usage, rather than a change in core content of the certificate.

Note that the 2017 Program Review committee has encouraged us to make these updates as one of their recommended goals for our department.

Financial Implications: There are no costs to implementing this modification.

Proposed Effective Date: Fall Semester 2018

Request for Action: Approved by SAS Human Services Department; SAS C & P Committee; SAS Faculty Council; SAS Dean

Attachments Yes No

Human Services Department - Modification of the current Certificate in Victim/Survivor Services to Certificate in Trauma and Recovery

Rationale:

We are proposing an update to the language used in our currently titled Victim/Survivor Services Certificate, along with some associated curriculum revisions.

Title Change:

The term “Victim/Survivor Services” has always been a shorthand description of our curriculum, as all titles are. The certificate has always covered the necessary content for **providing services to victims and survivors of trauma**. This certificate has always taught students how to effectively work with people who have experienced a wide range of traumatic experiences, including, but not limited to: child abuse and neglect, domestic violence, sexual assault, violence across the lifespan, crime, shootings, natural disasters, accidents, serious illness, hate and bias, mass-impact trauma such as terrorism, and other experiences that are consistent with the meaning of the word *trauma* (ISTSS, 2017). Similar certificate and minor programs at other universities use the word *trauma* to describe this content.

The overall objectives and content of the certificate do not significantly change, but we are long-overdue for an update in our language usage. The short-hand “victim/survivor services” title was appropriate at the time it was chosen. However, the field has developed over time, and at this point using person-labels when referring to people who have experienced trauma is inappropriate. Some people take offense at, or are hurt by, having professionals label them as “victims.” Other people have negative reactions to the word “survivor”. When professionals choose words like these to describe the people we work with, it can be experienced as a further assault against personal choice and autonomy, which is part of what we are supposed to be helping them recover from in the first place. **It is both harmful and unnecessary to use person-labelling language.** We are proposing a shift in our title away from person-labels, to the context-based descriptor: *Trauma and Recovery*. This new title reduces the harm inherent in person-labelling and accurately describes our curriculum. The word Recovery signals to prospective students that we teach skills for helping people move forward toward wellness after trauma (as opposed to a title like “Trauma Studies”, which fails to capture the applied nature of our curriculum).

Because the term Victim/Survivor is woven through the titles of some of the courses in our certificate, we are also proposing a few curriculum modifications consistent with the title change. These primarily involve an updating of language usage, rather than a change in core content of the certificate.

Note that the 2017 Program Review committee has encouraged us to make these updates as one of their recommended goals for our department.

Proposed Modifications:

We propose the following modifications:

- **Change the certificate name** from *Certificate in Victim/Survivor Services* to *Certificate in Trauma and Recovery*.
- **Delete** two courses from the certificate requirements:
 - HS 201 Victimology
 - HS 202 Victim/Survivor Services.
- **Add** two courses to the certificate requirements:

- HS 323 Service Coordination, which is being revised to place more emphasis on recovery in general and to include specific learning outcomes relating to working with trauma. (A course checklist is included with this proposal).
- HS 301 Working with Trauma, which teaches research-based foundations of trauma and trauma-informed services. (A course checklist is included with this proposal).

Impact on Resources:

This proposal will not require any additional resources.

Budgetary Considerations:

There are no costs to implementing this modification. Many people who are interested in trauma work have experienced trauma themselves. Some of them have a very strong, negative reaction to being labelled a “victim”. In fact, some of them have a very strong, negative reaction to being labelled a “survivor”. The word “trauma” describes events and situations without labelling people. We believe that updating the title of the certificate will make it more marketable and less offensive, which may result in increased enrollment and a positive budget impact.

