

Memorandum

To: General Faculty

Date: February 16, 2010

Regarding: Agenda, Faculty Senate Meeting, February 19th at 3:00 pm in
TLC 1-303

The agenda for the February 19th Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the January 22, 2009 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Shelly Elman)

Action Items: ([See Addendum II](#))

- A) College of Education
- 1) Department of Curriculum and Instruction
 - a) BS Ed MGED Language Arts/Social Science Concentration
Request: Modify
Action: Approved
 - b) BS Ed MGED Math/Science Concentration
Request: Modify
Action: Approved
 - c) Birth Through Five Endorsement
Request: Add
Action: Approved
 - d) BRFV 4210: Home, School, and Community
Request: Add
Action: Approved

- e) BRFV 4220: Special Education Strategies for Young Learners: Birth to Age Five
Request: Add
Action: Approved
- f) BRFV 4230: Methods for Pre-Kindergarten and Kindergarten
Request: Add
Action: Approved

Committee IX: Graduate Studies Committee (Chair, Skip Clark)

Action Item: (See Addendum III)

A) College of Education

1) Department of Counseling and Educational Psychology

- a) CEPD 7155
Request: Add
Action: Approved

- b) CEPD 8171
Request: Add
Action: Approved

- c) CEPD 8189
Request: Add
Action: Approved

- d) CEPD 8194
Request: Add
Action: Approved

2) Department of Educational Leadership and Professional Studies

- a) Teacher Support Services (Certification Endorsement)
Request: Delete Program
Action: Approved

- b) EDLE 7313
Request: Delete
Action: Approved

- c) EDLE 7386
Request: Delete
Action: Approved

B) Richards College of Business

1) Department of Management

- a) MGNT 5620
Request: Delete
Action: Approved

Committee XI: Technology Planning Committee (Chair, Danilo Baylen)

Action Item: (See Addendum IV)

A) Final version of the IT Strategic Plan.

5. Old Business

6. New Business

A) A discussion with senators for the Branding Committee's project "Branding University of West Georgia".

7. Announcements

8. Adjournment

Addendum I

University of West Georgia Faculty Senate Meeting

January 22, 2010
Minutes

1. Call to Order

The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. The meeting was called to order by Chair pro-tem Chris Huff at 3:00 p.m.

2. Roll Call:

Present: Anderson, Ashford, Baumstark, Baylen, Boldt, Chowns, Cook, Crean, Donohoe, Epps, Hancock, Hasbun, Hatfield, Hazari, Huff, Kang, Luken, McCord, Mbaye, Ogletree, Payne, Rollins, Shook, Snipes, Yoder (substituting for Hodges).

Absent: Austin, DeFoor, Elman, Hooper, Packard.

3. Approval of Minutes.

The minutes of the December 11, 2009 meeting of the Faculty Senate were approved by voice vote with no objection.

4. Committee Reports

Committee I: Undergraduate Academic Programs

The following proposals were presented to the Senate by Jean Cook, in place of the Committee's Chair.

A.1.a. add BIOL 3010. This motion was approved by voice vote.

A.2.a. modify B.A. in Foreign Languages. This motion was approved by voice vote

A.3.a. modify Mass Communications program. This motion was approved by voice vote.

A.4.a-b. add MUSC 4944 and add MUSC 4945. This motion was approved by voice vote.

B.1.a-d. add MGED 4261L, 4264L, 4265L, 4271L. This motion was approved by a vote of 11 yea, 8 nay.

C.1.a. delete MGNT 3617. This motion was approved by voice vote.

Information items A.1.a-c were presented (modification of MGED 4261, 4265, 4271).

Committee II: Academic Policies and Procedures (Janet Donohoe, Chair)

The following proposals were presented by Donohoe:

A. Proposed changes to the Undergraduate Catalog concerning declaration of a major by the time a student reaches 60 hours. This motion was approved by voice vote.

B. Proposed changes to Faculty Handbook Section 103.06, Instruments for Evaluating Teaching: proposal to move teaching evaluations to an online system. Considerable discussion ensued, especially concerning expected response rate and expected representativeness of sample, and the question of extant or possible research on these

issues, including the use of the proposed pilot study for the implementation program for such. A motion was made to postpone consideration until after the results of the pilot study are available. This motion to postpone was approved by voice vote.

- C. Proposed revisions for the University Student Evaluation Instrument (proposed changes that were placed before the Senate last year). In the ensuing discussion, it was proposed to amend the wording of one question, SCQ #5, changing “Avidly” to “actively.” This change was agreed without objection. The proposal was then approved by voice vote.
- D. Proposed questions for on-line courses. After discussion, it was agreed by the committee to withdraw this motion to refer it back to the committee for further revisions.

Committee XI: Technology Planning Committee (Danilo Baylen, Chair)

Baylen submitted the final draft of the 2010-2015 IT Strategic Plan to the Senate for its review and subsequent approval.

5. Old Business

No old business was proposed.

6. New Business

- A. Correction of the Faculty Senate minutes of November 13, 2009, to include the following course deletions that were approved at that meeting: EDLE 6388, 6389, 6390; MGED 8282, 8283, READ 7260, 7282, SEED 7254, 7282, 7287, 7294, 7295, 7296, 8282, 8283. The motion was approved by voice vote.

7. Announcements

- A. Vice-President Sandra Stone presented a summary of the input gathered concerning the diversity project at UWG. The three top issues from the input are: 1) to better recruit and hire minority faculty; 2) to hold dialogues on sensitive and controversial topics, facilitated by trained facilitators; 3) to increase the range of cultural and ethnic programs and activities on campus.
- B. President Beheruz Sethna presented three announcements:
 - 1. Funding from the state of Georgia continues to deteriorate, so further budget cuts are expected, and that such future cuts may require structural changes. He asked that ideas for such changes be sent to the Senate’s Budget Committee (David Boldt, chair).
 - 2. It would be beneficial to increase the “branding” of UWG, and that ideas for doing so should be sent to the Branding Committee (Minna Rollins, chair)
 - 3. The forthcoming NCAA report on the UWG athletic program includes a list of violations and sanctions; questions or concerns should be sent to Vice President Ruffner.
- C. Chair Pro-Tem Chris Huff had three announcements:
 - 1. Senators that they could make use of the FS-ALL@westga.edu email address to send email to all Senators.

2. The Faculty Council of the University System of Georgia (USGFC) has reported to the vice chancellor their concerns about the ADP system. Both Huff and Sethna noted that there are also additional concerns.
3. A special meeting of the general faculty will be called in the next month or so, to vote for the final approval of the proposed By-Laws changes approved last year by the Senate.

8. Adjournment

Without objection the meeting was declared adjourned at 5:02 p.m.

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title B.S.Ed. MGED Language Arts/Social Science Concentration Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: / / Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<u>Donna M. Harkin</u>	<u>12-2-09</u>	Department Chair	Date	Department Chair (if cross listed)	Date
<u>Quiana G. Bell</u>	<u>12/3/2009</u>	Dean of College	Date	Dean of College (if cross listed)	Date
<u>Michelle Trotman Scott</u>	<u>1-12-10</u>	Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

<u>Shelly Elman</u>	<u>2/10/10</u>	Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs _____ Date _____

Rationale

Modify B.S.Ed. MGED Language Arts/Social Science program sheet per requests from College of Arts and Sciences departments and requirements of ADP.

MATH 2008 is to replace MATH 1112 because MATH 1112 is no longer taught.

READ 4285 Special Topics is being changed to reflect the actual name of the course that has been taught (Reading and Writing in the Content Areas), which will be known as READ 4254.

ENGL courses have been changed at the request of the Department of English. ENGL 2300 is being deleted and replaced by ENGL 2180 or 2190 and ENGL 4106a is altered to ENGL 4106. ENGL 4106b is being replaced with ENGL 3000.

In order to avoid numerous substitutions in the area of Social Sciences, possible choices for students have been changed. The new choices better reflect what middle grades students will be teaching in their future careers. These changes were made in collaboration with the chairs of the Departments of History, Political Science, and Geosciences. The new choices are reflected on the advising sheet. Attached are support emails or letters from the appropriate College of Arts and Sciences department chairs.

~~Due to ADP requirements, classes with labs (field experiences) have to be split in order to establish an avenue to compensate supervisors.~~

Program note #3 was altered to include upper level before the phrase content courses.

Program notes #4 and #10 were added.

Numbered notes altered to reflect changes.

Refer to the following three pages: Email messages from Dr. Steve Goodson, Dr. Robert Schaefer, and Dr. Curtis Hollabaugh and letter from Dr. Randy Hendricks.

Refer to attachments of new and revised syllabi: ENGL 3000 Research and Methodology, MGED 4261 Methods for Integrating Language Arts and Social Studies, MGED 4261L Methods for Integrating Language Arts and Social Studies Lab, MGED 4265 Instructional Design and Classroom Management in the Middle School, MGED 4265L Instructional Design and Classroom Management in the Middle School Lab, MGED 4271 Middle Grades Curriculum, and MGED 4271L Middle Grades Curriculum Lab.

From: Steve Goodson [mailto:hgoodson@westga.edu]
Sent: Wednesday, November 04, 2009 3:05 PM
To: 'Judy Butler'
Subject: RE: middle grades

Hi, Judy. Your message below is an accurate summary of what we have discussed with you about required courses. The History Department supports your proposal.

Let me know if you need additional information.

Thanks,
Steve

Steve Goodson
Interim Chair
History Department

From: Judy Butler [mailto:jbutler@westga.edu]
Sent: Wednesday, November 04, 2009 3:01 PM
To: 'Steve Goodson'
Subject: middle grades

Steve,

We are putting the middle grades program sheets through the campus approval process because of some ADP required changes. While doing this, we are updating them with agreements made with various departments, such as history. The purpose of this e-mail is to receive some verification that what I have recorded is, indeed, what your department wants.

Presently, we require HIST 3313 Near East in Modern Times. The proposal, as I have it recorded, is to replace that with HIST 4433 Modern China, with several options for students with scheduling difficulties. Those options include HIST 3315 Civilization of India, HIST 3318 African Society: The Pre-colonial Era, HIST 3327 Latin America Since Independence, HIST 4485 Modern India and HIST 4485 History of the Caribbean.

We are trying to meet the non-western history component of the middle grades program with this endeavor.

As always, thanks for your assistance and cooperation.

From: Robert Schaefer [mailto:rschaefer@westga.edu]
Sent: Wednesday, November 04, 2009 4:37 PM
To: 'Judy Butler'
Subject: RE: middle grades

Yes, this is what the Political Science Dept agreed to.
Thank you for asking.

From: Judy Butler [mailto:jbutler@westga.edu]
Sent: Wednesday, November 04, 2009 1:14 PM
To: 'Robert Schaefer'
Subject: middle grades

As you may recall, some time ago we had a conversation about what upper division political science course to put on the program sheet for middle grades students. It presently is POLS 3301 Judicial Process. We agreed to change it to POLS 3401 Comparative Politics, with some options for students with scheduling issues. The options were POLS 4101 Legislative Process, POLS 4102 the Presidency, POLS 4601 Ancient and Medieval Political Thought, and POLS 4603 American Political Thought.

I am finally putting this through the process on campus and need a word from you indicating that this is, indeed, what the Department of Political Science agreed to. Please respond to this e-mail and indicate if I have interpreted our conversation correctly and if this is copacetic with you. As always, it is a pleasure working with you. Thanks.

From: Curtis Hollabaugh [mailto:chollaba@westga.edu]
Sent: Friday, November 20, 2009 11:41 AM
To: 'Judy Butler'
Subject: RE: middle grades

Judy,

Yes, all these changes are correct. We have developed a better program for middle grades.

Curtis Hollabaugh
Chair and Professor

From: Judy Butler [mailto:jbutler@westga.edu]
Sent: Friday, November 20, 2009 10:31 AM
To: chollaba@westga.edu
Subject: middle grades

We are finally in the process of submitting the middle grades program sheets to gain approval for changes. The purpose of this e-mail is to gain a response from you, hopefully in the affirmative, that we have made changes regarding the wishes of the Department of Geosciences. Please respond to the e-mail indicating that I have reflected our discussions appropriately or indicate what changes need to be made to the sheets.

