

Southern Association for Counselor Education and Supervision

SACES NEWSLETTER**ACES 2005 Opening Session**

By José Villalba, PhD

Unfairly, counselor educators and supervisors are sometimes accused of “living in an ivory tower” in reference to (a) working in academia and not being able to relate to real-world issues or (b) being so detached from clients that they fail to understand what it is like to work with an actual person. Donna Henderson, Vivian McCollum, Michael Kocet, and Ted Remley cannot, however, be categorized as “out of touch” or “unable to relate” to the realities of working with victims of natural disasters, specifically when it comes to the emotional toll felt by survivors of Hurricane Katrina. During the ACES 2005 Conference Opening Session, they shared their accounts as witnesses and responders to the devastation caused by this country’s largest natural disaster in over 50 years.

After opening remarks by ACES president James Benshoff (who started off the session by performing an ode to New Orleans, Randy Newman’s “Louisiana, 1927”) and an introduction of the panel of speakers, the Opening Session started with an eyewitness account of New Orleans by Ted Remley. Dr. Remley spoke about the state of the city, the impact of Hurricane Katrina on the



Downtown [Pittsburgh] in the Glow of Dusk. Taken from <http://www.city.pittsburgh.pa.us/skylines/html/skyline6.html>

University of New Orleans, and the reaction of UNO students and New Orleans residents to the storm. Dr. Remley also thanked colleagues throughout the country for assisting UNO students in taking courses at their institutions, as UNO and the Department of Educational Leadership, Counseling, and Foundations recover from the effects of the storm and prepare to start offering more courses next spring.

Donna Henderson, who volunteered to provide mental health services to Hurricane Katrina survivors in the Gulf Coast, provided attendees with a vivid and emotional account of her experiences. Dr. Henderson also demonstrated the importance of working with a multi-disciplinary team as she detailed her collaboration with social workers and other service providers on her assistance team, charged with provided

mental health services to local residents and storm evacuees.

Vivian McCollum also provided assistance to survivors and shared many stories of individuals she met along the way. In addition, Dr. McCollum brought to light the racial and economic disparity which was made more “visible” as a result of the storm. The crowd reacted enthusiastically to Dr. McCollum’s call to not turn a blind eye to the trails and tribulations of our disadvantaged citizens as counselors strive to become advocates in their communities.

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Three things to know before converting your course online

By Mark Rehfuss, PhD and Agatha Parks-Savage, EdD



In thinking about this article, we wanted to focus on counselor educators teaching in traditional on campus programs who have been asked to put a course with 15 to 20 students online. Of course when this type of request comes in, the normal response is fear, denial, or wishful thinking. “Oh my God, I can’t believe they’re asking me to do this!,” “If I ignore this request long enough the Dean will somehow forget about it,” or “This might be a great time to ask for a GA who could do it for me.”

Moving beyond these initial reactions and building a class, however, really does take some courage, fortitude and willingness to acknowledge that it will be a process. As a reminder, the process usually entails brief periods of failure, frustration and fatigue. Just what professors willingly want to add to their already busy schedule and life. To ease your transition, we’ve identified three facets of online teaching that may be helpful to understand as you begin to conceptualize, and eventually engage in, online teaching. The three interrelated concepts are Communication, Discussion Boards and Time.

Communication

The biggest difference between traditional and online based courses is communication. Not the content but the

form. In the classroom, communication is primarily one way verbal and non-verbal with minimal text interaction. The instructor is on center stage and the students are peripheral responders. Online teaching, however, is almost completely text based. Therefore, it dramatically changes the role of the instructor. The instructor is no longer the only one to create and control knowledge. The instructor is joined, and in some cases becomes secondary, to the communication of peers and texts. The instructor’s role becomes that of a facilitator of learning and is no longer the sole disseminator of knowledge. This is a very different thing and not all instructors will like this change. There is a certain level of trust needed to handle it successfully. Trust that the students want to learn and trust that they can learn with your facilitation. Facilitation in the online context means developing focused educational interventions or assignments.

In the online classroom, assignments replace lectures as the primary format for learning to take place. Assignments that develop higher order thinking have to be the goal of your instruction. The student needs to learn more than the basic information, they need to ingest the concepts and materials, process them and then apply them (Anderson & Krathwohl,

2001; Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). Tests which call for regurgitation of memorized facts will not demonstrate each student’s learning especially since you cannot usually guarantee that the student took the test. Assignments that force the student to apply the material and reflect back their new understanding will indicate learning. Online these assignments are chiefly facilitated through one main tool.