Assessment Data:

This proposal is based on expert understanding of current best practices and developments in the field. The Human Services department has streamlined our curriculum dramatically in recent years, which has allowed us to focus more deeply on specific high-impact domains. This certificate is one of the domains we have chosen to make a priority for our department. Senior faculty members have been participating in continuing education trainings relating to trauma, which has led us to discuss concerns over the use of the person-labels for several years now. More recently, we have hired three new faculty members with expert training and experience in trauma, because this is one of the key pillars of our program. Very simply, we know from our experience and expertise:

- Some people are hurt by the term victim/survivor and we need to stop using it
- The word “trauma” is the accurate descriptor of the purpose and content of our curriculum

In addition to our professional experience and expertise, recent literature in the field supports our proposal to update our language:

Many who experience trauma such as sexual or domestic assault may experience negative social reactions and stigmatization which further complicate their process of healing (Kennedy & Prock, 2016). Recent professional literature has highlighted the inherent problems with using the word Victim to refer to people who have experienced trauma. In a study of over 400 English and German speaking adults, the term “victim” was perceived negatively and associated with lower levels of strength in both languages. The same study found that outsiders to the experience of sexual assault were less likely to associate psychological stability with those who identified themselves as “victims” (Papendick & Bohner, 2017). In a systematic review by Hockett & Saucier (2015), the authors found that literature using the term “victim” may tend to focus on injury and conceptualize women who have experienced sexual assault more narrowly. Furthermore, there is overwhelming research evidence that links the experience of being a “victim” of abuse to becoming a “perpetrator” later in life (see Glasser, et al., 2001 and Smith-Marek et al., 2015 for examples). Additionally, in many cases, harm may be bilateral, in which two parties simultaneously harm each other (see Madsen, Stith, Thomsen, & McCollum, 2012). In these cases, the use of the dichotomy “victim/survivor” fails to capture the complexity of the situation.

While less well-studied, some clients also have a negative reaction to the use of the word survivor. In general, the practice of labelling people at all (negative or positive) is not consistent with the person-first language usage that is expected from human services professionals.

We have chosen the word **Recovery** to indicate the fundamental goal of services. This terminology is consistent with current practice across the broad scope of human services professions (e.g. addictions, trauma, mental health). In fact the catch-phrase “Recovery is Possible” is a public awareness message that is repeated frequently by different subgroups within the US Department of Health and Human Services, and the Substance Abuse and Mental Health Administration (SAMHSA). The word recovery is both current and accurate for use in the title of this certificate.

References

- Glasser, M., Kolvin, I., Campbell, D., Glasser, A., Leitch, I., & Farrelly, S. (2001). Cycle of child sexual abuse: Links between being a victim and becoming a perpetrator. *The British Journal of Psychiatry*, 179(6), 482-494.
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SAS Program Change Request Form

Date of Submission:

Submitted by: Kayla Waters, Human Services Department

Identify the nature of the request: New Program Modification Deletion

Proposal must be attached to this form.

Rationale must be attached which includes assessment data to support request.

Effective Date for Implementation: Fall Semester, 2018

New Programs

- An approved detail budget (pro forma) must accompany the proposal.
- Explain how existing faculty/university resources will be utilized.
- Attach the complete proposal.
- Have existing courses on campus been utilized where possible? Please identify where a similar course may exist.
- Have cooperative efforts with existing programs been incorporated? Explain.
- Have existing catalogue numbers been ruled out to avoid Banner/registrar problems.
- Advising form/degree audit form should accompany proposals.

Program Modification

- Provide a copy of existing curriculum
- Provide a copy of the proposed curriculum
- Describe and detail all differences between current and proposed curriculum.
- Describe the impact of changes on faculty/adjunct resources.
- Provide budget information (i.e., requests for or reductions in adjuncts, faculty, books, equipment, etc.)

Deletion of Program

- Identify number of current majors
- Submit a timeline for the phase out of program.
- Describe how current program resources (i.e., equipment, etc.) will be reallocated
- Describe how existing majors will be able to complete their requirements.
- Describe the impact of changes on faculty/adjunct resources.

