

SACES Summer Newsletter

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

SPECIAL POINTS OF INTEREST:

- ACA Conference Pictures and SACES member ACA award winners
- Information about SACES 2010 conference
- New Faculty Perspectives

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A Note from the SACES President

Hello SACES Colleagues,

With warmer weather and the end of our academic spring semester here, the realization hits that while some duties may lighten, in general, our jobs never seem to ebb. There is always a student, an article, a study, lobbying, or service that waits or knocks on our door. That is one great thing about our jobs and our profession - that we remain active. While I hope each of you are able to find some time to relax this summer, I also sit here and reflect on my time serving the SACES region and members during this past year. I have enjoyed working with and for members of SACES – and although my duties as the SACES President will reside on July 1, I hope to continue being an active member and participant in this organization.

It has been wonderful to work with such an active group of individuals and a region who is dedicated to the profession of counseling and training upcoming professionals – as well as being simply pleasant to talk to and work with. Throughout this past year, I have had many rich conversations with individuals interesting in serving our organization or profession in some way, dialogues about counseling's professional identity, and discussions about the next steps for our profession. These conversations, and resultant actions, can go so many wonderful directions



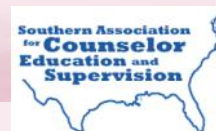
SACES President,
Dr. Kelly Wester

and I hope that they do. I hope that these individuals, as well as others, carry out their goals and dreams through organizations such as SACES, as these ideas and discussions are what will continue to make our profession stronger and more vital with continued movement into the future.

As mentioned in the last newsletter, there are many opportunities to get involved – whether they are your own ideas that you share with the organization or by volunteering to serve. There are many opportunities to get involved in SACES alone. Just to show how active SACES currently is should be evident by the three state ACES chapters, who were previously inactive, working to reinvigorate their organizations and become active state ACES' again

(i.e., Georgia, Maryland, and South Carolina). If anyone is interested in learning more about these chapters and/or becoming active members in them, please feel free to contact me to get more information or in another month or so when our website is updated, the contact information for these chapters should be on www.saces.org. In addition to state ACES chapters being active overall, it is a pleasure to restate that the current President of ACES (as of July 1, 2010) and President-Elect are our own Deryl Baily and Gerard Lawson.

As my last column discussed, getting involved in organizations is imperative – to the profession and to the organization itself. SACES has a very busy year ahead; currently Danica Hays (next SACES President) and Jennifer Jordan (current President-elect-elect) are in the planning stages of the SACES 2010 conference to be held this October in Williamsburg, Virginia. We are always looking for volunteers to assist at the conference, as well as look forward to seeing many nominations for the emerging leaders training. Conference and registration information can be found on the SACES website.



MESSAGE FROM THE PRESIDENT

Along with the conference in 2010, SACES is also the host for the 2011 ACES conference, to be held in Tennessee, with conference planner Robin Lee (previous SACES President). While that seems a long way away (fall 2011) we are currently in the meeting stages and talking about the call for proposals (which will come out in Fall 2010 right after the SACES conference – keep your eyes peeled!). So please, contact us to see if there are ways that you can help if you would like to get involved.

Farewell, and thanks again for a wonderful year working with all of you! You have made this year of service for me a great year and I look forward to continued serve in SACES and in the counseling profession in general. Thank you.



GETTING STARTED WITH RESEARCH AND PUBLICATIONS

By Anita Nueur, LPC, CRC, NCC, ACS—Doctoral Student at Old Dominion

If you're like most doctoral students, you know that you'll soon be required to become a researcher and published writer, yet the process of doing those very activities may feel daunting. Based on my experiences as a first-year doctoral student and as an attendee at ACES-INFORM in San Diego, I offer the following:

- Take an inventory of your interests in the counseling field. Review the table of contents of professional journals for topics that grab your attention. Consider your original motivation for entering the field. Begin with a topic you are excited about and defer lesser areas of interest for later efforts.
- Do an initial literature search on your idea of interest. Discover what's been done before and note possible gaps in the literature.
- Look to your peers. Stepping into the un-chartered land of research and publication will feel easier with "a little help from your friends".
- Keep reading the literature.
- Enlist faculty support. A faculty member can serve as proof-reader, IRB-navigator, and blind-spot identifier. This person may be your advisor, or a professor of a class you've taken, or someone with similar content interests.
- Keep reading the literature.
- Consider writing a paper for publication from a presentation you've done for a conference.
- Gather ideas from the content sessions you attend when you go to professional conferences.
- Read even more of the literature!
- Peruse possible journals for publication of your manuscript. Note guidelines, requirements, and the structure/format used, and shape your submission accordingly.