For the program sheet for the undergraduate degree in Middle Grades with a concentration in Language Arts and Social Studies, we have listed GEOG 2503 Cultural Geography as the preferred course, with ANTH 4144 Peoples and Cultures of Latin America as an alternative. The sixth and seventh grade curriculum is primarily geography, with Latin America being a requirement at the 6th grade.

For the program sheet for the undergraduate degree in Middle Grades with a concentration in Math and Science, we have dropped GEOL 4203 Geology of Georgia and GEOL 4985 Special Topics as required courses and given students choices for geology. While GEOL 4203 Geology of Georgia and GEOL 4103 Dinosaurs are listed as the preferred courses, the following are listed as possible choices: GEOL 3603 Environmental Geology, GEOL 4003 Geomorphology, GEOL 4083 Environmental Geochemistry.

As always, thank you for your cooperation and support of our programs.

October 29, 2009

Dr. Judy Butler
Curriculum and Instruction
College of Education
University of West Georgia

Dear Dr. Butler:

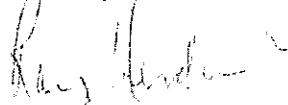
At the August 26, 2009, regular meeting of the Department of English, The Undergraduate Curriculum Committee made the following proposals:

1. Add a diversity requirement in Area F of the Core. Currently either English 2180 or English 2190 would meet this requirement. Additional courses could be developed in the future.
2. To make room for this requirement in Area F, modify English 2300 (Practical Criticism) to offer as English 3XXX, a new required UD course in the major.
3. Reduce B. A. in English Upper Division electives from six (6) hours to three (3) hours.
4. Eliminate B. A. in English Education Upper Division electives.
5. Eliminate one English 4106 (Studies in Genre) as a required course for Middle Grades Education majors concentrating on language arts to make room for English 3xxx Practical Criticism.
6. Eliminate the current policy that restricts the number of 3000-level courses students can count toward the major to two (2).

All six proposals passed. The Undergraduate Curriculum Committee is charged with writing the modification for Practical Criticism.

We believe these changes will improve the education of Middle Grades students with language arts concentrations as well as English majors.

Sincerely,



Randy Hendricks
Interim Chair
Department of English and Philosophy
678-839-6512
rhendric@westga.edu

Course Update Request (Add, Delete, Modify)

Originator		
English and Philosophy Department	College of Arts and Sciences College	MacComb, Debra Originator

Action	Modifications
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments

Course Details						
ENGL	2300	Pract Criticism:Res & Method				
Prefix	Number	Course Title				
An introduction to representative critical approaches in literary studies, with particular attention to research and methodology. Required for the major in English as a prerequisite to upper-division study.						
Course Catalog Description						
3.00			3.00			
Lec Hrs	Lab Hrs		Credit Hrs	Effective Term	Frequency	Grading

Prerequisites	Corequisites
ENGL 1102 Minimum Grade: C or ENG 102 Minimum Grade: C or ENGL Placmnt Exam- Credit 1102 X	

Rationale
ENGL 2300 will be replaced by ENGL 3000 to accomodate the addition of a diversity requirement (ENGL 2180 or ENGL 2190) in area F. See program changes for additional information.

Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

College Approvals
Hendricks, Randy J. (Dr.) [APPROVED] _____ Chair, Course Department
Overfield, Denise [APPROVED] _____ Associate Dean, College of Arts and Sciences

Cross Listing Approvals
N/A _____ Chair, Cross Listed Department
N/A _____ Associate Dean, Cross Listed College

Other Approvals
Elman, Rochelle [APPROVED] _____ Chair, Undergraduate Academic Programs Committee
N/A _____ Chair, TEAC

FINAL APPROVAL
Aldrich, Michael [PENDING] _____ Chair, Faculty Senate

**UNIVERSITY OF WEST GEORGIA
MIDDLE GRADES EDUCATION (B.S. Ed.)
LANGUAGE ARTS/SOCIAL SCIENCE CONCENTRATION
PROGRAM SHEET -- Current**

Name: _____

UWG ID #: _____

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	9			Professional Education *3 *4 *5 *8	42		
1. ENGL 1101 *3	3			CEPD 4101 Ed Psychology	3		
2. ENGL 1102 *3	3			MGED 4271 Curriculum	3		
3. MATH (1001 or 1111) *1 *3	3			SPED 3715 Inclusive Classroom	3		
B. Institutional Priorities	5			READ 3262 Teach C & P: Rdg Ed	3		
1. COMM 1110 *2 *3	3			MGED 4265 Instructional Design	3		
2. ANTH 1100 *2	2			MEDT 3401 Instructional Technology	3		
C. Humanities/Arts	6			READ 4251 Asses & Correct Rdg Ed	3		
1. XIDS 2100 *2	3			MGED 4261 Meth for Integrat LA/SS	3		
2. ENGL 2110, 2120, OR 2130 *2 *3	3			READ 4252 Lit in Middle School	3		
D. Science, Math, Technology	10			READ 4285 Special Topics	3		
1. Science/Lab	4			MGED 4286 Teaching Internship *7	9		
2. Science	3			MGED 4289 Internship Seminar	3		
3. MATH 1112 *2	3			Language Arts *3 *8	12		
E. Social Sciences	12			ENGL 3200 Creative Writing *6	3		
1. HIST 1111 or 1112 *3	3			ENGL 4106a Studies in Genre	3		
2. HIST 2111 or 2112 *3	3			ENGL 4106b Studies in Genre	3		
3. POLS 1101 *3	3			ENGL 4300 Studies in the Eng Lang	3		
4. GEOG 1013 *2 *3	3			Social Sciences *3 *8	12		
F. Program Related Courses *2 *3	18			GEOG 2503 Cultural Geography *6	3		
1. ENGL 2110, 2120, or 2130 World, British, or American Lit	3			POLS 3301 Judicial Process *6	3		
2. ENGL 2300 Prac Crit: Res & Meth	3			HIST 3313 Near East in Mod Times *6	3		
3. POLS 2201 State & Local Govt	3			HIST 4474 History of Georgia	3		
4. EDUC 2110 Critical Issues	3						
5. EDUC 2120 Diversity	3						
6. EDUC 2130 Learning and Teaching	3						
Note: Area F restricted to 1000-2000 level							
Total Core Curriculum	60						
				Total Professional Education	42		
G. Physical education	3			Total Content	24		
1. PWLA 1600	2			Total Core Curriculum	60		
2. Activity Course	1			Total Program (excluding Area G)	126		

• **Program Notes:**

- *1. MATH 1111 recommended to prepare for GACE Basic Skills Assessment.
- *2. To ensure the most appropriate preparation in Core content areas, students are strongly advised to take the courses listed and to see an advisor every semester.
- *3. A grade of C or better is required in all professional education and content courses (see catalog for English and Math requirements).
- *4. Admission to Teacher Education is required before enrolling in 3000-4000 level education courses.
- *5. Professional education courses are listed in the order they should be taken.
- *6. See advising sheet and academic advisor for options.
- *7. Internship application must be submitted by posted deadlines.
- *8. An education major must maintain an overall 2.7 GPA.

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Middle Grades Language Arts & Social Science Advisement Sheet

Name: _____

UWG ID #: _____

Block I	Hours	Grade
CEPD 4101	3	
MGED 4271 *	3	
READ 3262	3	
ENGL 4106a	3	
Block II		
MGED 4265 *	3	
READ 4251	3	
ENGL 4106b	3	
Block III		
MGED 4261 *	3	
READ 4252	3	
READ 4285	3	
ENGL 4300	3	
HIST 4474	3	
Block IV		
MGED 4286 *	9	
MGED 4289	3	

Bold indicates required course

* Course has a field experience

GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____

Regents' Read _____ Write _____
 Core Completed _____
 GACE Basic Skills Assessment _____
 Exemption SAT _____
 ACT _____
 Admission to TE _____

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

College of Education
 University of West Georgia

Middle Grades Language Arts & Social Science Concentrations ⁶

Professional Education ⁶

SPED 3715 Inclusive Classroom ¹	3
MEDT 3401 Integrating Technology ⁴	3

Language Arts ⁶

ENGL 3200 Creative Writing or 4210 Advanced Creative Writing ¹	3
ENGL 4106a, b (2 separate topics e.g. fiction, poetry) Studies in Genre ^{1,2}	6
ENGL 4300 Studies in the English Language	3

Social Sciences ⁶

HIST 4474 History of Georgia	3
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Select one of the following: ² ANTH 4144 Peoples and Cultures of Latin America GEOG 2503 Cultural Geography	3
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Select one of the following: ^{3,5} HIST 3313 Near East in Modern Times (recommended) HIST 3311 Ancient Near East and Classical World HIST 3312 Near East in Middle Ages HIST 3315 Civilization of India HIST 3318 African Society: The Precolonial Era GEOG 3085 Special Topics in Regional Geography	3
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Select one of the following: ² POLS 3301 The Judicial Process (recommended) POLS 3101 American Political Organizations POLS 3102 Women and Politics POLS 4101 Legislative Process POLS 4102 The Presidency	3
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Bold indicates required course.

Notes:

1. Recommended for Block I.
2. Recommended for Block II.
3. Recommended for Block III.
4. Should be taken with or after MGED 4265.
5. Satisfies the one non-western social science course requirement.
6. Must earn a grade of "C" or higher in all professional education and concentration courses.

**UNIVERSITY OF WEST GEORGIA
MIDDLE GRADES EDUCATION (B.S. Ed.)
LANGUAGE ARTS/SOCIAL SCIENCE CONCENTRATION
PROGRAM SHEET -- Proposed**

Name: _____ UWG ID #: _____

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	9			Professional Education ^{3,5,6,9}	42		
1. ENGL 1101 ³	3			CEPD 4101 Ed Psychology	3		
2. ENGL 1102 ³	3			MGED 4271 Curriculum	2		
3. MATH (1001 or 1111) ¹	3			MGED 4271L Curriculum Lab	1		
B. Institutional Priorities	5			SPED 3715 Inclusive Classroom	3		
1. COMM 1110 ^{2,3}	3			READ 3262 Teach C & P: Rdg Ed	3		
2. ANTH 1100 ²	2			MGED 4265 Instructional Design	2		
C. Humanities/Arts	6			MGED 4265L Instructional Design Lab	1		
1. XIDS 2100 ²	3			MEDT 3401 Integrating Technology ¹⁰	3		
2. ENGL 2110, 2120, OR 2130 ²	3			READ 4251 Assess & Correct Rdg Ed	3		
D. Science, Math, Technology	10			MGED 4261 Meth for Integrat LA/SS	2		
1. Science/Lab	4			MGED 4261L Meth Integrat LA/SS Lab	1		
2. Science	3			READ 4252 Lit in Middle School	3		
3. MATH 2008 ²	3			READ 4254 Rding/Writing Content Areas	3		
E. Social Sciences	12			MGED 4286 Teaching Internship ⁸	9		
1. HIST 1111 or 1112	3			MGED 4289 Internship Seminar	3		
2. HIST 2111 or 2112	3			Language Arts ^{3,9}	12		
3. POLS 1101	3			ENGL 3200 Creative Writing ⁷	3		
4. GEOG 1013 ²	3			ENGL 3000 Research and Methods	3		
F. Program Related Courses ^{3,4}	18			ENGL 4106 Studies in Genre	3		
1. ENGL 2110, 2120, or 2130 World, British, or American Lit	3			ENGL 4300 Studies in the Eng Lang	3		
2. ENGL 2180 African-American Lit or ENGL 2190 Literature by Women	3			Social Sciences ^{3,9}	12		
3. POLS 2201 State & Local Govt	3			GEOG 2503 Cultural Geography ⁷	3		
4. EDUC 2110 Critical Issues	3			POLS 3401 Comparative Politics ⁷	3		
5. EDUC 2120 Diversity	3			HIST 4433 Modern China ⁷	3		
6. EDUC 2130 Learning and Teaching	3			HIST 4474 History of Georgia	3		
Note: Area F restricted to 1000-2000 level							
Total Core Curriculum	60			Total Professional Education	42		
				Total Content	24		
G. Physical education	3			Total Core Curriculum	60		
1. PWLA 1600	2			Total Program (excluding Area G)	126		
2. Activity Course	1						

• **Program Notes:**

1. MATH 1111 recommended to prepare for GACE Basic Skills Assessment.
2. To ensure the most appropriate preparation, students are strongly advised to take the courses listed and to see an advisor every semester.
3. A grade of C or better is required in all program related professional education and upper level content courses (see catalog for English and Math requirements).
4. Courses in Area F are required prerequisites for courses in the Professional Sequence.
5. Admission to Teacher Education is required before enrolling in 3000-4000 level education courses.
6. Professional education courses are listed in the order they should be taken.
7. See advising sheet and academic advisor for options.
8. Internship application must be submitted by posted deadlines.
9. An education major must maintain an overall 2.7 GPA.
10. Prerequisite required may be chosen from: CISM 2201, CS 1020, CS 1030 or MEDT 2401 (exemption test available).
Also acceptable is CS 1000 from Georgia Highlands College.