Department Approval: *Deborah Altman* Date: 10/9/17
C&P Approval: *[Signature]* Date: 10/11/17
Faculty Council Approval: *[Signature]* Date: 10/27/17
Dean Approval: *[Signature]* Date: 10/27/17

Modification of the Human Services VSS Certificate

Rationale:

We are proposing an update to the language used in our currently titled Victim/Survivor Services Certificate, along with some associated curriculum revisions.

Title Change:

The term "Victim/Survivor Services" has always been a shorthand description of our curriculum, as all titles are. The certificate has always covered the necessary content for **providing services to victims and survivors of trauma**. This certificate has always taught students how to effectively work with people who have experienced a wide range of traumatic experiences, including, but not limited to: child abuse and neglect, domestic violence, sexual assault, violence across the lifespan, crime, shootings, natural disasters, accidents, serious illness, hate and bias, mass-impact trauma such as terrorism, and other experiences that are consistent with the meaning of the word *trauma* (ISTSS, 2017). Similar certificate and minor programs at other universities use the word *trauma* to describe this content.

The overall objectives and content of the certificate do not significantly change, but we are long-overdue for an update in our language usage. The short-hand "victim/survivor services" title was appropriate at the time it was chosen. However, the field has developed over time, and at this point using person-labels when referring to people who have experienced trauma is inappropriate. Some people take offense at, or are hurt by, having professionals label them as "victims." Other people have negative reactions to the word "survivor". When professionals choose words like these to describe the people we work with, it can be experienced as a further assault against personal choice and autonomy, which is part of what we are supposed to be helping them recover from in the first place. **It is both harmful and unnecessary to use person-labelling language.** We are proposing a shift in our title away from person-labels, to the context-based descriptor: *Trauma and Recovery*. This new title reduces the harm inherent in person-labelling and accurately describes our curriculum. The word Recovery signals to prospective students that we teach skills for helping people move forward toward wellness after trauma (as opposed to a title like "Trauma Studies", which fails to capture the applied nature of our curriculum).

Because the term Victim/Survivor is woven through the titles of some of the courses in our certificate, we are also proposing a few curriculum modifications consistent with the title change. These primarily involve an updating of language usage, rather than a change in core content of the certificate.

Note that the 2017 Program Review committee has encouraged us to make these updates as one of their recommended goals for our department.

Proposed Modifications:

We propose the following modifications:

- **Change the certificate name** from *Certificate in Victim/Survivor Services* to *Certificate in Trauma and Recovery*.
- **Delete two courses** from the certificate requirements:
 - HS 201 Victimology
 - HS 202 Victim/Survivor Services.

- **Add two courses to the certificate requirements:**
 - HS 323 Service Coordination, which is being revised to place more emphasis on recovery in general and to include specific learning outcomes relating to working with trauma. (A course checklist is included with this proposal).
 - HS 301 Working with Trauma, which teaches research-based foundations of trauma and trauma-informed services. (A course checklist is included with this proposal).

Impact on Resources:

This proposal will not require any additional resources.

Budgetary Considerations:

There are no costs to implementing this modification. Many people who are interested in trauma work have experienced trauma themselves. Some of them have a very strong, negative reaction to being labelled a "victim". In fact, some of them have a very strong, negative reaction to being labelled a "survivor". The word "trauma" describes events and situations without labelling people. We believe that updating the title of the certificate will make it more marketable and less offensive, which may result in increased enrollment and a positive budget impact.