As the old Nike slogan wisely suggested, "Just do it". Start somewhere, but start. Manage your time to facilitate close attention to this important part of your professional development. You will be rewarded with both confidence and competence in conducting research and writing for publication.

SACES 2010 CONFERENCE

"Learning from our Past and Shaping our Future through Empirical Knowledge"

October 28-30, 2010

Williamsburg, Virginia



SCHEDULE OF EVENTS

THURSDAY, OCTOBER 28

8:00am-2:00pm
CACREP Team Member Training

10:00am-12:00pm
Supervision Pre-Conference I
(Lawson)

12:00pm-5:00pm
Emerging Leaders Luncheon and Workshop
(Invitation only)

1:30pm-4:30pm
Supervision Pre-Conference II
(Hermann/ Remley)

5:30pm-7:00pm
Opening Reception, College of William & Mary
Alumni House

FRIDAY, OCTOBER 29

8:00am-9:00am
SACES Leadership Breakfast
(Invitation only)

8:00am-5:00pm
Interest Networks and Committee Meetings

8:00am-5:00pm
Content Sessions

9:00am-10:30am
ACA Trust Risk Management Ethics Seminar

12:00pm-2:00pm
Awards Luncheon and Business Meeting

FRIDAY, OCTOBER 29

2:00pm-2:50pm
CACREP Table Talk

3:00pm-3:50pm
Grant writing workshop

5:30pm-7:00pm
President's Reception

SATURDAY, OCTOBER 30

8:00am-5:00pm
Interest Networks and Committee Meetings

8:00am-5:00pm
Content Sessions

9:00am-9:50pm
Writing in APA Style, 6th Edition

10:00am-10:50am
ACES Best Practices in Clinical Supervision

11:00am-11:50am
ACES Research Mentorship in Counseling/Counselor
Education

3:00pm-3:50pm
Research Boot Camp



MY FIRST YEAR AS A COUNSELOR EDUCATOR: LESSONS LEARNED

*By Laura McLaughlin Gonzalez, PhD, NCC
University of North Carolina Greensboro*

My first year on the faculty of the Department of Counseling and Educational Development at University of North Carolina at Greensboro has passed by like a whirlwind. There will be lots of lovely memories to reflect on (once I have a moment!), but one of the learning experiences that stands out is coming to a deeper understanding of our professional identity as counselors. As the coordinator of the College Counseling/Student Development track, I have a passion for working with college students as they face both mental health crises and normal developmental challenges, all the while encouraging these individuals to reach for the next rung on the educational ladder. It has been fascinating to consider how the goals of College Counseling are similar to the goals of School Counseling (children, adolescents, and young adults all experience similar growth pains) as well as how these focus areas differ.

As I have contemplated the role families and systems play in the lives of college students, I have appreciated working within a department that includes Couple and Family Counseling as a resource for my thinking.



Furthermore, hearing Clinical Mental Health counselors-in-training talk about the environmental challenges that accompany working in community settings has pushed me to think seriously about the role of higher education – is it a privilege for a few, or should it be accessible to many more individuals who aspire to learn?

After pondering these questions, I began to ask myself in earnest, “What does it mean to be a counselor?” All counselors are engaged in

promoting the wellness and healthy development of individuals and groups. All counselors use the fundamental power of human interaction to remove barriers, provide resources, encourage and empower. All counselors must consider the development of clients within the context of families, schools, and communities. The specializations in our field are like facets of one diamond. There is much to unite us as a profession!



Supervision Transcripts

By Syreeta Shaw-Statement and Jodi Slaughter, Doctoral Students, Old Dominion University



Transcripts are useful tools that can be used in supervision to facilitate the professional/personal development and clinical competence of the supervisee. In this article, we offer suggestions on how to effectively use a four column transcript format.

The first column should note the client’s words verbatim. Paraphrasing and summaries are less accurate, therefore the verbatim words of the client are necessary. When summaries are used instead, they are likely to be the supervisee’s interpretation. In addition, rich information such as metaphors may be missed, and the counselor’s response in the second column may not match the client’s comments.