Discussion Boards

The primary online device is the Discussion Board. Discussion boards are the interactive classroom of online. This is where the professor facilitates interaction around the readings and applications of the course. Good discussion board posts should demonstrate higher order thinking and academic scholarship. Again more work for the professor since he/she must think through the goals of each reading assignment and determine what will reflect successful processing of the text. Questions trying to produce such results should require expansion of ideas found in the text and should draw on outside references for support. In addition, students should demonstrate their processing by replying to several peer’s posts in a scholarly manner. As the primary interactive venue of the class, discussion boards commonly count for around

“...three facets of online teaching that may be helpful to understand as you begin to conceptualize, and eventually engage in, online teaching.”



..converting your course online cont'd

half of the course grade. They are run weekly or bi-weekly with the requirement of 3 to 5 posts depending on what is appropriate for the given time period. Length requirements should also be instituted for posts, for example, limiting posts to around 200 to 250 words is usually appropriate. This length allows enough time for students to convey thoughts but is short enough for students and professors to review multiple postings. This type of board is academic in nature and is solely focused upon scholarship and fostering learning; however, there are several other types of discussion boards which a new online instructor should also include.

An online course will have multiple discussion boards available only some of which are academic in nature, the others exist to foster community or to fill a need. Various open and supportive discussion boards could include a *class water cooler* for simple chat and interaction. An *introduction board*, sort of a getting to know you, where are you from, what do you like about counseling, kind of discussion. This would be some thing you might do on the first day of class in a traditional program even sharing a few pictures but online the pictures include the student in addition to their significant others and pets. A *reference board* where students can post a favorite article, web links, counseling referral sources, and resource books with the class and pro-

fessor. These types of discussion boards although not graded promote interpersonal connection and learning by facilitating communication. The last one is the *question and answer* board for the professor. This type of board is critical in saving you time and energy. It allows students to pose questions about the course or assignments and allows your answer to be read by all the students. This prevents you from being constantly inundated with emails that all ask the same question. Peers can also respond so, if a student knows the answer they can clarify it without you having to. Time, if you haven't already guessed is the next big difference with online courses.

Time

In traditional course work, the professors' time is taken up lecturing and preparing for lectures. Now your time will be taken up with reading, reading, and more reading. This should primarily include graded work but emails will overwhelm you if you haven't set up your discussion boards correctly and made the suggestion that they contact at least one peer before contacting you. To shorten the time needed for grading assignments such as discussion boards on the course readings, a clear grading rubric for such posts should be instituted. An effective one would clearly indicate how points will be awarded for the weekly posts. This would include the level of integration, required citations, gram-

mar, and timeliness. This can simplify the time needed for grading since you can quickly check if a component is present or not but it won't do away with added hours in your schedule. We hate to say it but the bottom line is that when online teaching is done right, it will take more of your time. This time is in addition to the large amount of time required to initially develop or convert the course. Time is not free and this time needs to be credited to you. Through our experiences and conversations with other professors it is common for universities to recognize this time commitment and to grant instructors of online courses an additional course load credit for each course taught online.

These three areas are only a tiny sliver of the challenges that lie before the professor who is going to teach online. Yet, they are not insurmountable challenges. From our discussions, most instructors of online courses started as non-willing participants. We have met very few who willingly embraced online, ourselves included. Yet, as counselors, we are committed to growth and to embracing the process of change both of which are guaranteed to happen while teaching online.

References

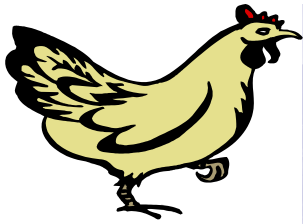
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“...as counselors, we are committed to growth and to embracing the process of change...”

If you would like to contribute anything to future editions of the SACES Newsletter, please contact Kelly L. Wester, 2005-2006 SACES Newsletter editor at klwester@uncg.edu.





Why did the chicken cross the road?... To see a counselor of course!

By Elizabeth Stevens MA student



Like a welcome summer rain, humor may suddenly cleanse and cool the earth, the air, and you.