Assessment Data:

This proposal is based on expert understanding of current best practices and developments in the field. The Human Services department has streamlined our curriculum dramatically in recent years, which has allowed us to focus more deeply on specific high-impact domains. This certificate is one of the domains we have chosen to make a priority for our department. Senior faculty members have been participating in continuing education trainings relating to trauma, which has led us to discuss concerns over the use of the person-labels for several years now. More recently, we have hired three new faculty members with expert training and experience in trauma, because this is one of the key pillars of our program. Very simply, we know from our experience and expertise:

- Some people are hurt by the term victim/survivor and we need to stop using it
- The word "trauma" is the accurate descriptor of the purpose and content of our curriculum

In addition to our professional experience and expertise, recent literature in the field supports our proposal to update our language:

Many who experience trauma such as sexual or domestic assault may experience negative social reactions and stigmatization which further complicate their process of healing (Kennedy & Prock, 2016). Recent professional literature has highlighted the inherent problems with using the word Victim to refer to people who have experienced trauma. In a study of over 400 English and German speaking adults, the term "victim" was perceived negatively and associated with lower levels of strength in both languages. The same study found that outsiders to the experience of sexual assault were less likely to associate psychological stability with those who identified themselves as "victims" (Papendick & Bohner, 2017). In a systematic review by Hockett & Saucier (2015), the authors found that literature using the term "victim" may tend to focus on injury and conceptualize women who have experienced sexual assault more narrowly. Furthermore, there is overwhelming research evidence that links the experience of being a

“victim” of abuse to becoming a “perpetrator” later in life (see Glasser, et al., 2001 and Smith-Marek et al., 2015 for examples). Additionally, in many cases, harm may be bilateral, in which two parties simultaneously harm each other (see Madsen, Stith, Thomsen, & McCollum, 2012). In these cases, the use of the dichotomy “victim/survivor” fails to capture the complexity of the situation.

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Proposed Modifications: Certificate in Trauma and Recovery

Current Curriculum	Proposed Curriculum
HS 100 Orientation to Human Services	HS 100 Orientation to Human Services
HS 131 Human Development	HS 131 Human Development
HS 201 Victimology	HS 301 Working with Trauma
HS 202 Victim/Survivor Services	HS 323 Services Coordination
HS 325 Group Work in Human Services	HS 325 Group Work in Human Services
HS 411 Family Issues	HS 411 Family Issues
HS 446 Legal, Ethical, Professional Issues	HS 446 Legal, Ethical, Professional Issues
HS ____ 300-400 Level Approved Elective	____ 300-400 Level Approved Elective
HS 481 Internship (in an approved placement)	HS 481 Internship (in an approved placement)
<i>12 credits must be from SAS</i>	<i>12 credits must be from SAS</i>

Note: All articulated core substitutions from other departments (CJ, SW, SO, PY, NU) are not affected by this proposal.

Informational Addendum

Because many departments across campus have relevant expertise and coursework in trauma services, the Human Services department has already articulated automatic course substitutions for our certificate **requirements** with CJ, SW, PY, NU, and SO. We would like to expand on our ongoing efforts to support an interdisciplinary approach to this field of study by publicizing examples of courses we will automatically accept for the required **elective**. This list is not intended to be comprehensive; we retain our ability to accept alternative elective courses. But as we revise our materials for this certificate, we intend to publish a list of alternative electives in order to emphasize the relevance of this curriculum to students in other departments.

Examples of approved electives from SAS:

AL 252 Psychosocial OTA

CJ 330 Judicial Process

CJ 310 Police Problems and Practices

HS 312 Substance Abuse/Co-Occurring

HS 373 Disaster Response and Recovery

HS 375 Hate and Bias Crime

SW: many courses are potentially acceptable, but will not be listed in order to avoid interfering with their accreditation requirements.

Students and faculty are encouraged to contact the Certificate Coordinator to petition for alternative elective options.