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

College of Education
University of West Georgia

12-1-09 B.S.Ed./MGED
C & I Effective Fall 2010

Middle Grades Language Arts & Social Science Advisement Sheet

Name: _____ UWG ID #: _____

Block I	Hours	Grade
CEPD 4101	3	
MGED 4271	2	
MGED 4271 L	1	
READ 3262	3	
ENGL 4106	3	
Block II	Hours	Grade
MGED 4265	2	
MGED 4265L	1	
READ 4251	3	
ENGL 3000	3	
Block III	Hours	Grade
MGED 4261	2	
MGED 4261L	1	
READ 4252	3	
READ 4254	3	
ENGL 4300	3	
HIST 4474	3	
Block IV	Hours	Grade
MGED 4286	9	
MGED 4289	3	

Bold indicates required course

GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____

Regents' Read _____ Write _____
 Core Completed _____
 GACE Basic Skills Assessment _____
 Exemption SAT _____
 ACT _____
 Admission to TE _____

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Middle Grades Language Arts & Social Science Concentrations ⁶

Professional Education ⁶	
SPED 3715 Inclusive Classroom ¹	3
MEDT 3401 Integrating Technology ⁴	3
Language Arts ⁶	
ENGL 3000 Research and Methods	3
ENGL 3200 Creative Writing or 4210 Advanced Creative Writing ¹	3
ENGL 4106 Studies in Genre	3
ENGL 4300 Studies in the English Language	3
Social Sciences ⁶	
Select one of the following: ²	3
GEOG 2503 Cultural Geography	3
GEOG 3253 Economic Geography	3
GEOG 3643 Urban Geography	3
GEOG 4013 Globalization	3
Select one of the following: ^{3, 5}	3
HIST 3315 Civilization of India	3
HIST 3318 African Society: The Precolonial Era	3
HIST 3327 Latin America Since Independence	3
HIST 4433 Introduction to Modern China	3
HIST 4474 History of Georgia	3
HIST 4485 Modern India	3
HIST 4485 History of the Caribbean	3
Select one of the following: ²	3
POLS 3401 Comparative Politics	3
POLS 4101 Legislative Process	3
POLS 4102 The Presidency	3
POLS 4601 Ancient and Medieval Political Thought	3
POLS 4603 American Political Thought	3

Bold indicates required course.

Notes:

1. Recommended for Block I.
2. Recommended for Block II.
3. Recommended for Block III.
4. Should be taken with or after MGED 4265.
5. Satisfies the one non-western social science course requirement.
6. Must earn a grade of "C" or higher in all professional education and concentration courses.

(Sample Syllabus for Teacher Education version of ENGL 3000)

ENGL 3000 (Research and Methodology)

Instructor:

Office Hours:

Description: This course trains students in the fundamentals of literary interpretation, emphasizing practical strategies of both textual and contextual analysis. In addition, it offers instruction in literary research methods and provides basic introductions to at least three dominant reading approaches of the discipline from among the following: formalism, semiotics, reader-response, ethical criticism, historicism, structuralism, poststructuralism, Marxism, gender studies, and cultural criticism. This course is required for the major in English and is a prerequisite to upper-division English courses. No more than six hours of upper-division course work can be taken before completing this course.

Teacher Education Section: This section of ENGL 3000 is designed specifically for students who are either preparing professionally to become teachers (Secondary English and Middle Grades majors) or who have an interest in the relationships between reading, writing, and teaching. The most important thing this course will do is help prepare you for the intensive reading, writing, and critical thinking you will encounter in upper-level English courses that focus on literary analysis and/or writing by helping you to become more familiar with the terminology, critical methods, and approaches to reading, research, and writing that major-level courses include. However, this course will also allow you to begin thinking about the relationship between your future as a teacher and what you are doing in the classroom as a student. While some of the work we do will focus on contemporary theories related to teaching and literary studies, other work will be more practical and will model the kind of work you could expect to perform in the classroom. Our goal will be to discover the different ways that theory and praxis can work together to make us better thinkers, better writers, and—in turn—better teachers. The literary texts that we will read in this class will include many that are appropriate for the middle grades and high school classroom.

Learning Outcomes

- Students will cultivate skills in reading, writing, and critical analysis appropriate for coursework at the major level.
- Students will understand have an introductory understanding of some of the major critical approaches that are employed in the field of literary studies.
- Students will be able to read, discuss, and analyze literary works using at least three major theoretical perspectives.
- Students will be able to articulate how theoretical approaches both inform and direct our understanding and analysis of literature.
- Students will organize, draft, and produce a research paper that demonstrates the ability to engage effectively in critical research and writing and that approaches the study of a literary work(s) from at least one theoretical perspective.
- Students will demonstrate the ability to locate, evaluate, and cite primary source material, literary criticism, theory, and other scholarly texts relevant to the profession.
- Students will be able to produce essays—including paper format, internal citations, the integration of outside sources, and bibliographical citations—that conform to the current standards of the discipline as outlines in the *Modern Language Association Handbook*.

- Students will demonstrate the ability to write coherent, organized, well-developed, and thesis-driven analytical essays that follow the conventions of standard written English. The assessment of these skills should conform to the standards for upper-division writing as described in the department's approved grading rubric.
- Students will demonstrate in both oral and written work their understanding of discipline-specific terminology, methods, and approaches to the study of literature through convincing and well-supported analysis of course-related material.

Relationship to Program Goals:

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness that is appropriate for students at the major level.
- Cultural and social perspectives that are informed by literary theory will be characterized by an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.
- Aesthetic perspectives informed by literary theory will be characterized by a critical appreciation of and the ability to make informed aesthetic judgments about and structural analyses of the arts of various cultures as media for human expression.
- This course is required for the major in English as a prerequisite to upper-division study. It is designed to prepare students for writing, critical analysis, research, and methodologies in the major. No more than six hours of upper-division course work can be taken before completing this course.
- This course will equip students with a foundation in literary theory, research, and methods, with an emphasis on the issues surrounding literary study in contemporary culture.
- Students will continue to develop the analytical, oral and written skills required to pursue graduate study or careers in teaching, writing, business and a variety of other fields.
- Students will be able to define independent research projects and conduct independent research.
- This course contributes to the program goal of equipping students with a foundation in issues surrounding literary study in contemporary culture.

Required Texts: Additional materials will be placed on CourseDen or on reserve in the library.
Deborah Appleman. *Critical Encounters: Teaching Literary Theory to Adolescents*. New York: Teachers College Press, 2005.

Bobbie Ann Mason. *In Country*. Harper Perennial, 2005.

Joseph Gibaldi, ed. *MLA Handbook for Writers of Research Papers*, 7th edition. Modern Language Association, 2009.

William Shakespeare *A Midsummer Night's Dream: Texts and Contexts*. Gail Paster and Skiles Howard, eds. Bedford-St. Martins, 1999.

Poetry by Yusef Komunyakaa, Elizabeth Bishop, and Sherman Alexie and short prose works by Nathaniel Hawthorne, Louise Erdrich, and Alice Walker will be available on CourseDen.

Course Evaluation:

- 10% Class Presentations
- 20% Critical Essay I (4 pages type-written pages)
- 20% Critical Essay II (4 type-written pages)
- 20% Quiz Average
- 30% Final Research Paper (7 type-written pages minimum)

Note: you must have a C average (70 minimum) on all graded essays (critical essays and the research paper) in order to pass this class with a C or higher.

Grading Scale: Students will be assigned a letter grade for each assignment ranging from A+ to F based on the following numerical scale. The numerical grade will be used when calculating the final average at the end of the semester.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	below 60 = F
94-96 = A	84-86 = B	74-76 = C	64-66 = D	
90-93 = A-	80-83 = B-	70-73 = C-	60-63 = D-	

Attendance Requirements: Improving your understanding of literature—as well as your critical thinking and analytical writing skills—requires commitment and concentrated effort. Therefore, careful preparation and active participation are crucial to your success in this course. I expect you to be present and on time for all class meetings. Readings and other assignments should be completed in advance of each class. You should come prepared to participate actively in our class discussions. If you are going to be absent from class, you should let me know in advance. My policy regarding turning in work late is listed below. Failure to follow these guidelines will result in a zero or grade reduction for work not submitted on time. Please note that if you are absent you will not be able to make up missed in-class assignments or quizzes, and you will not receive credit for these assignments.

If you find it unavoidable to miss class, be aware of the following guidelines: 1) Four (4) absences are allowed during the semester. Every absence thereafter will result in a 3 point grade reduction of your final grade in the course, regardless of the nature of the absence. I do not make distinctions between excused and unexcused absences, so you should use your allotted absences wisely. Unplanned or unexpected occurrences are likely, so be prepared to use absences for these events only; 2) Class roll will be taken at the beginning of every class. If you arrive late, it is *your* responsibility to let me know immediately after class or you will be counted absent. It is your responsibility to keep up with your absences and tardies; 3) Entering class late and leaving class before it is over will count as an unexcused absence, unless you have a documented medical excuse for doing so. Reasons related to outside employment or work in other classes are not legitimate excuses for leaving class early or arriving late; and 4) Excessive absences, tardies, or other disruptions that affect this class may result in your administrative withdrawal from this course with a failing grade.

Quizzes: A quiz will be given at the start of most classes. It will cover the reading assignments listed on the syllabus for that day. The questions will be objective and will assess basic reading comprehension. Homework and in-class assignments will also be added to the final quiz average. I will drop your lowest quiz grade before calculating your final quiz average. Students who arrive late to class or who miss class will not be able to make up quizzes. I do not give make-up quizzes under any circumstances. The midterm and final exams will be averaged into the final quiz grade.

Critical Essays: You will write two critical response essays (4 typewritten pages each). Each essay will focus on a thesis-based analysis of a literary work using one of the theoretical methods covered in this course. I will post specific guidelines for each essay on CourseDen prior to the due date. All essays must be typed. Essays will be assessed on the basis of an argumentative thesis, organizational structure, interpretive content, use of supporting evidence from the literary work, grammar, MLA paper format, and writing style. Essays turned in late will be reduced one letter grade for each class period they are late.

Research Essay: The final research essay (a minimum of 7 pages, not counting the bibliography) will represent the culmination of your study in this course. As part of the research essay grade, you will also complete a prospectus, an annotated research review, peer review analysis, and an oral presentation of your research. I will provide you with more specific details about these requirements in the weeks ahead. The final draft of the research essay is due on the date listed in the syllabus. Essays turned in late will be marked down one letter grade for each day they are late. I will be glad to meet with you outside of class to discuss specific research topics. The project is a formal academic assignment and will be assessed on the basis of structure, content, grammar, writing style, proper paper format, and documentation of sources.

Late Paper Policy: I realize that extenuating circumstances sometimes occur; therefore, you are allowed to turn in one of the critical essays OR the research paper one class period late without penalty, if you make arrangements with me to do so in advance. You must email me prior to class on the day the paper is due to make your request.

Revision Policy: I will be available to meet with you prior to the essay deadlines to discuss paper topics, possible ideas for a thesis, and other questions you may have about the writing process. While I will not proof-read drafts of your essays, I will answer specific questions that you might have about drafts of any of your essays, *if you arrange to meet with me in advance*. Please note that I probably will not be able to offer any substantial assistance if you wait until the last minute to write your draft/essay or request to meet with me the day the essay is due. Advance planning on your part is essential. Students who make a grade of C or lower on the first critical essay may choose to revise the essay for a higher grade, *if the essay has been turned in on time*. The maximum a grade can be increased through revisions is one letter grade (a grade of D can be revised to a C if all the revision criteria are met). Revisions are only allowed on the first essay.