—Langston Hughes

Humor is an art form and can be expressed in a variety of ways, not only in the “real world” but also in our world of counseling. Valued in many different schools of thought in the counseling field, it has been suggested that humor has an impact on our everyday work, lives, minds, and bodies. The best way to begin exploring humor would probably be to define it. If you asked people on the street, you would most likely come up with an infinite number of definitions, such as “a joke,” or “something that makes you laugh.” Therefore, the dictionary definition might be the best way to go. Merriam-Webster’s Online Dictionary defines humor in three ways: as “that quality which appeals to a sense of the ludicrous or absurdly incongruous,” “the mental faculty of discovering, expressing, or appreciating the ludicrous or absurdly incongruous,” and “something that is or is designed to be comical or amusing.” So basically humor is a cognitive process that is supposed to be funny or perhaps evoke laughter, a physiological response; therefore, there is a distinc-

tion between humor and laughing, with humor usually as an antecedent. Both can be found everywhere almost everyday (hopefully!), ranging anywhere from supervision and groups to the classroom, and more.

So why do we use humor and more importantly, what do we gain from it? To begin, laughter has the ability to physiologically ease tension in the body and promote relaxation, boosting the immune system. Even something as simple as laughter can help manage the effects of stress and aid in burnout prevention. So if laughter has an impact on our bodies, it can surely have an impact on our minds. This is where humor, a cognitive process, comes into play and can be applied to a wealth of situations. I think it is safe to say that we have all been there – the new group, new class, or any new or stressful situation for that matter. Humor is a way to “break the ice” and lower tension in a room. It might be used to transition or bridge discussion or perhaps to increase group cohesion. The possibilities are endless.

Just as humor can have benefits, humor also should come with a warning label. Through its diversity of use, humor can

sometimes be inappropriate, mean-spirited, and even have damaging effects. Humor can occasionally be a socially acceptable means to express an otherwise unacceptable idea, such as a sexist joke. Self-deprecatory humor is another form of humor that could go either way. When we take life too seriously, sometimes it is good to laugh at ourselves, especially those who are overly self-critical; however, too much of this kind of humor could lead to an unhealthy pattern of self-criticism. It is important to help clients distinguish between the two as well. Humor might also serve as a way to shield one’s self and to divert attention or change the subject to more comfortable discussion. Humor as a form of client resistance would be an example here.

To sum it all up, humor is everywhere and to some degree, in everyone. It can be good natured or ill-intended. It can be embedded with hidden meanings or simply just what it seems to be. As for me, I try to infuse a little bit into my life everyday. Humor may not be the best medicine, but it certainly is good medicine nonetheless.

Technology Interest Network

Joshua Watson, PhD

Have you adopted technology as a medium in your course delivery? Is technology something you would like to use more frequently? The SACES Technology Interest Network would like to know. We will soon be sending out a survey to assess the current state of technology usage among counselor educators. The data gathered from this survey will be used to help the Technology Interest Network better address the needs of SACES members. All are encouraged to participate. Future details will be forthcoming.

Strengthening Father-Daughter Relationships

By Linda Nielsen, PhD

How well prepared are you as a counselor to help fathers and daughters resolve those issues that are damaging or limiting their relationship? Especially after parents divorce, what techniques have proven effective in strengthening or rebuilding this vital relationship? And is your counseling biased in any way by your own misconceptions about men as parents – particularly divorced men?

For the past 15 years I have been teaching the only college course in the country devoted exclusively to father-daughter relationships. As a psychologist, during this time I have developed practical techniques, enlightening exercises, and no nonsense approaches that have helped young adult daughters and their fathers strengthen and rebuild their relationships. Sadly, most fathers and daughters in our country spend far less time together throughout their lifetimes, communicate less comfortably, and never get to know one another as well as most mothers and daughters. And when parents divorce, the father-daughter relationship is usually damaged far more than the father-son relationship.

So what? Why should this matter to counselors? It should matter because daughters who have comfortable, communicative, open relationships with their fathers have advantages over other women throughout their lifetime in these regards:

- **School, Job, Money:** better grades, higher graduation rates, better jobs, higher incomes
- **Mental health:** less likely to develop eating disorders, depression, anxiety disorders, or to abuse drugs & alcohol
- **Self confidence and self-reliance:** asserting her opinions, resisting peer pressure, feeling good about herself without being overly dependent on others
- **Sex:** not becoming pregnant or marrying at an early age, being able to enjoy and feel comfortable with her own sexuality, not relying on sex to build self esteem
- **Love:** being able to trust men, to create an enduring, emotionally intimate relationship, to not be overly dependent on or overly critical of men, to choose men who are good for her and good to her
- **Parenting Skills:** interacting with her own children in ways that are not overly needy, enmeshed, or depressed & allowing their father to have an equal role & equal power in raising the kids – especially if she and their father are divorced

Unfortunately counselors too often pay too little attention to father-daughter relationships – and give fathers too little voice in family therapy. As is true for many daughters, counselors can have beliefs that demean the father and that work against father-daughter relationships. Use the quiz on page 8 to help you assess your

own beliefs.