The second column should note the counselor’s words verbatim. Supervisees should be instructed to include important encouragers (e.g. uh huh, ok, etc.), coughs, chuckles, crying, throat clearing, stammers, and silence. Notations of silence and pauses should be accompanied by the approximate length of time in which there were no verbal exchanges. Inform the supervisee not to correct or modify his or her responses and communicate that this is an important part of the learning process. Everything the supervisee says or does not say provides information for the supervisor to assess and process with the supervisee.

The supervisee should note alternate responses in the third column. Supervisees should be encouraged to explore other responses that may facilitate deeper insight in the client or lead the client down a different path. The last column is reserved for supervisee self-awareness. Advise the supervisee to limit commenting on the session, for example, “I’m trying to figure out what to say next.” Instead, instruct the supervisee to attend to counter-transference and note such issues as emotions, whom the client reminds them of and memories.

Transcripts are tools that aid in facilitating the professional development, personal development, and clinical competence of counselors-in-training. Utilizing the above tips can elicit information that can be addressed and processed in supervision.



MALE SURVIVORS OF INCEST AND SPIRITUALITY

By *Benton K. Johnson, II, PhD, LCPC, LMHC, NCC, Regent University*

Males in counseling have unique challenges that present during therapy. Despite increasing knowledge on male survivors of sexual abuse, little is known about responding to the damage that incest exacts on the spirituality of males in counseling. Male survivors of incest (MSI) that come from faith traditions are more likely to have negative attributive images related to God. This impact to spirituality may significantly reduce successful outcomes in therapy if left unaddressed.

Recent research on MSI stated the following conclusions:

1. Over 1 in 8 males in counseling have been survivors of biological incest. Additionally, over 1 in 4 males in counseling are survivors of incest, when the definition of incest includes perpetrators that are not biologically related, but were caregivers of the victim.
2. MSI were more likely to believe that God does not accept them.
3. MSI tend to believe that God does not want them to succeed in life.
4. MSI have difficulty believing that God is there for them.

Counselors use many approaches to help clients in therapy. By making spiritual concerns the main foci of therapy, counselors may greatly enhance therapeutic outcomes with MSI. Many counselors believe that resolving intricate spiritual problems may help clients work out other life stressors.

Areas of intervention may include:

1. Helping MSI forge a God image that accepts them for who they are. (Linked to self-esteem)
2. Assisting MSI in constructing a God image that encourages them to achieve positive advancement in life. (Linked to self development)
3. Supporting MSI in developing a God image that can be depended on. (Linked to trust & outside supports)

By resolving these spiritual issues, counselors may be able to better help MSI develop positive self esteem, lead more productive lives, and reconnect with vital spiritual support. ***For sources, please contact the author.***



Social Networking and Group Counseling

By *John A. King, MA, MDiv & Scott D. Wykes, Ph.D., Regent University*

A simple yet meaningful way to supplement group counseling can be established through the use of social networking websites. Consider the following benefits and liabilities when using sites such as Facebook.com.

Private Facebook.com group

Establishing a Facebook group is simple. At the member home page, click on "groups", select "create a group", and fill out the demographic information. Pay careful attention to click the option "This group is secret". As the administrator of the group, the facilitator must invite all group members to join the group through Facebook and ascertain that members know about confidentiality with posting on this site. Encourage group members to limit their between-session communication to this platform so that everyone may participate.

Benefits

Private social networking groups compliment group counseling and give members the opportunity to stay connected between sessions. Social networking addresses sub-grouping by having one place for communication. A step beyond Yalom's between session letter writing, when the facilitator posts observations of the group sessions on this page, it provides a forum to update the group regarding any contracts they made during sessions. Finally, Facebook provides the opportunity to communicate announcements, meeting times and locations.

Liabilities

The group facilitator must clearly communicate that all posts to the group page must be considered confidential communication. Facebook posting can also become a hiding place for the real work of therapy, so it is imperative to address important between sessions posts during real time sessions. If any member typically shares more in the Facebook group than they do in the real-time sessions, the facilitator will help that individual explore the issue with the group.

Conclusion

Social networking is an asynchronous method of continuing the group process between group sessions. There are limitations; however, the benefits can improve the dynamics of the group for members and the facilitator.