Writing Assessment: Faculty who teach major-level English courses evaluate all written work in accordance with specific guidelines. A copy of these guidelines is available at the following link (<http://www.westga.edu/~dnewton/students/rubric.html>) for your review. You may find it useful to consult these guidelines as you are writing your essays in this class. I will use these assessment criteria when grading your written work in this class.

Extra Credit Policy: I do not give extra credit for additional assignments in this course. Students should focus on successfully completing the requirements listed above.

CourseDen & Technology: This course is technology supplemented, so you need to be familiar with CourseDen (<http://westga.view.usg.edu>) and have basic computing skills to participate. Reading and homework assignments, lecture notes, and other supplemental information related to this course will be posted on CourseDen. General information about CourseDen is available online including student tutorials. Let me know if you need help getting started.

Email: The official communication method for all UWG classes is through campus email (MyUWG). Please use your campus email when communicating with me about this course.

Special Needs: If you have a registered disability that requires accommodation, see me at the beginning of the semester. If you have a disability that is not registered through the Disabled Student Services Office, contact Dr. Ann Phillips in 137 Parker Hall at (678) 839-6428.

Academic Integrity and Plagiarism: At West Georgia, each student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in

gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, steal or engage in plagiarism in the pursuit of his or her studies and is expected to report those who do. Cheating of any kind will not be tolerated in this class, including essays, quizzes, and materials submitted for a grade.

UWG defines plagiarism as submitting words and ideas written or developed by others in electronic (online), print, verbal, or other sources and claiming them as your own. While not inclusive, all of the following constitute plagiarism: 1) having someone else (a fellow student, hired writer, parent, or friend) write (partially or completely) or research and develop your paper/idea for you; 2) submitting as your own work without attribution written work from an online source, a book, a journal, or other written source, either partially or in whole; or 3) taking quotations or ideas from a source and not documenting to whom they actually belong. An equally dishonest practice is submitting work you have produced for another class (written or otherwise) for credit in this course. Remember that you should accurately credit your sources in all your written and presentation assignments according to MLA guidelines, using internal parenthetical citations and a works cited page.

Plagiarism—whether intentional or unintentional—constitutes grounds for failing this course. See <http://www.westga.edu/~engdept/Plagiarism>. It is your responsibility to understand what constitutes plagiarism and to report instances of academic dishonesty and plagiarism if you know they have occurred. All plagiarism and academic dishonesty cases are automatically referred to the Academic Discipline Council. Academic dishonesty policies can be found in *The Faculty Handbook*, sections 207 and 208.0401 (<http://www.westga.edu/~vpaa/handrev/>) and the *Uncatalogue*: "Rights and Responsibilities"; Appendix J. (<http://www.westga.edu/handbook/>).

Department Policy on Disruptive Behavior: Students may be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal electronic devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance policy detailed above. If you have concerns about disruptive behavior or would like to talk about the classroom environment or your participation in the class, please let me know. (Policy: http://www.westga.edu/~stusrvc/distressed_students.htm.)

Conferences and Outside Assistance: I will be glad to meet with you outside of class to discuss your progress in this course, upcoming and graded writing assignments, research topics, or reading assignments we are currently studying. If you are having trouble with the material in this course or have questions and/or concerns you would like to discuss, please set up a time to meet with me. My office hours are listed above, but I will be glad to meet with you at other times, if we arrange a mutually convenient time in advance.

Save your Work: Please make a xerox or electronic copy of all submitted work. I will not give credit for work you claim to turn in that I do not have in my possession.

Electronic Devices: Please turn off all cell phones, pagers, and other electronic devices before entering class. No text messaging or phone calls are permitted during class. Laptops may be used in class but for purposes related to classroom work only.

Readings and Assignments

NOTE: Changes or additions to the readings may occur over the semester. These will be announced and posted on CourseDen. Essay guidelines and other assignment guidelines will be posted on CourseDen.

Reading quizzes will be given every week. These will cover the readings assigned below.

Week 1	Course Introduction Appleman, What We Teach and Why: Contemporary Literary Theory and Adolescents, 1-14 Introduction to the Semiotic Method
Week 2	Appleman, Prisms of Possibilities: Multiple Perspectives, 15-27 Semiotic Method: Creating Driving Theoretic Questions Poems by Yusef Komunyakaa / Student Presentations
Week 3	Assignment #1 for Essay I Due Semiotic Method: From Questions to Theoretical Assertions. Poems by Elizabeth Bishop and Sherman Alexie / Student Presentations
Week 4	Assignment #2 for Essay I Due Semiotic Method: Identifying, Illustrating, and Interpreting Introduction to MLA format (<i>MLA Handbook</i>)
Week 5	Critical Essay I Due History of Literary Theory (CourseDen) Appleman, The Lens of the Reader: The Promise and Peril of Response-Based Pedagogy, 28-50 Hawthorne, "Young Goodman Brown"
Week 6	Appleman, What's Class Got to Do with It? Reading Literature Through the Lens of Social Class, 51-64 Marxist Criticism (CourseDen) Alice Walker, "Everyday Use"
Week 7	Appleman, The Social Construction of Gender: A Lens of One's Own, 65-83 Feminist Criticism (CourseDen)

Louise Erdrich, "Lulu's Boys"

Week 8 Midterm Examination
Appleman, Poststructuralist Theories and the Postmodern Student, 96-111
Deconstruction and Poststructuralism (CourseDen)
Bobbie Ann Mason, *In Country*

Week 9 Mason, *In Country*
Assignment #1 for Essay II Due

Week 10 Mason, *In Country* / Student Presentations
Assignment #2 for Essay II Due

Week 11 Critical Essay I Due
Appleman, Postcolonialism in the Literature Classroom, 84-95
Shakespeare, *A Midsummer Night's Dream*
Introduction to Academic Research (MLA Handbook)

Week 12 Shakespeare, *A Midsummer Night's Dream*
Appleman, Lenses and Learning Styles: Acknowledging Student Pluraity with
Theoretical Plurality, 112-25
Academic Research (MLA Handbook)

Week 13 Shakespeare, *A Midsummer Night's Dream*
Appleman, Chapter 9, Critical Encounters: Reading the World, 126-33
Research Prospectus Due
Academic Research (MLA Handbook)

Week 14 Shakespeare, *A Midsummer Night's Dream*
Annotated Bibliography Due

Week 15 Student Research Presentations

Week 16 Student Research Presentations
Course Evaluations
Final Research Essays Due

Final Examination

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

Suggested Text(s)

Instructional Resources

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design.* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4261.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4261 and the assigned supervisor for

this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4261. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

CLASS OUTLINE

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Proposed Syllabus**MGED 4265****INSTRUCTIONAL DESIGN AND CLASSROOM MANAGEMENT IN THE MIDDLE SCHOOL****Semester Hours** 2**Semester/Year****Time/Location****Instructor****Office Location****Office Hours****Online Hours****Telephone** Direct Line:
 Department Line:**Email****Fax****Online Support** CourseDen Home Page
<https://westga.view.usg.edu/>

 CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

 UWG Distance Learning
<http://distance.westga.edu/>

 UWG On-Line Connection
<http://www.westga.edu/~online/>

 Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

 University Bookstore
<http://www.bookstore.westga.edu/>

11-16-09

COURSE DESCRIPTION

Credits: 2.00

This course will address the principles and techniques of planning and teaching with attention to differentiated instructional design and assessment and evaluation techniques to be used with middle grade learners. Students will plan lessons and units of study for middle level learners that apply the principles of differentiated instruction and a variety of assessment formats. In addition, this course will include an exploration and examination of approaches of instructional management of learners, resources, and learning activity. Techniques for integrating various approaches to classroom discipline into instructional management will be developed. Field experience required. Admission to Teacher Education required.

Lecture: 2.00 **Lab:** 1.00**College:** College of Education**Department:** Curriculum and Instruction**Pre-requisites:** Teacher Education Admission TE.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (INTASC and NMSA) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. develop a basic understanding of the concept of differentiated instruction and strategies to differentiate content, process, and product according to student readiness, interest, and learning profile (Cooper, 1999; Tomlinson 2001, 1999; Tomlinson & Cunningham-Eidson, 2003; National Middle School Association, 2010);

(Adaptive, Culturally Sensitive, Knowledgeable, Reflective, Empathetic; INTASC 1; NMSA 1, 5)

2. demonstrate the skills of planning, developing, and implementing differentiated instructional strategies in a middle grades classroom (Carnegie Foundation, 1988; Cooper, 1999; Tomlinson 2001, 1999; Tomlinson & Cunningham-Eidson, 2003);

(Decision Makers, Adaptive, Culturally Sensitive, Knowledgeable, Reflective; INTASC 3, 6; NMSA 1, 4, 5)

3. demonstrate a basic understanding of the relationship of learning theory, psychological foundations, and developmental concepts to instruction (Alexander & George, 2003; Bloom, Englehart, Furst, Hill, & Krathwohl, 1956; Cooper, 1999; National Middle School Association, 2010);

(Knowledgeable; INTASC 1; NMSA 5, 7)

4. develop an understanding of a variety of assessment and evaluation strategies, appropriate for a differentiated middle grades classroom, to assess student readiness, interests, and learning profile and a variety of assessment and evaluation strategies to assess and evaluate student acquisition of knowledge, skills, and understandings (Combs & Snygg, 1959; Cooper, 1999; Granlund & Linn, 1990; Tomlinson & Cunningham-Eidson, 2003; Tomlinson 2001, 1999; Wiggins & McTighe, 1998; Wlodkowski, 1984);

(Knowledgeable, Adaptive, Reflective; INTASC 2, 8; NMSA 3, 5)

5. demonstrate the skills of planning and designing an assessment and evaluation plan in a middle grades differentiated classroom (Cooper, 1999; Granlund & Linn, 1990; National Middle School Association, 2001; Tomlinson & Cunningham-Eidson, 2003; Wiggins & McTighe, 1998);

(Decision Makers, Adaptive, Culturally Sensitive, Knowledgeable; INTASC 1, 3, 6, 8; NMSA, 3, 5)

6. demonstrate the skills of planning, developing, and implementing differentiated instructional strategies based on practical knowledge of brain-based, multiple intelligence and learning styles at an introductory level (Armstrong, 1994; Bloom, Englehart, Furst, Hill, & Krathwohl, 1956; Cooper, 1999, Tomlinson 2001, 1999; Tomlinson & Cunningham-Eidson, 2003);

(Decision Makers, Adaptive, Knowledgeable; INTASC 2, 3, 4; NMSA 1, 5)

7. develop skills and strategies related to establishing an effective learning environment and managing the classroom (Cooper, 1999; Davidson, 1991, Glasser, 1998; Obidah & Manheim Teel, 2001; Purkey & Strahan, 2002; Tomlinson & Cunningham-Eidson, 2003);

(Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 2, 5; NMSA 1, 5)

8. analyze and prescribe classroom management strategies to solve problems embedded in case studies (Cooper, 1999; Glasser, 1998; Silverman, Welty, & Lyon, 1996; Tomlinson & Cunningham-Eidson, 2003, Van Hoose and Strahan, 1988; Wong & Wong, 1998);

(Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 1, 3, 4; NMSA 1, 5)

9. develop an understanding of major concepts, principles, and research related to working collaboratively with family and community members (Alexander & George, 2003; Baenen, 2005; National Middle School Association, 2010, National Middle School Association, 2003); and

(Knowledgeable, Adaptive, Collaborative, Culturally Sensitive; INTASC 10; NMSA 6, 7)

10. understand the complexity of teaching young adolescents in their role as a middle school professional in advisory, teaming, interdisciplinary planning, and as a reflective agent of change (Alexander & George, 2003; Bishop & Allen-Malley, 2004; Dickinson & Erb, (Eds.), 1997; Erb, T.O. (Ed.), 2005; Lounsbury, 1985; National Middle School Association, 2010; Stevenson, 1992).

(Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Leader; INTASC 9, 10; NMSA 7)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

- Required Text(s): Cooper, J. M. (2003). *Classroom teaching skills* (8th ed.). NY: Houghton Mifflin.
- Tomlinson, C. A., & Cunningham-Eidson. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Foliotek. (For ordering information, if you do not already have Foliotek, email professor.)
- University of West Georgia teacher education student handbook.*
Available at <http://coe.westga.edu/Students/TCFP/documents.asp>
- Suggested Text(s): Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher* (2nd ed.). Sunnyvale, CA: Wong Publications.