The higher your score on that quiz, the more likely it is that your behavior and your assumptions as a counselor may be biased against fathers - and may inadvertently be working against father-daughter relationships. All of the statements in the quiz are false according to our most recent research and statistics. (see bibliography in “Embracing Your Father” for references)

Self assessment quizzes such as *Are you the equal opportunity daughter?*, included on page 8, can be a very effective technique for helping daughters learn new ways of relating to their fathers in order to create a more meaningful, more comfortable relationship.

As a counselor, familiarizing yourself with the latest research and using techniques that have proven successful in helping fathers and daughters strengthen their relationships is an essential step towards more effective family therapy.

Dr. Linda Nielsen, Professor of Adolescent Psychology & Women’s Studies at Wake Forest University, is a nationally recognized expert on father-daughter relationships. Her most recent book, *Embracing Your Father: How to Build the Relationship You Always Wanted with Your Dad*, (McGraw Hill, 2004), has been highly acclaimed as an insightful guidebook for counselors and for daughters.

The general purpose of SACES is to “strengthen counselor education and supervision. It shall be means for providing improved communication among members of the Association, for advancing knowledge in the academic fields of the behavioral sciences, and for assisting in improving competency both for members and for those counselors with whom the members are working or will work. It shall be concerned with knowledge, skills, and research which touch upon all aspects of the profession of counseling and supervision at all levels.” -SACES By-Laws Revised 2002, p. 1





SACES 2006: A Magical Experience

Annual Conference September 7-9, 2006

The Contemporary Resort, Disney World

Orlando, Florida

by Robin Lee, SACES President-Elect

Recently, Deryl and I traveled to conduct a site visit for the 2006 SACES conference, which is going to be at the Contemporary Hotel located in Walt Disney World in Orlando, Florida. Now, before you think that it was all fun and no work, think again. We worked very hard with the preliminary details of this conference. It was truly a burden. ☺ Having been the coordinator of the 2003 Chattanooga conference, I was very proud of what we accomplished. It was a great conference. Then, in 2004, we visited the campus of the University of Georgia again, with another great successful conference. In the past few years, SACES has had many wonderful and productive conferences. However, after making this site visit and having been closely involved with the afore mentioned conferences, I can truly say that I believe the 2006 conference will be a "magical experience." For those of you who have visited Disney World before, you know what I mean. For those of you who have not, there is much in store. To use a Disney cliché, Disney World is truly a "wonderful world." Everywhere you look, things are pleasant, even fantasy-like. It is just a joy to be there. The Contemporary Hotel is no different. It is a contemporary, adult environment with a child's flare. The Monorail that runs all throughout the Disney property literally runs through the hotel. Within the hotel, there is the "Club Mickey Restaurant" where you can have breakfast or lunch with Disney characters. There you can find all of your favorites: Mickey, Minnie and Goofy. And if you are in the mood for some adult time, the Contemporary has the California Grill located on the top of the tower of the hotel with beautiful views of the grounds. Don't forget the pool area; a very large pool with 3 whirlpools and a children's slide! For our conference, it will be September and still warm. Truly, there is something for everyone. And that is just at the Contemporary! There is so much to offer it is hard to describe. As for the business part of the conference (whatever!), I know that SACES members will not forget why we are there: to have a trip to Disney World paid for by our university, school or community agency? No, we are there to visit with our friends and colleagues, make new acquaintances, get involved with SACES leadership, and/or share ideas and research. Hopefully you will come for all. Please plan ahead and save your money!! I truly believe you are in for a "magical experience."

Here are some helpful hints in planning:

- Save your money now! You will probably want to do more than attend the conference. Things can be a bit overpriced in Disney World. Oh well. However, I believe it will be well worth the expense.
- As part of the package, SACES members will be offered the same conference rate for 3 days before or 3 days after the conference. This is a great rate. Normally, the rate for the Contemporary is approximately \$250.00 per night. Our rate will be \$159.00 plus other taxes and fees.