Bridging the gap in LGBT competency: a model for counselors in training

By John Dewell, Courtney Holmes, Courtney Caparaso, Betsy Dye, Brittany Copeland, Jessica Lloyd, Kari Norris, Meredith Roberson

Lesbian, gay, bisexual, and transgender (LGBT) individuals seek counseling more frequently than the general population, however, Counselor Education programs are not adequately preparing students to work in this area. Our research group developed a three-tiered training model for counseling students based on current research. The following describes our model with hopes that others can augment their training programs in order to produce more competent and ethical counselors.

Our model began with an interactive trivia game that reviews the helping profession's history of addressing the LGBT population. The goal was to engage students in learning about LGBT history by highlighting historical events, outlining current ethics, and emphasizing issues relevant to mental health professionals.

The second component of our model featured two facilitators role-playing both non-affirmative and affirmative counseling sessions based on actual client narratives (Dillon, Worthington, Soth-McNett, & Schwartz, 2008). Afterwards, students processed their experiences, including specific covert and overt skills and attitudes they observed.

The final tier focused on increasing self-efficacy and examining personal biases by having students participate in dyadic role-plays. Role-plays are utilized to



translate the content and observed knowledge into practice. Students were presented with situations that required use of inclusive language and basic affirmative counseling practices to address multi-faceted personal issues surrounding sexual orientation.

After participating in this training, students expressed a greater awareness of LGBT issues, personal biases, and knowledge of ways to increase competency for future work. Faculty also lauded the implementation of the model in the multicultural course. Our hope is that this model provides a resource for counselor educators and practitioners who want to increase their advocacy, knowledge, and competency in work with the LGBT population.

For more information on how to implement this supplemental training model contact the doctoral-masters research group at jadewell@email.wm.edu.

Dillon, F., Worthington, R., Soth-McNett, A., & Schwartz, S. (2008). Gender and sexual identity-based predictors of lesbian, gay, and bisexual affirmative counseling self-efficacy. *Professional Psychology: Research and Practice*, 39(3), 353-360



SACES 2010

CONFERENCE HIGHLIGHTS

October 28-30, 2010

www.saces.org

Williamsburg, VA

Supervision Pre-Conference * October 28

The Relationship in Clinical Supervision

Dr. Gerard Lawson

This presentation is designed to re-focus supervisors attention on the supervision relationship, and to highlight the important and necessary characteristics of a good supervision relationship. With so many demands on our time and attention in supervision, it is easy to take the supervision relationship for granted, with potentially dire consequences. Whether as a reminder, a refresher, or a wake-up call, this discussion will provide practical strategies for building or enhancing what Watkins (1997) called the "necessary ingredient to the making, doing, and being of the supervision process itself".



Ethical and Legal Issues in Supervision

Drs. Mary Hermann and Ted Remley

This program will assist counselor educators and supervisors in identifying their ethical and legal responsibilities. Topics such as confidentiality, records, counselors in court, and liability of counseling supervisors will be addressed. Strategies for practicing in a manner that will reduce legal liability will be provided.

CONFERENCE SESSIONS & EVENTS * OCTOBER 29 & 30

Emerging Leaders Training

Pam Paisley and Don Locke

HIPAA has Grown New Teeth: An Update for Counselor Educators on Confidentiality, Privilege and Privacy

Burt Bertram and Anne Marie "Nancy" Wheeler

Guidelines for Research Mentorship in Counseling/Counselor Education: An ACES Initiative

Kelly L. Wester, L. DiAnne Borders, Catharina Chang, Danica G. Hays, and Shawn Spurgeon

Writing in APA Style, 6th Edition

Rebecca Michel and Tamekia Bell

Tricks for Treats: Tips and Strategies of Grant Writing

Chris Wood

ACES Best Practices in Clinical Supervision

L. DiAnne Borders

CACREP Team Member Training

Robert Urovsky

Hundreds of quality sessions on counselor education, supervision, and research topics!



Research Boot Camp

Explore trends and get research tips in the areas of:

- Mental Health Counseling
- School Counseling
- Distance Education
- Multicultural and Social Justice Counseling
- Gender Issues
- Supervision
- Technology
- Ethics & Professional Development
- International Counseling
- Establishing a Research Agenda
- Research Grants and Awards

Register Today! https://www.regonline.com/saces_2010

ACA HIGHLIGHTS

The ACA conference in Pittsburgh, PA was very engaging this year, with keynote speakers Gerald Corey and Patti Digh. Over 3,500 members were in attendance. The conference focused on issues of social justice, holding the first Social Justice Day prior to the official start of the conference proceedings. Many SACES members were recognized for their dedication and hard work in the counseling field. The next ACA conference is schedule to be held in New Orleans. We hope to see you all there!