References:

- Algozzine, B., & Kay, P. (Eds.). (2002). *Preventing problem behaviors*. Thousand Oaks, CA: Corwin Press, Inc. and the Council for Exceptional Children.

- Alexander, W., & George, P. (2003). *The exemplary middle school*. New York: Holt, Rinehart and Winston.
- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Baenen, J. (2005). *HELP: How to enjoy living with a preadolescent*. Westerville, OH: National Middle School Association.
- Beane, J. A. (1993). *A middle school curriculum: From rhetoric to reality* (2nd ed.). Columbus, OH: National Middle School Association.
- Bishop, P., & Allen-Malley, G.(2004). *The power of 2: Partner teams in action*. Westerville, OH: National Middle School Association.
- Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives. Handbook 1: Cognitive domain*. New York: Carnegie Foundation.
- Carter, C. (2010). *Success in middle school: A transition road map*. Denver, CO: Lifebound.
- Cooper, J.M. (2003). *Classroom Teaching Skills* (8th ed.). NY: Houghton Mifflin.
- Cushner, K. (1999). *Human diversity in action: Developing multicultural competencies for the classroom*. Boston, MA: McGraw Hill.
- Dickinson, T., & Erb, T. (Eds.). (1997). *We gain more than we give: Teaming in middle schools*. Columbus, OH: National Middle School Association.
- Eichhorn, D. (1966). *The middle school*. New York: The Center for Applied Research in Education, Inc.
- Erb, T. O. (Ed.). (2005). *This we believe in action: Implementing successful middle level schools*. Westerville, OH: National Middle School Association.
- Erb, T. O. (2001). *This we believe ... And now we must act*. Columbus, OH: National Middle School Association.
- Faber, S. (2001). *Middle school: living in the fast lane: If these are the kids, who should the adults be and how do we teach them?* Roswell, GA: Georgia Middle School Association.
- Fenwick J. (1987). *Caught in the middle*. Sacramento: California State Department of Education.
- Freeman, L., & Gregory, L. (1988). *The middle grades*. Needham Heights, MA: Ginn.
- Froyen, L. A., & Iverson, A. M. (1999). *Schoolwide and classroom management: The reflective educator-leader* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

- Giannetti, C. & Sagarese, M. (2007). *Keep cliques and bullies from invading your school*. Westerville, OH: National Middle School Association.
- Glasser, W. (1998). *The quality school: Managing students without coercion*. New York: Harper Collins.
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- Granlund, N., & Linn, R. (1990). *Measurement and evaluation in teaching* (6th ed.). New York: Macmillan.
- Gunter, M. A., Estes, T. H., & Schwab, J. (1999). *Instruction: A models approach* (3rd ed.). Boston, MA: Allyn and Bacon.
- Hawkins, M. L., & Graham, M. G. (1994). *Curriculum architecture: Creating a place of our own*. Columbus, OH: National Middle School Association.
- Hunter, M. (1982). *Mastery teaching*. El Segundo, CA: TIP Publication.
- Jackson, A., & Davis, G. (2001). *Turning points 2000: Educating adolescents in the 21st Century*. Westerville, OH: National Middle School Association.
- Joyce, B., & Weil, M., & Calhoun, E. (2000). *Models of teaching* (6th ed.). Boston, MA: Allyn and Bacon.
- Lounsbury, J. (1985). *An agenda for excellence at the middle level*. Reston, VA: National Association of Secondary School Principals.
- Lounsbury, J. (Ed.). (1984). *Perspectives: Middle school education, 1964 - 1984*. Columbus, OH: National Middle School Association.
- Manning, L. (1993). *Developmentally appropriate middle level schools*. Olney, MD: Association for Childhood Education International.
- Manning, L., & Baruth, L. (1995). *Students at risk*. Boston, MA: Allyn and Bacon.
- McEwin, C., & Thomason, J. (1989). *Who they are, how we teach: Early adolescents and their teachers*. Columbus, OH: National Middle School Association.
- McNeil, J. (1990). *Curriculum: A comprehensive introduction*. Glenview, IL: Scott, Foresman/Little Brown Higher Education.
- Muth, D., & Alvermann, D. (1999). *Teaching and learning in the middle grades* (2nd ed.). Boston, MA: Allyn and Bacon.

- National Middle School Association. (2010). *Research and resources in support of "This We Believe."* Westerville, OH: National Middle school Association.
- National Middle School Association. (2003). *This we believe: Successful schools for young adolescents.* Columbus, OH: National Middle School Association.
- National Middle School Association. (2001). *No child left behind: Implications for middle level learners.* Columbus, OH: National Middle School Association.
- Obidah, J., & Manheim Teel, K. (2001). *Because of the kids: Facing racial and cultural differences in schools.* New York, NY: Teachers College Press.
- Payne, R. (2004). *A framework for understanding poverty.* Highlands, TX: Aha-Process.
- Purkey, W., & Strahan, D. (2002). *Inviting positive classroom discipline.* Westerville, OH: National Middle School Association.
- Putnam, J. (1997). *Cooperative learning in diverse classrooms.* Columbus, OH: Merrill.
- Ricken, R. (2007). *The middle school years: Love me when I am most unlovable.* Westerville, OH: National Middle School Association.
- Roberts, P. L., & Kellough, R. D. (2008). *A guide for developing interdisciplinary thematic units* (4th ed.). New York, NY: Pearson.
- Rottier, J., Woulf, T., Bonetti, D., & Meyer, E. (2009). *Teaming and advisory: Perfect partners.* Westerville, OH: National Middle School Association.
- Silverman, R., Welty, W. M., & Lyon, S. (1996). *Case studies for teacher problem solving* (2nd ed.). New York: McGraw-Hill.
- Springer, M. (2006). *Soundings: A democratic student-centered education.* Westerville, OH: National Middle School Association.
- Stevenson, C. (1992). *Teaching ten to fourteen year olds.* New York: Longman.
- Tomlinson, C. A., & Cunningham-Eidson. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 5-9.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C.A. (2001). *How to differentiate in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

- Van Hoose, J., & Strahan, D. (1988). *Young adolescent development and school practices: Promoting harmony*. Columbus, OH: National Middle School Association.
- Vars, G. (1987). *Interdisciplinary teaching in the middle grades*. Columbus, OH: National Middle School Association.
- Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wild, M., Mayeaux, A., & Edmonds, K. (2008). *Team Work: Setting the standard for collaborative teaching grades 5-9*. Westerville, OH: National Middle School Association.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. (2nd ed.). Sunnyvale, CA: Wong Publication

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

- Assignment 1: Students will reflect on course readings and field experiences. (30 points)
(Course Objectives 7-10)
- Assignment 2 : Students will develop a differentiated instruction plan. (25 points)
(Course Objectives 1-3, 6)
- Assignment 3 : Students will develop a balanced assessment plan appropriate for a differentiated classroom. (25 points)
(Course Objectives 3-5)
- Assignment 4 : Students will complete a final exam. (10 points)
(Course Objectives 1-10)
- Assignment 5 : Students will submit artifacts and reflections to Foliotek or other portfolio system. (10 pts)

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Reflections	30	Rubric	See Course Calendar.
2. Differentiated Instruction Plan	25	Rubric	See Course Calendar
3. Balanced Assessment Plan	25	Rubric, Traditional	See Course Calendar
4. Final Exam	10	Traditional	See Course Calendar
5. Portfolio Artifacts and Reflections	10	Rubric	See Course Calendar

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Field Experience:

Successful completion of the field experience is the minimum expectation for passing this course. Failure in the field experience will result in failure of this course.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Field Placement Policy

- 5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*

2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

CLASS OUTLINE

Class Session	Class Activities/Topics	Assignments Due
Week 1	Course Introduction, Review Understanding by Design, Stage 1	
Week 2	Understanding by Design Stage 2, Assessment	Lesson Plan for Pre-Assessment
Week 3	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment	
Week 4	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment ; Test Design and Bloom's Taxonomy	Reflections
Week 5	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment ; Test Design and Bloom's Taxonomy Balanced Assessment Plan	
Week 6	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment ; Performance Assessment	
Week 7	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment ; Informal/Self Assessment	
Week 8	Classroom Management	Balanced Assessment Plan; Reflections
Week 9	Classroom Management/Collaborating with parents	Reflections
Week 10	Differentiation Overview	Reflections
Week 11	Differentiation : Learner Profile – Multiple Intelligences, Learning Style, Cognitive Styles	
Week 12	Differentiation : Content	
Week 13	Differentiation : Process	
Week 14	Differentiation : Product ; Analysis of Differentiated Unit	Field Experience Reflections
Week 15	Differentiation and Classroom Management ; Analysis of Differentiated Unit	Differentiated Instruction Plan
Week 16	Final Exam	Final Exam and Portfolio Artifacts/Reflections

Proposed Syllabus

MGED 4265L

INSTRUCTIONAL DESIGN AND CLASSROOM MANAGEMENT IN THE MIDDLE SCHOOL LAB

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4265.

This course consists of the field experience that accompanies MGED 4265.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
4. follow the directions of the professor of MGED 4265 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2008-2009),
Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

Suggested Text(s)

Instructional Resources

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design.* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4265.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience

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also involves communicating with the professor for MGED 4265 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4265. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

CLASS OUTLINE

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Proposed Syllabus**MGED 4271****MIDDLE GRADES CURRICULUM**

Semester Hours 2

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone Direct Line:
 Department Line:

Email

Fax

Online Support CourseDen Home Page
 <https://westga.view.usg.edu/>

 CourseDen Help & Troubleshooting
 <http://www.westga.edu/~distance/webct1/help>

 UWG Distance Learning
 <http://distance.westga.edu/>

COURSE DESCRIPTION

Exploration of curriculum and nature of the learner for the middle grades and the identification of processes for developing relevant curriculum components, including career awareness, for the pre-adolescent in today's society. Two days each week will be spent with assigned field experiences. Prerequisite: Requires admission to teacher education. A practicum/internship fee will be charged.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Middle School Association, NMSA; Interstate New Teacher Assessment and Support Consortium, INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. identify the historical forces from which the junior high and middle school evolved and the guiding principles of the middle school philosophy (Freeman & Gregory, 1988; Lounsbury, 1984; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 3,4,5,6,7)

2. identify instructional procedures and organizational patterns appropriate to middle grades education (Alexander & George, 1981; Lounsbury, 1982; Lounsbury, 1984; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4,8; NMSA 3,4,5,6,7)

3. identify the diverse characteristics of the early adolescent learner and apply the implications to the structure of middle grades education (Eichhorn, 1966; Elkind, 1981; Fenwick, 1987; Freeman & Gregory, 1988; Lounsbury, 1982; Messick & Reynolds, 1992; Van Hoose & Strahan, 1988);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,4; NMSA 2,3,4,5,6,7)

4. analyze and practice the processes employed in planning interdisciplinary curriculum designs for the middle grades (Erb & Doda, 1989; Messick & Reynolds, 1992; Vars, 1987);

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(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 5,6; NMSA 3,4,5,6,7)

5. describe the function of the middle grades teacher as an exploratory instructor (Alexander & George, 1981; Freeman & Gregory, 1988; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4,9; NMSA 3,4,5,6,7)

6. describe the function of the middle grades teacher as an advisor to students (Alexander & George, 1981; Freeman & Gregory, 1988; Hornbeck, 1989; Lounsbury, 1982; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,3,8,9; NMSA 2,3,4,5,6,7)

7. identify and apply the skills necessary to work as a member of a middle grades teaching team (Alexander & George, 1981; Freeman & Gregory, 1988; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 2,3,4,5,6,7)

8. identify diversity factors (including: cultural, racial, gender, and inclusion of those with special needs) found in middle level classrooms, apply those factors to middle grades concepts and the development of integrated instructional units (Fenwick, 1987; McNeil, 1990; Welton & Mallan, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 1,2,3,4,5,6,7)

9. discuss elements of effective classroom management appropriate to middle level learners. (Canter, 1992; Purkey & Novak, 1996; Purkey & Strahan, 1986; Van Hoose & Strahan, 1988); and

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 1,2,3,4)

10. complete field experiences during which they will identify topics, instructional procedures, and curriculum patterns discussed in this course. Students will also be expected to participate in activities designed to further their insight into the diverse developmental (cognitive, social, emotional, physical, and moral) characteristics of early adolescents.