- Due to the location, please consider bringing your family. Just don't forget the wonderful SACES business and networking. Your family will have plenty to do while you are at the conference.
- And because of the location, the conference will end shortly after noon on Saturday. This is to give everyone some time to enjoy the location.
- With the conference ending early, we will have a reception on Thursday night. So plan to come in early. Plus, there will be a dinner at Epcot Center on Friday night.
- With less time at the conference for sessions, we will be considering more poster sessions.

Dr. Shannon Ray will be the site coordinator at the conference. She has already worked very hard to make things happen for SACES. Deryl and I both appreciate her efforts.

I am truly looking forward to planning this conference and making it a "magical experience" for all of SACES. Hope to see you in Orlando!

Graduate Student Network

By Kylie P. Dotson-Blake

SACES is facing a significant concern in the loss of members during the transition from student membership to professional membership. Discussions with members attending SACES board meetings at ACA in Atlanta and ACES in Pittsburgh illuminated the understanding that we must strive to build a legacy of leadership and organizational involvement, starting with student involvement at the state level. A legacy of leadership and involvement will ensure that talented student leaders develop a

sense of personal investment in SACES and a sense of personal responsibility for the success of SACES objectives.

Seminars such as the SACES Emerging Leaders workshop are effective at engaging student interest and igniting a desire to be involved, but a strong foundation is needed to solidify this interest and desire. The power to build this foundation lies within our state organizations. State organizations are the initial contact for professional organization involvement for most graduate students and

we would like to maximize this contact by identifying student leaders early in their careers. Part of this initiative includes selecting student representatives at the state level. These students would be responsible for organizing state-level activities, distributing SACES information to students within their state, and reporting about state involvement at district and national graduate student network meetings.

By seeking to utilize student leaders to increase active student involvement, we will

be taking the first steps to build the foundation for a strong legacy of involvement and investment that will encourage student members to transition into professional memberships following graduation. As such, we are asking that each state leader nominate one student leader to serve as State Graduate Student SACES Liaison. Please discuss this initiative with your state board and send your nomination to the following email: kylieblake@mac.com. Thank you for helping us to build a legacy of involvement!

ACES 2005 Opening Session, cont'd

from page 1

Finally, Michael Kocet wrapped up the panel's comments by recounting his experiences working with displaced survivors. He shared some writings from his internet blog, where Dr. Kocet

remarked his personal reactions to the folks he helped, the long-term impact of the storm, and the social and political ramifications of the storm on the region and the country.

The Opening Session panel provided attendees with clear examples of what it means to be an empathic, genuine, and altruistic human being. Through their experiences and accounts, those in attendance were presented with a

template of what it means to be the best possible counseling student, counselor, counselor educator, or supervisor.

Quiz for Counselors

Father-Daughter Relationships

According to our most recent research & statistics, which are true?

- It is in the daughter's best interests if she and her mother share more personal information and spend more time together than she and her father do.
 - Mothers usually know more than fathers do about what's good for daughters.
 - Mothers generally sacrifice more than fathers do for their children.
 - Daughters raised mainly by their mother are better adjusted and happier than those raised mainly by their father.
 - Employed mothers are more stressed than fathers trying to balance work and family.
 - Fathers tend to be less compassionate and less concerned than mothers are with their children.
 - The majority of divorced dads do not make their child support payments.
 - Divorced mothers with college educations are usually more cooperative than less educated mothers are with their children's father.
 - Mothers are usually more depressed & lonelier than fathers after their divorce.
 - The mother who had a bad relationship with her own father is the most likely to want her husband and daughter to have a great relationship.
 - When spouses are unhappy with one another, the father is more likely than the mother is to do things that alienate the kids from the other parent
 - Fathers are much more likely than mothers to get divorced because they have fallen in love with another person.
 - Fathers enjoy their relationships with their sons more than with their daughters.
 - Fathers usually have less impact on their daughter's mental health & school achievement than mothers do.
 - Most women are satisfied with the amount of time they spent with their fathers during childhood.
 - Your Score: Total marked "true" (15 possible)**
-

Are You an Equal Opportunity Daughter?