Course Checklist - SAS

Date of Submission to Curriculum & Policy Committee: _____

Contact Person if there are questions: Jessica Cless or Kayla Waters

Action Required

New Course _____ Course Modification _____ Deletion

Course Information

Course Prefix and Number: HS301 _____ Credit hours: 3 _____

Course Title: Working with Trauma _____ (Catalog Copy Title)

Prerequisites: _____ none _____

Restrictions: _____ none _____ (e.g., majors only)

Fees or Tuition Rate: _____ (only if different from norm)

Effective Semester: _____ Fall 2018 _____ (semester change will take place)

Justification

This course is a required course for the proposed Trauma and Recovery Certificate (currently the Victim-Survivor Services Certificate). This course will replace Victimology in the course requirements for the Certificate. This change does not impact any of the internal substitution agreements that the HS Department has with Criminal Justice, Social Work, Psychology, Sociology, and Nursing. The reasons we are replacing Victimology with Working with Trauma are as follows:

1. Shifting from a victim-focused curriculum to a broader focus on the concept of psychological trauma as a whole allows for all students enrolled in the certificate program to gain a core understanding of the elements of a traumatic experience, the spectrum of possible responses to trauma, and the implications of these responses for trauma-informed professional work in various helping-related fields.
2. Replacing the "Victimology" course with "Working With Trauma" will coincide with the proposed name change of the certificate overall. Currently called the "Victim Survivor Services Certificate", the new name "Trauma and Recovery Certificate" avoids the potential negative effects of using the word "victim", as this term may be more closely associated with injury and disregard a multidimensional understanding of persons who have lived through a traumatic event (Hockett & Saucier, 2015). Thus, we are proposing a shift in the core required course for the certificate

Course description for catalog:

HS 301 Working with Trauma (3). This course provides information on the concept of psychological trauma as well as an overview of common responses to trauma in individuals and families, PTSD diagnostic criteria, and resilience. Current treatment practices, both evidence-based and alternative, are reviewed. Principles for working with trauma-exposed populations in human services are emphasized.

This course is currently being taught (Fall 2017) as a special topics (HS 390) course by Jessica Cless. It is also on the schedule for Spring 2018. The syllabus for Working with Trauma is attached. We are proposing a shift to the upper division level for various reasons. First, since a crucial task for students in our certificate program is to be able to apply what they know about trauma in order to provide trauma-informed services in their respective professions, application is a major task for students in the class. According to Bloom's Taxonomy (1956), application is a higher-level cognitive task that goes beyond simply recalling facts and providing definitions. Additionally, we propose to add a requirement that a prerequisite course be taken prior to taking HS301 in order to ensure that students are able to have a basic working understanding of human development and/or the helping profession. In order to meet the prerequisite requirement, we propose that students would need to have **at least 1** of the following: HS100, HS131, SW100, SW640, or NU311.

Assessment (Required for core courses): For core or required courses in the major explain how these changes are justified by the department's assessment data. Be precise and include data for support. Curriculum changes should result from the assessment process.

In a review of similar certificate programs across the country, we found that the word "trauma" is a common part of program titles. Additionally, the field of human services and various specific helping professional fields have identified a need for effective "trauma education" at both the undergraduate and graduate training levels (Courtois & Gold, 2009; Harris & Fallo, 2001). By adding a course with a general focus on understanding trauma and working with those who are affected by trauma, we are preparing students to gain important knowledge that can be readily applied in their future career.

Library/ Electronic

Are the current Library holding sufficient? yes no

Explain:

Other resources needed: None

Recommended by Department Chair: Deborah Allen date: 9/12/17
Recommended by C&P Committee: [Signature] date: 10/11/17
Approved by SAS Faculty Council: [Signature] date: 10/27/17
Approved by Dean: [Signature] date: 10/27/17

Catalogue spreadsheet submitted: _____ date: _____

Please complete all columns for new courses

SUBJ	Nbr	TITLE	Cred	PreReqs	LEVEL	RESTRICTIO COURSE (e.g. Majors)	APPROVAL DATE	APPROVED BY	GEN ED (Y/N)	FEEs or Tuition Rate	APPROVAL DATE	EFFECTIVE SEMESTER	ASSESSMENT CATALOG DESCRIPT
HS	301	Working with 3 Trauma	3	None	UG	None	10/27/2017	HS Department, SAS C & P, SAS Faculty Council, Dean	No	If different from norm	10/27/2017	Fall 2018	HS 301 Working with Trauma (3). This course provides information on the