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 1,2,3,4,5,6,7)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) *Please list or write "none" if there is no required text*

Suggested Text(s) *If applicable*

Instructional Resources *If applicable*

References

Alexander, W., & George, P. (2003). *The exemplary middle school*. New York: Holt, Rinehart and Winston.

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.

Baenen, J. (2005). *HELP: How to enjoy living with a preadolescent*. Westerville, OH: National Middle School Association.

Beane, J. A. (1993). *A middle school curriculum: From rhetoric to reality-2nd edition*. Columbus, OH: National Middle School Association.

Bishop, P., & Allen-Malley, G.(2004). *The power of 2: Partner teams in action*. Westerville, OH: National Middle School Association.

Carter, C. (2010). *Success in middle school: A transition road map*. Denver, CO: Lifebound.

Cushner, K. (1999). *Human diversity in action: Developing multicultural competencies for the classroom*. Boston, MA: McGraw Hill. Jackson, A.W., & Davis, G.A. (2001). *Turning points 2000: Education adolescents for the 21st century*. Columbus, OH: National Middle School Association

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Journal Article Summaries/Reflections. Students will read journal articles from the National Middle School Association journals or state journals such as Georgia Middle School Association. Students will summarize and reflect in written papers. (Course objectives 3, 5, 6, 8, 9)

2. Textbook Chapter Summaries. Students will summarize textbook chapters in written or verbal communication. (Course objectives – 1-9).
3. Field Experience Reflections. Students will complete written reflections related to their field experience and course objectives (Course objectives 1-10).
4. Integrated Unit. Students will collaborate with classmates to develop an integrated unit that reflects integrated curriculum appropriate for middle schools. (Course objectives 2, 3, 4, 7, 8).
5. Portfolio. Students will share portfolio artifacts and reflections representing their work during the semester. The portfolio assignment will include a “Philosophy of Education” artifact to be modified in subsequent semesters. (Course objectives 1-10).

Evaluation Procedures

[To be inserted by individual instructors] with the following statement.

Successful completion of field experience during the semester is required to pass this course. See the Field Experience Discontinuation Policy below.

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

Official Policy Regarding Field Placements:

5.4.DISCONTINUATION POLICY [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

Exam Grade, Late Work, Professional Conduct, and Attendance to be added based on instructor discretion:

CLASS OUTLINE

Please list class topics, activities, and assignments in a list or table by class session. This is just an example; these outlines will be very individualized.

Note – the following calendar is simply an example of a calendar for this course- any calendar this in the Fall of 2009.

Module	Format	Topics	Assignment/Work /Due Note – textbook readings for a given module week should be completed <i>before</i> coming to class; thus “This We Believe” should be read prior to Aug. 25. Note – assignment dropbox, work always due Sunday midnight or 11:59 P.M. during the weekly module; All modules are Monday-Sunday
1: Aug. 17-23	Face to Face (F2F)	Review of Course; Introduction to middle school/Blocks	“This We Believe” – all Chapter 1 Summary by Sunday 11:59 P.M. (Dropbox)
2: Aug. 24-30	Face to Face (F2F)	Field Placement Information M and W	
3: Aug. 31 – Sep. 6	Monday – no class- Holiday Wednesday -F2F	Adolescent Development; journal article sharing;	“Teaching in the Middle”, Chapter 2 Bring to class Wednesday a journal article summary and copy of article according to directions provided last Wednesday; Journal article #1 summary and reflection to dropbox by Sunday midnight
4: Sep. 7-13	F2F	Understanding by Design (Ubd) lesson planning, Stage 1-	Bring to class Monday and Wednesday a printed

		Unpacking the Standards; Lesson Plan template; Review of sample lesson plans and cooperative group practice	copy of the power points for note-taking (located in module 4 of course page);
5: Sep. 14-20	F2F	Review of Unit of Study Assignment requirements; Distribution and review of field placement reflections;	Assignment Dropbox: Lesson plan developed utilizing UbD and lesson plan template by a group of 2-3 classmates. Please be sure everyone's name is on the document – only one person submits for the group. (Participation grade) Proof of Professional Liability Insurance due Monday
6: Sep. 21-27	F2F	Review of Foliotek Assignment requirements and required purchase of Foliotek; Guidance in the Middle – Teacher Advisors and Advisory Programs in the middle Power Point and CD “In Action” video clips	“Teaching in the Middle...”, Chapter 3; Review “This We Believe” – Characteristics of Developmentally Responsive middle schools-“An adult advocate for every student” and “schools provide comprehensive guidance and support services” Summary and Reflection on both texts and CD video clips due to assignment dropbox Sunday midnight
7: Sep. 28-Oct. 4	F2F	The Middle School Curriculum – Core and “Connections”; High	“Teaching in the Middle...”, Chapter 4 and 5; Review “This

		<p>Expectations for All and Integrative/Exploratory</p>	<p>We Believe”, Characteristics of Developmentally Responsive middle schools – “High Expectations for All” and “schools provide curriculum that is challenging, integrative and exploratory”</p> <p>Summary and Reflection on both texts and CD video clips due to assignment dropbox Sunday midnight</p>
<p>8: Oct. 5 - 11</p>	<p>F2F</p>	<p>Assessment</p>	<p>Read “Teaching in the Middle...”, Chapter 8</p> <p>Summary and Reflection on text and CD video clips due to assignment dropbox Sunday midnight</p> <p>Article #2 summary and reflection related to integrated curriculum, inclusion of exploratories, or high expectations for all due Sunday midnight to dropbox</p>
<p>9: Oct. 12-18</p>	<p>Online – no F2F meetings – Dr. Nazzal attending a conference, “Project Citizen” in Miami</p>	<p>Independent Work on Unit of Study Assignment; visit the TMC for materials related to your topic or theme; investigate the Internet and journals for lesson ideas related to your topic/theme</p>	<p>“Teaching in the Middle...”, Chapter 6 and review “This We Believe” – “Schools provide varied teaching and learning approaches”</p> <p>Select a topic or theme with unit partners and create an</p>

			<p><i>initial</i> planning map according to directions provided under course content/tools; All group members are expected to participate in the development of this map.</p> <p>Be prepared next week to discuss Chapter 6 of “Teaching in the Middle”, but reflection document not required</p>
10: Oct. 19-25	F2F	Planning and Implementing Instruction to meet the needs of diverse learners; Teaming	<p>“Teaching in the Middle...”, Chapter 7 and review “This We Believe” – “Schools provide flexible organizational structures”</p> <p>Bring to Monday class a copy of your unit planning map to share with others – participation grade. Revise based on suggestions.</p> <p>Continue independent work with partners on the unit of instruction.</p> <p>Summary and Reflection on both texts and CD video clips due to assignment dropbox Sunday midnight</p>
11: Oct. 26-Nov. 1	F2F	Classroom	Chapter 9

11-16-09

Proposed Syllabus**MGED 4271L****MIDDLE GRADES CURRICULUM LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

University Bookstore
<http://www.bookstore.westga.edu/>

11-16-09

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4271.

This course consists of the field experience that accompanies MGED 4271.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
4. follow the directions of the professor of MGED 4271 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2008-2009),
Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

Suggested Text(s)

Instructional Resources

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design.* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4271.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4271 and the assigned supervisor for

11-16-09

this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

- S -- Candidate successfully passes the field experience.
- U -- Candidate is unsuccessful in passing the field experience.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4271. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

CLASS OUTLINE

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title B.S.Ed. MGED Math/Science Concentration Hours: / / Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: / / Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkin 12-2-09
 Department Chair Date Department Chair (if cross listed) Date
[Signature] 12/3/2009
 Dean of College Date Dean of College (if cross listed) Date
Ashellee Rotman Scott 1-12-10
 Chair of TBAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelley Elmer 2/10/10
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date _____

Rationale

Modify B.S.Ed. MGED Math/Science program sheet per requests of College of Arts and Sciences departments and ~~requirements of ADP.~~

To update program sheet to reflect changes from the Departments of Biology, Geosciences, and Math.

In Section D1, BIOL 1107 and BIOL 1107L (Principles of Biology I) are being replaced with BIOL 1010 and BIOL 1010L per the request of the Department of Biology.

In Section A, it is being recommended that MATH 1113 be taken instead of MATH 1001 or MATH 1111. In Section D3, MATH 1112 is no longer taught and MATH 1634 is the recommended replacement. In Area F, MATH 1413 is being removed. Under Professional Education, Math Section, MATH 2853 and MATH 3003 are replacing MATH 3803 and MATH 4753 per the request of the Department of Mathematics (see attached letter). Changes increase the difficulty of Math for Middle Grades majors and increase the probability of their passing the GACE.

In Section F1, BIOL 1108 (Principles of Biology II) is being replaced with BIOL 1107 (Principles of Biology I). In addition, BIOL 1108L is being replaced with BIOL 1107L. This change is being proposed per the request of the Department of Biology.

The advanced biology class will be BIOL 3010 Biology for Middle Grades Education, which will be a course designed especially to meet the needs of middle grades majors. It replaces the selection of upper division biology courses on the present program sheet. Few students take science GACE exam, new course will give them more confidence to take the science exam. This supports the Board of Regents agenda to produce more science teachers.

In cooperation with the Department of Geosciences, the options for students in geology will change. Students still must take two upper level courses in geology, but instead of those two being GEOL 4203 and GEOL 4985, they may choose from:

- GEOL 3603 Environmental Geology
- GEOL 4003 Geomorphology
- GEOL 4083 Environmental Geochemistry
- GEOL 4103 Dinosaurs
- GEOL 4203 Geology of Georgia.

This was done to provide more flexibility in students' choices.

~~Due to ADP requirements, classes with labs (field experiences) have to be split in order to establish an avenue to communicate supervisors.~~

Numbered notes 4 and 10 were added. Numbered note 1 altered to reflect changes.

Refer to the following four pages: Two messages from Dr. Bruce Landman, two messages from Dr. Curtis Hollabaugh, and one message from Dr. Henry Zot.

Refer to attachments of new and revised syllabi: BIOL 3010 Biology for Middle Grades Education, MGED 4264 Methods for Integrating Science and Math, MGED 4264L Methods for Integrating Science and Math Lab, MGED 4265 Instructional Design and Classroom Management in the Middle School, MGED 4265L Instructional Design and Classroom Management in the Middle School Lab, MGED 4271 Middle Grades Curriculum, and MGED 4271L Middle Grades Curriculum Lab.

Recommended Changes in mathematics courses for Middle-grades Education majors

- a) We propose that Middle-grades Pre-service teachers take the following courses in the core:

Core A: MATH 1113 (pre-calculus, 4 credits)

Core D: MATH 1634 (calculus I, 4 credits).

These should replace the current courses of 1111, 1113, and 1413 that most students take in Core A, Core D, and Core F, respectively. This change will provide them with the needed background in algebra, trigonometry, and calculus, not sufficiently covered by the current requirements. Although the number of hours in the core of Mathematics courses is reduced by one credit, the students will have a stronger background and the courses are much more relevant to their needs.

- b) We also recommend that these students be required to take the following four mathematics courses:

- . MATH 2853, Elementary Linear Algebra
- . MATH 3003, Transition to Advanced Mathematics
- . MATH 3703, Geometry for P-8 Teachers
- . MATH 4713, Probability and Statistics for P-8 Teachers

The latter two courses (3703 and 4713) are currently required, so represent no change. The first two courses, 2853 and 3003, should replace MATH 3803 (Algebra) and MATH 4753 (Calculus and Trigonometry). We strongly believe that these four courses will ensure a more appropriate and relevant background for Middle Grades Education students. MATH 3803 and MATH 4753 offer the students essentially no new content beyond what they will have learned in MATH 1113 and 1634, while MATH 2853 and MATH 3003 will be much more useful.

Submitted by Bruce Landman, Chair
Department of Mathematics

-----Original Message-----

From: Bruce Landman [mailto:landman@westga.edu]
Sent: Sunday, October 25, 2009 12:39 PM
To: jdbutler@westga.edu
Subject: Re: Mathematics Courses for Middle-grades Pre-service Teacher

Judy: I realize there is one technical error in my rationale statement. That is, that Math 2008 is not being replaced by 2853 or 3003, but rather the 4000-level trig and calculus class (I forget the exact of that course); Math 2008 was over on the 'core' side of the ledger, and as stated we are suggesting the 9 credits of core be replaced by 8 credits (1113 and 1634).