Respond to the following questions with this scale: 0 =never 1=rarely 2=usually 3=almost always

- I spend as much time alone with my father as I spend alone with my mother.
- I talk directly to my dad instead of going through mom to communicate with him.
- I go to my father for advice and for comfort about personal things.
- I ask my father as many meaningful questions about his life, his feelings and his ideas as I ask my mother.
- I share important parts of my life as much with my father as with my mother.
- I make as much effort to get to know my father as I do with my mother.
- I encourage my father to ask me questions about my life rather than acting as if he is prying or interfering when he does ask.
- I am as open and honest with my dad as I am with my mom.
- I invite my father to do things alone with me so that we have time to talk privately.
- I show my father that I appreciate his skills as a parent, especially when he does things differently than my mother does them.
- I let my father know that he has had and still does have as much impact on my life as my mother does.

Your score (30 possible) _____ (The higher your score, the easier you are making it for your father to create a comfortable, personal, open relationship with you)

Multicultural Interest Network

Co-Chairperson: Catherine Y. Chang and Kathy Evans

Instead of a typically newsletter update, the SACES-MIN would like to take this opportunity to thank all the members of this interest network and those who attended the ACES 2005 conference in Pittsburgh, PA. As part of our efforts towards social advocacy we implemented the first “empty plate project” and collected monies during the President’s Luncheon and the SACES Reception at the ACES conference. Thanks to the generosity of everyone present at the conference, we raised more than \$1200 for the Women’s Center and Shelter of Greater Pittsburgh.

In our effort to increase the dialogue related to multicultural issues in supervision and counselor training, members of the SACES-MIN conducting the following programs at the ACES conference:

- Examining White Counselor Educators' Role in Multicultural Counseling (McMahon et al.)
- Multicultural Idea Exchange for Counselor Educators (Nishimura et al.)
- Gaining Competence in Supervising Multicultural Career Counseling (Evans, K. M.).

If you are interested in getting involved with any of these activities, have an idea for this network, or want to be a member, please contact me at cychang@gsu.edu. We are open to all individuals who are interested in multicultural issues in counseling and supervision.

SACES 2005 Award Recipients

| Award | Recipient |
|---|--|
| Individual Achievement—Outstanding Graduate Student, Master’s Level | Karen Hall University of North Carolina at Greensboro |
| Individual Achievement—Outstanding Graduate Student, Doctoral Level | Joffrey Suprina Georgia State University |
| Individual Achievement—Outstanding Counselor Educator, Pre-tenured | Dr. Carl Sheperis Mississippi State University |
| Individual Achievement—Outstanding Counselor Educator, Tenured | Dr. Edwin R. Gerler, Jr. North Carolina State University |
| Outstanding Program Supervisor | Marcia Lathroum Maryland State Specialist for School Counseling |
| Outstanding Counselor Education Program, Master’s Level | James Madison University Harrisonburgh, Virginia |
| Outstanding Counselor Education Program, Masters/Doctoral Level | University of Central Florida Orlando, Florida |

Site Proposals for 2008 SACES Conference



SACES is looking for the next location for our 2008 conference. If your program, institution or state ACES chapter is willing to host the conference, please put together the following information:

- Accessibility of the location by air to make it possible for all SACES members to get to the conference location.
- Possible dates in 2008. Consider dates that do not conflict with any holidays (e.g., national, religious). The SACES conference is held in the fall, specifically during the month of October.
- Possible conference facilities (e.g., hotels, conference centers) that could accommodate approximately 10 different meetings going on simultaneously. This should include a large room for general assemblies, business meetings and/or receptions.
- Estimated costs of sleeping rooms, meetings rooms, AV equipment, menus, costs of continental breakfast, lunch, receptions, and break-time refreshments (e.g., drinks, cookies, etc.).
- Where the hotel is located in terms of a business district or mall that would give attendees alternative places to dine within walking distance.
- Any Chamber of Commerce materials on the city/area, restaurants, tourist attractions, events, or entertainment.
- Please indicate what type of local support is available for SACES for planning and implementation of the conference (e.g., SACES members, faculty/staff, program, university). It is customary for a local SACES member to function as the on-site coordinator of the conference.

For more information, please contact Robin Lee at Robin-Lee@utc.edu or at 423.425.4544. Please submit all materials by January 16, 2006 to:

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SACES Reception at ACES Conferences 2005, Pittsburgh, PA

SACES would like to thank all of those who could come! Below are a few pictures to represent the connections SACES has...