SACES MEMBERSHIP ACA AWARD WINNERS

2010 ACA National Awards

Ross Scholars - Masters

Whitney Blaszak,
Radford University

Shannon Hall,
Old Dominion University

Lauren Hamar,
Old Dominion University

Lewis Hatcher,
Wake Forest University

Stephen Kennedy,
University of North Carolina - Greensboro

Brandy Smith,
Virginia Polytechnic Institute & State University

Nickolas Tackett,
University of Central Florida

Ross Scholars - Doc

Tonya Jasinski,
University of South Carolina

Margaret Shillingford,
University of Central Florida

Chinwe Uway,
Georgia State University

ACA Awards

Glen E. Hubele National Graduate Student Award -
Kelly Emelianchik-Key
Old Dominion University

Carl D. Perkins Government Relations Award—
John Crawford

Ralph F. Berdie Memorial Research Award -

Joshua Watson
Mississippi State University—Meridian

ACA Extended Research Award—
Bradley Erford
Loyola University—Maryland

Counselor Educator Advocacy Award -
Carl Sheperis
Walden University

Arthur A. Hitchcock Distinguished Professional Service Award -
Samuel T. Gladding
Wake Forest University

David K. Brooks, Jr. Distinguished Mentor Award -
Mark E. Young
University of Central Florida

Don Dinkmeyer Social Interest Award -
Robert L. Smith

2009 ACA Fellows

Thelma Duffey
University of Texas San Antonio

Donna Henderson
Wake Forest University

William D. Shafer
University of Maryland, College Park

William Sedlacek
University of Maryland, College Park

Robert L. Smith

Clemmont Vontress

Richard Watts
Sam Houston State University

Southern Region Branch Awards

Best Leadership Development Project Award—

Tennessee Counseling Assoc.

Best Innovative Practice Award—
Arkansas Counseling Assoc.

Student Ethics Competition Winners

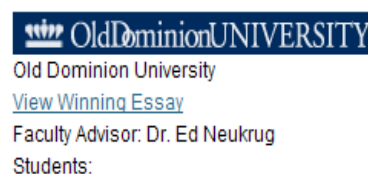
Masters Level



Eastern Mennonite University
[View Winning Essay](#)
Faculty Advisor: Dr. Linda Leitch-Alford
Students:

- Erin Constable
- Tara Kreider
- Thomas Smith
- Zachary Taylor

Doc Level



Old Dominion University
[View Winning Essay](#)
Faculty Advisor: Dr. Ed Neukrug
Students:

- Joe Davis
- Becky Michel
- Anita Neuer
- Jodi Slaughter



SCHOOL COUNSELORS AS “CLASSROOM MANAGERS”

*By Natoya Haskins, M.Ed., M.Div., Doctoral Student—
College of William & Mary*

Toni and Lisa will not stop talking, and Jordan will not stay seated. The question that crosses your mind is “How can I manage this class so I can continue with the lesson?”

School counselors-in-training and school counselors new to the field continue to have difficulty with classroom management. The following Classroom Management Tips are helpful for School Counselors in training as well as novice school counselors in the field:

1. **Observation:** Observe the classrooms in which you will be providing classroom guidance prior to your scheduled time, to get a sense of what the class dynamics are, understand how class management is handled by the teacher, and allow yourself time to determine potential roadblocks
2. **Collaboration:** Find out the expectations teachers have for you and for their students. This will give you an opportunity to address any concerns you have as a result of your observation

3. **The Name Game:** During your first classroom guidance session, allow the students an opportunity to make name cards. You can also have them add a positive characteristic to describe themselves. This will not only help you to learn names more readily, but also allows you to get to know the students a little better and begin to build rapport.
4. **Keep Moving:** Moving throughout the room provides an opportunity for you to monitor each student and be readily available for questions.
5. **Be Creative:** Be creative in your approach. Your time spent in the classroom should be unique.
6. **Developmentally Appropriate:** Determine your population needs and adjust to meet their needs.

It is essential that School Counselors become efficient in classroom management techniques. In addition, counselor education programs should begin to take a more active role in preparing school counselors in training to develop into “classroom managers”.