Please tell me if I should edit my memo and re-send it to you.

Thanks much,
Bruce

On Sat, 24 Oct 2009, jdbutler@westga.edu wrote:

Thanks. I will move forward with this.

-----Original Message-----

From: Bruce Landman
To: Judy Butler
Subject: Mathematics Courses for Middle-grades Pre-service Teacher
Sent: Oct 22, 2009 5:26 PM

Dear Judy:

Mohammad Yazdani mentioned that you need a memo from me regarding our suggested changes in the Middle Grades Education curriculum. I hope this email suffices. If you need a hard copy, please let me know.

We propose that Middle-grades Pre-service teachers take MATH 1113 (pre-calculus) in Core A and MATH 1634 (calculus I) in Core D. This will provide them with the needed background in algebra, trigonometry, and calculus, not sufficiently covered by the current requirements. Although the number of hours is reduced by one credit, they will have a stronger background and the courses are much more relevant to their needs. We also recommend that these students be required to take the following four mathematics courses:

- . MATH 2853, Elementary Linear Algebra
- . MATH 3003, Transition to Advanced Mathematics
- . MATH 3703, Geometry for P-8 Teachers
- . MATH 4713, Probability and Statistics for P-8 Teachers

This represents a change from MATH 2008 and MATH 3803 to MATH 2853 and MATH 3003 (MATH 3703 and 4713 do not represent any change in the curriculum - they are currently required). We strongly believe that these four courses will ensure a more appropriate and relevant background for Middle Grades Education students. MATH 2008 and MATH 3803 offer the students very little content beyond what they will have learned in MATH 1113, while MATH 2853 and MATH 3003 will be much more useful.

Sincerely, Bruce Landman

From: Curtis Hollabaugh [mailto:chollaba@westga.edu]
Sent: Wednesday, November 04, 2009 10:53 AM
To: 'Judy Butler'
Cc: 'Donna Harkins'
Subject: RE: Middle grades

Judy,

This is the correct list of upper level geology classes for the middle grades program.

Curtis Hollabaugh
Chair and Professor

From: Judy Butler [mailto:jbutler@westga.edu]
Sent: Wednesday, October 28, 2009 8:05 AM
To: chollaba@westga.edu
Cc: 'Donna Harkins'
Subject: Middle grades

We are finally getting around to changing the middle grades program sheet to reflect the changes we negotiated last year. We had had GEOL 4985 Special Topics. We replaced that with GEOL 4103 Dinosaurs. In addition, we have provided a list from which students may choose 2 upper level geology courses to complete their major emphasis in science. That list includes GEOL 3603, GEOL 4003, GEOL 4083, GEOL 4103 and GEOL 4203.

I need a memo from you indicating that the Department of Geosciences supports these changes. It will accompany the program sheet as it goes through the system. Our Faculty Governance process asks us to provide supporting data for any changes we propose. I have one from Dr. Landman and am working on getting all of the science departments that are impacted to provide similar ones.

Thanks ahead of time and thanks for working with us to improve our middle grades program.

Dr. Judy Butler
Coordinator of Middle Grades and Secondary Education

From: Curtis Hollabaugh [mailto:chollaba@westga.edu]
Sent: Friday, November 20, 2009 11:41 AM
To: 'Judy Butler'
Subject: RE: middle grades

Judy,

Yes, all these changes are correct. We have developed a better program for middle grades.

Curtis Hollabaugh
Chair and Professor

From: Judy Butler [mailto:jbutler@westga.edu]
Sent: Friday, November 20, 2009 10:31 AM
To: chollaba@westga.edu
Subject: middle grades

We are finally in the process of submitting the middle grades program sheets to gain approval for changes. The purpose of this e-mail is to gain a response from you, hopefully in the affirmative, that we have made changes regarding the wishes of the Department of Geosciences. Please respond to the e-mail indicating that I have reflected our discussions appropriately or indicate what changes need to be made to the sheets.

For the program sheet for the undergraduate degree in Middle Grades with a concentration in Language Arts and Social Studies, we have listed GEOG 2503 Cultural Geography as the preferred course, with ANTH 4144 Peoples and Cultures of Latin America as an alternative. The sixth and seventh grade curriculum is primarily geography, with Latin America being a requirement at the 6th grade.

For the program sheet for the undergraduate degree in Middle Grades with a concentration in Math and Science, we have dropped GEOL 4203 Geology of Georgia and GEOL 4985 Special Topics as required courses and given students choices for geology. While GEOL 4203 Geology of Georgia and GEOL 4103 Dinosaurs are listed as the preferred courses, the following are listed as possible choices: GEOL 3603 Environmental Geology, GEOL 4003 Geomorphology, GEOL 4083 Environmental Geochemistry.

As always, thank you for your cooperation and support of our programs.

From: Henry Zot [mailto:hzot@westga.edu]
Sent: Friday, November 06, 2009 4:40 PM
To: Judy Butler
Subject: Re: middle grades

Dear Judy,

This is to verify that the Biology Department has considered the program changes below and is in support of all points that are listed in your email. Please feel free to contact me with questions and concerns as they arise.

Best Wishes,
Henry Zot
Professor and Chair of Biology
678-839-6547

On 10/29/09 2:54 PM, "Judy Butler" <jbutler@westga.edu> wrote:

I am writing to clarify, and/or receive conformation, that the changes we are proposing to the middle grades program sheet for math and science do, indeed, reflect the wishes of the Department of Biology. The information following, comes from the rationale for the proposed program sheet.

In Section D1, BIOL 1107 and BIOL 1107L (Principles of Biology I) are being replaced with BIOL 1010 and BIOL 1010L (Fundamentals of Biology) per the request of the Department of Biology.

In Section F1, BIOL 1108 and BIOL 1108L (Principles of Biology II) are being replaced with BIOL 1107 (Principles of Biology I). In addition BIOL 1108L is being replaced with BIOL 1107L. This change is being proposed per the request of the Department of Biology.

The advanced biology class will be BIOL 3010 (Biology for Middle Grades Education), which will be a course designed especially to meet the needs of middle grades majors. It replaces the selection of upper division biology courses on the present program sheet. Few candidates take the science GACE exam, as compared to the math option. This new course will give our candidates more confidence to take the exam as it is correlated with the Georgia Performance Standards and thus the GACE exam. This move is consistent with the Board of Regents wish to produce more science teachers.

Please respond and let me know if this is consistent with your thinking. Thanks for the cooperation.

Dr. Judy Butler
Coordinator of Middle Grades and Secondary Education

**UNIVERSITY OF WEST GEORGIA
MIDDLE GRADES EDUCATION (B.S.Ed.)
MATH/SCIENCE CONCENTRATION
PROGRAM SHEET – Current**

Name: _____

UWG ID #: _____

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	9			Professional Education *3 *4 *5 *8	39		
1. ENGL 1101 *3	3			CEPD 4101 Ed Psychology	3		
2. ENGL 1102 *3	3			MGED 4271 Curriculum	3		
3. MATH (1001 or 1111) *1 *3	3			SPED 3715 Inclusive Classroom	3		
B. Institutional Priorities	5			READ 3262 Tchg C & P: Rdg Ed	3		
1. COMM 1110 *2 *3	3			MGED 4265 Instructional Design	3		
2. ANTH 1100 *2	2			MEDT 3401 Integrating Technology	3		
C. Humanities/Arts	6			READ 4251 Assess & Correct Rdg Ed	3		
1. XIDS 2100 *2	3			MGED 4264 Methods for Sci/Math	3		
2. ENGL 2100, 2120, or 2130 *2	3			READ 4252 Lit in Middle School	3		
D. Science, Math, Technology	10			MGED 4286 Teaching Internship *7	9		
1. BIOL 1107 and 1107L *2	4			MGED 4289 Internship Seminar	3		
2. GEOL 2503 *3	3			Math *3 *8	12		
3. MATH 1112 *2 *3	3			MATH 3703 Geo for P-8 Teachers	3		
E. Social Sciences	12			MATH 3803 Alg for P-8 Teachers I	3		
1. HIST 1111 or 1112	3			MATH 4713 Prob & Stat for P-8 Tchrs	3		
2. HIST 2111 or 2112	3			MATH 4753 Trig & Cal for P-8 Tchrs *6	3		
3. POLS 1101	3			Sciences *3 *8	15		
4. GEOG 1013 *2 *3	3			BIOL 1108L Prin of Bio II	1		
F. Program Related Courses *2 *3	18			CHEM 1151L Survey of Chem I	1		
1. BIOL 1108 Principles of Biology II	3			GEOL 4203 Geology of GA	3		
2. CHEM 1151K Survey of Chem I	3			PHYS 3713 Survey of Physics	3		
3. MATH 1413 Surv of Cal or 1634 Cal I	3			GEOL 4985 Special Topics	3		
4. EDUC 2110 Critical Issues	3			BIOL 3221 Tax of Flowering Plants *6 or	4		
5. EDUC 2120 Diversity	3			BIOL 4241 Entomology or			
6. EDUC 2130 Learning and Teaching	3			BIOL 3226 Natural History of Vertebrates			
Note: Area F restricted to 1000-2000 level							
Total Core Curriculum	60						
				Total Professional Education	39		
G. Physical Education	3			Total Content	27		
1. PWLA 1600	2			Total Core Curriculum	60		
2. Activity Course	1			Total Program (excluding Area G)	126		

• **Program Notes:**

- *1. MATH 1111 recommended to prepare for GACE Basic Skills Assessment.
- *2. To ensure the most appropriate preparation in Core content areas, students are strongly advised to take the courses listed and to see an advisor every semester.
- *3. A grade of C or better is required in all content and professional education courses (see catalog for English and Math requirements).
- *4. Admission to Teacher Education is required before enrolling in 3000-4000 level education courses.
- *5. Professional education courses are listed in the order they should be taken.
- *6. See advising sheet and academic advisor for options.
- *7. Internship application must be submitted by posted deadlines.
- *8. An education major must maintain an overall 2.7 GPA.

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Middle Grades Mathematics & Science Advisement Sheet

Name: _____ UWG ID #: _____

Block I	Hours	Grade
CEPD 4101	3	
MGED 4271 *	3	
READ 3262	3	
BIOL 1108L	1	
Block II		
MGED 4265 *	3	
READ 4251	3	
CHEM 1151L	1	
Block III		
MGED 4264 *	3	
READ 4252	3	
Block IV		
MGED 4286 *	9	
MGED 4289	3	

Bold indicates required course

* Course has a field experience

GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____

Regents' Read _____ Write _____
 Core Completed _____
 GACE Basic Skills Assessment _____
 Exemption SAT _____
 ACT _____
 Admission to TE _____

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Middle Grades Mathematics & Science Concentrations ⁵

Professional Education ⁵

SPED 3715 Inclusive Classroom ¹	3
MEDT 3401 Integrating Technology ⁴	3

Mathematics

MATH 3703 Geometry for P-8 Teachers ¹	3
MATH 3803 Algebra for P-8 Teachers I ²	3
MATH 4713 Prob. & Statistics for P-8 Teachers ³	3

Select one of the following: ³ 3

MATH 4753 Trig/Calculus for P-8 Teachers (recommended)

MATH 4773 Number Theory for P-8 Teachers

MATH 4853 An Intro to the History of Mathematics

MATH 4863 Algebra for P-8 Teachers II

MATH 4985 Special Topics in Mathematics

Sciences

BIOL 1108L Principles of Bio II Lab 1

Select one of the following: ³ 4

BIOL 3221 Tax of Flowering Plants & Ferns

BIOL 4241 Entomology

BIOL 3226 Natural History of Vertebrates

CHEM 1151L Lab 1

GEOL 4203 Geology of GA ¹ 3

GEOG 4985 Special Topics ² 3

PHYS 3713 Survey of Physics ² 3

Bold indicates required course.

Notes:

1. Recommended for Block I.
2. Recommended for Block II.
3. Recommended for Block III.
4. Should be taken with or after MGED 4265.
5. Must earn a grade of "C" or higher in all professional education and concentration courses.