STAY CONNECTED – IT MAKES A DIFFERENCE

By Melissa Windham, LPC, Doctoral Student—Regent University

Have you ever felt isolated within your professional environment? Have you found yourself at times too busy to connect with other mental health providers? If so, it is likely that you felt very disconnected. It is at these times that counselors begin to lose focus, energy and enthusiasm within their daily tasks. Though it is not uncommon for counselors to feel overwhelmed due to the various roles they play, it is important that they stay attuned to the current situation in order to maximize their potential to serve others.

At the point where the sense of disconnect begins to manifest into frustration, counselors should evaluate how to truly maximize the current situation. A new perspective should be developed. They should also restructure their thoughts, duties and discipline in order to remain focused. One helpful way to do this is to reconnect with professionals in the world of counseling. The following steps are provided in order to help counselors move forward into a new sense of connectedness.

- Identify your current job description and duties
- Evaluate the genuine needs of your client population

- Analyze your current situation and points of contact
- Locate fellow counselors with similar job descriptions
- Invest time into relationships with other mental health providers
- Schedule timely meetings with fellow counselors to discuss current situations

Additionally:

- Create or become part of local mental health task force
- Stay up to date on research relevant to your job description

Following these simple steps can provide opportunities for counselors to become more engaged and stay focused in their daily tasks in order to move forward productively. These steps are important because staying connected is essential to remaining effective!



A Singular Suggestion for New Counselor Educators

By Angela Holman, PhD, LPC, NCC

If I could offer a singular piece of advice to new counselor educators in their first full time tenure track appointments, it would be this: *Make a friend on campus outside of your department.* I was fortunate enough to meet another junior faculty member during new faculty orientation week and she became a trusted friend and colleague over the course of an exhausting first year.

I believe the success of our partnership was related to several factors. First, my new friend and I were both rookie teachers newly transplanted to a small rural campus. Though we were teaching different subject matter, we shared teaching styles. Both of us valued being approachable by our students and spent several hours attempting to discern where the invisible boundary of being too approachable lay.



Because we were not teaching the same type of students, we were able to recognize that some of the difficulties we incurred were developmental transitions common to us as first year teachers and not necessarily problems within the students.

Secondly, because we were not in the same department there was no competition between us, only commiseration and support. The lack of competition allowed us to speak

freely with each other about our first year successes and failures—and there were plenty of both!

Finally, and perhaps most importantly, we recognized the important potential of our friendship to our professional development early in our first semester. We honored and protected that potential by booking a weekly lunch with each other and always keeping the appointment. That lunch hour is sacred and our other commitments are planned around it.

We are now in our second years and we maintain a commitment to our weekly lunches every week of the academic calendar year. An across-campus friendship has been an essential component of my professional development as a counselor educator and I highly recommend it to other new counselor educators.



WWW.SACES.ORG

SOUTHERN
ASSOCIATION FOR
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EDUCATION AND
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Past-President: Gerard Lawson
Secretary: Marc Grimmet
Treasurer: Don Locke

The Southern Association for Counselor Education and Supervision (SACES) is the southern region of the Association for Counselor Education and Supervision (ACES). ACES is a division of the American Counseling Association (ACA). ACES consists of five regions, with SACES being the largest region. Other regions include North Atlantic, North Central, Rocky Mountain and Western.

The purpose of SACES shall be to strengthen counselor education and supervision. SACES will serve to advance knowledge in the academic fields of the behavioral sciences, and assist in improving competency both for members and for those counselors with whom the members are working or will work. It would also be useful to include a contact name for readers who want more information about the organization.

Message from the SACES Newsletter Editors

Are you trying to find a way to get more involved in SACES? What about mentoring a student by helping them to get published in the SACES newsletter? We would love your involvement! Here are some simple tips to create the perfect article for our newsletter:

1. It needs to be focused on topics related to counselor education and supervision.
2. You can share information about endorsed SACES, state ACES and ACA activities.
3. If you are a student, have one of your faculty members review your work prior to submitting.
4. Take a look at previous editions of the newsletter located at the SACES website to get a feel for the writing style.
5. Keep it at around 300 words.
6. Attach a picture of you.

We will announce the submission due dates for Fall 2010 later this summer. Thank you for your support.

Email submissions to Agatha Parks-Savage:

parksac@evms.edu

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