**UNIVERSITY OF WEST GEORGIA
MIDDLE GRADES EDUCATION (B.S.Ed.)
MATH/SCIENCE CONCENTRATION
PROGRAM SHEET --- Proposed**

Name: _____

UWG ID #: _____

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	10			Professional Education ^{3,5,6,9}	39		
1. ENGL 1101 ³	3			CEPD 4101 Ed Psychology	3		
2. ENGL 1102 ³	3			MGED 4271 Curriculum	2		
3. MATH 1113 ¹	4			MGED 4271L Curriculum Lab	1		
B. Institutional Priorities	5			SPED 3715 Inclusive Classroom	3		
1. COMM 1110 ^{2,3}	3			READ 3262 Tchg C & P: Rdg Ed	3		
2. ANTH 1100 ²	2			MGED 4265 Instructional Design	2		
C. Humanities/Arts	6			MGED 4265 Instructional Design Lab	1		
1. XIDS 2100 ²	3			MEDT 3401 Integrating Technology ¹⁰	3		
2. ENGL 2100, 2120, or 2130 ²	3			READ 4251 Assess & Correct Rdg Ed	3		
D. Science, Math, Technology	11			MGED 4264 Methods for Sci/Math	2		
1. BIOL 1010 and 1010L ²	4			MGED 4264L Methods for Sci/Math Lab	1		
2. GEOL 2503	3			READ 4252 Lit in Middle School	3		
3. MATH 1634 ^{2,3}	4			MGED 4286 Teaching Internship ⁸	9		
E. Social Sciences	12			MGED 4289 Internship Seminar	3		
1. HIST 1111 or 1112	3			Math ^{3,9}	12		
2. HIST 2111 or 2112	3			MATH 3703 Geo for P-8 Teachers ⁵	3		
3. POLS 1101	3			MATH 3003 Trans to Advanced Math	3		
4. GEOG 1013 ²	3			MATH 4713 Prob & Stat for P-8 Tchrs ⁵	3		
F. Program Related Courses ^{3,4}	16			MATH 2853 Elem Linear Algebra	3		
1. BIOL 1107 Principles of Biology I	3			Sciences ^{3,9}	14		
2. CHEM 1151K Survey of Chem I	3			BIOL 3010 Biology for MGED ⁵	3		
3. BIOL 1107L Prin of Bio I	1			CHEM 1151L Survey of Chem I	1		
4. EDUC 2110 Critical Issues	3			GEOL 4203 Geology of Georgia ⁷	3		
5. EDUC 2120 Diversity	3			GEOL 4103 Dinosaurs ⁷	3		
6. EDUC 2130 Learning and Teaching	3			PHYS 3713 Survey of Physics	3		
Note: Area F restricted to 1000-2000 level							
Total Core Curriculum	60						
				Total Professional Education	39		
G. Physical Education	3			Total Content	25		
1. PWLA 1600	2			Total Core Curriculum	60		
2. Activity Course	1			Total Program (excluding Area G)	124		

• **Program Notes:**

1. MATH 1113 recommended to prepare for GACE Basic Skills Assessment.
2. To ensure the most appropriate preparation, students are strongly advised to take the courses listed and to see an advisor every semester.
3. A grade of C or better is required in all program related professional education and upper level content courses (see catalog for English and Math requirements).
4. Courses in Area F are required prerequisites for courses in the Professional Sequence.
5. Admission to Teacher Education is required before enrolling in 3000-4000 level education courses.
6. Professional education courses are listed in the order they should be taken.
7. See advising sheet and academic advisor for options.
8. Internship application must be submitted by posted deadlines.
9. An education major must maintain an overall 2.7 GPA.
10. Prerequisite required may be chosen from: CISM 2201, CS 1020, CS 1030 or MEDT 2401 (exemption test available).
Also acceptable is CS 1000 from Georgia Highlands College.

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

College of Education
University of West Georgia

Middle Grades Mathematics & Science Advisement Sheet

Name: _____ UWG ID #: _____

Block I	Hours	Grade
CEPD 4101	3	
MGED 4271	2	
MGED 4271L	1	
READ 3262	3	
Block II		
MGED 4265	2	
MGED 4265L	1	
READ 4251	3	
CHEM 1151L	1	
Block III		
MGED 4264	2	
MGED 4264L	1	
READ 4252	3	
BIOL 3010	3	
Block IV		
MGED 4286	9	
MGED 4289	3	

Bold indicates required course

GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____
 GPA _____ Date _____

Regents' Read _____ Write _____
 Core Completed _____
 GACE Basic Skills Assessment _____
 Exemption SAT _____
 ACT _____
 Admission to TE _____

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Middle Grades Mathematics & Science Concentrations ³

Professional Education ³

SPED 3715 Inclusive Classroom ¹	3
MEDT 3401 Integrating Technology ²	3

Mathematics

MATH 2853 Elementary Linear Algebra	3
MATH 3703 Geometry for P-8 Teachers	3
MATH 3003 Transition to Advanced Mathematics	3
MATH 4713 Probability and Statistics for P-8 Teachers	3

Sciences

CHEM 1151L Survey of Chemistry I	1
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Geosciences

Select TWO of the following:	6
GEOL 3603 Environmental Geology	3
GEOL 4003 Geomorphology	3
GEOL 4083 Environmental Geochemistry	3
GEOL 4103 Dinosaurs	3
GEOL 4203 Geology of Georgia	3

Physics

PHYS 3713 Survey of Physics	3
------------------------------------	---

Bold indicates required course.

Notes:

1. Recommended for Block I.
2. Should be taken with or after MGED 4265.
3. Must earn a grade of "C" or higher in all professional education and concentration courses.

Course Update Request (Add, Delete, Modify)

Originator

Biology	College of Arts and Sciences	Zot, Henry
Department	College	Originator

Action

 Add
 Modify
 Delete

Modifications

 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

BIOL	3010	Biology for Middle Grades Education
Prefix	Number	Course Title

(Non-credit for biology major or minor.) A course that emphasizes the conceptual basis for the Georgia middle grades life sciences performance standards. This course broadens understanding of the fundamental concepts of animal organ systems, animal physiology, parts and functions of vascular plants, reproduction, and ecological principles. A foundational course in biology is assumed.

Course Catalog Description

3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

BIOL 1107 and BIOL 1107L

Corequisites

Rationale

The purpose of this proposal is to address a need for an upper division biology course focused on the topics that prepares a teacher for meeting the Georgia performance standards for middle grades life sciences. Presently, all of the upper division mathematics and science courses in the Middle Grade Education (MGED) program for math/science concentration are designed specifically for teachers except the biology requirement. Evidence suggests that recent graduates of the MGED program have been more confident in attempting the GACE exam in mathematics than in science. It is hoped that a greater percentage of MGED graduates will opt for the science exam given better preparation specifically in the areas of biology likely to be encountered on the GACE exam.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments

 TEAC Approval Required

College Approvals

Zot, Henry [APPROVED]

Chair, Course Department

Overfield, Denise [REQUIRED]

Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Elman, Rochelle [REQUIRED]

Chair, Undergraduate Academic Programs Committee

FINAL APPROVAL

<p style="text-align: center;">N/A</p> <hr/> <p>Chair, TEAC</p>	<p style="text-align: center;">Aldrich, Michael [REQUIRED]</p> <hr/> <p>Chair, Faculty Senate</p>
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*Master Syllabus
BIOL 3010
Biology for Middle Grades Education*

Prerequisite

Completion of BIOL 1107 and BIOL 1107L

Course Text

- Sadava/Heller/Orians/Purves/Hillis. 2008. LIFE, 8th edition. [REQUIRED.]
- Dzialowski/McGuire/Goodloe/Guild/Glase. 2008. Student Study Guide [HIGHLY RECOMMENDED]
- i-clicker response pad [REQUIRED] -- available in the book store. Must be registered and activated – see syllabus topic ‘Clickers’ below.

Course Description

(Non-credit for biology major or minor.) A course that emphasizes the conceptual basis for the Georgia middle grades life sciences performance standards. This course broadens understanding of the fundamental concepts of animal organ systems, animal physiology, parts and functions of vascular plants, reproduction, and ecological principles. A foundational course in biology is assumed.

Learning Outcomes

With successful completion of this course, a teacher of middle grades science will be able to

- identify and describe the major structures and critical functions of the animal organ systems including digestive, circulatory, respiratory, excretory, endocrine, reproductive and nervous.
- relate the general concept of homeostasis to the functions of epithelial, connective, muscle, and nervous tissues.
- compare and contrast asexual and sexual reproductive mechanisms and strategies of living species.
- identify and describe the major structures of the vascular plant body and the mechanisms required for the transport of nutrients.
- relate fundamental ecological principals to the success of living species.

Attendance Policy

Quizzes will be given during each class. There is no make up for missed quizzes. The quizzes will be answered by the i-clicker response pad only.

Grading

Exams (4)	60%
Comprehensive Final	20%
Quizzes	20%

- All exams will be multiple choice. Four sectional exams and a final comprehensive exam will be given. The lowest grade of the 5 exams will be dropped.
- Quizzes will be multiple choice. Total points for each quiz will be 5.

BIOLOGY 3010

Lecture Topic and Exam Schedule

Date	Topic	Chapter
8/13	The Plant Body	1
8/18	The Plant Body (con't)	1
8/20	Transport in Plants	3
8/25	Transport in Plants (con't) & Reproduction in Flowering Plants	3 & 6
8/27	Reproduction in Flowering Plants (con't)	6
9/1	Plant Nutrition & Regulation of Growth	4
9/3	Exam I	1,3,4,6
9/8	Physiology, Homeostasis, & Temp Regulation	8
9/10	Physiology, Homeostasis, & Temp Regulation (con't)	8
9/15	Animal Hormones	9
9/17	Animal Reproduction	10
9/22	Animal Reproduction (con't)	10
9/24	Animal Development	11
9/29	Exam II	8-11
10/1	Neurons and Nervous Systems (pp 942-947) & Sensory Systems	12 & 13
10/6	Sensory Systems (con't) Last day to withdraw with a W.	13
10/8	Mammalian Nervous System (pp 984-993, 999)	14
10/13	Nutrition, Digestion and Absorption	18
10/15	No Class – Fall Break	
10/20	Circulatory Systems	17
10/22	Circulatory Systems (con't)	17
10/27	Salt and Water Balance and Nitrogen Excretion	19
10/29	Salt and Water Balance and Nitrogen Excretion	19
11/3	Exam III	12-14, 17-19
11/5	Population Ecology	22
11/10	Population Ecology (con't)	22
11/12	Community Ecology	23
11/17	Community Ecology (con't)	23
11/19	Ecosystems & Conservation Biology	24 & 25
11/24	Conservation Biology	25
	December	
12/1	Exam IV	22-25
12/8	Final Exam 5:30 pm – 7:30 pm	comprehensive

Proposed Syllabus**MGED 4264****METHODS FOR INTEGRATING SCIENCE & MATH****Semester Hours** 2**Semester/Year****Time/Location****Instructor****Office Location****Office Hours****Telephone** Direct Line:
Department Line:**Email****Fax**

Online Support CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education.

This course will provide an exploration of techniques and strategies for the effective integrated teaching of science and math and investigations of current issues, practices, and materials in teaching/learning science/math in the middle grades. Course includes in-school field experiences.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*,

our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council of Teachers of Mathematics, National Science Education Standards, National Middle School Association) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. demonstrate skills and knowledge needed to conduct a problem-centered, process-based middle grades integrated science/math program (Tweed, 2009; Stein, Kinder, Silbert, and Carnine, 2005; Eichinger, 2009, Glenn, 2000);

(Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 3, 5, 7; NMSA 1, 5, 7; NSES)

2. describe experiences which demonstrate the inter-relationships among the various areas in the middle grades curriculum (Snapp, 2006; Eichinger, 2009);

(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 7; NMSA 1, 5, 7, 8; NSES)

3. demonstrate a variety of contexts in which specific problem solving skills and unifying conceptual schemes in the biological and physical sciences may be presented and integrated with math (Tweed, 2009; Stein, Kinder, Silbert, and Carnine, 2005; Eichinger, 2009);

(Knowledgeable, Reflective; INTASC 4; NMSA 1, 5; NSES)

4. identify and use appropriate community resources in an integrated math/science program (Tweed, 2009; Stein, Kinder, Silbert, and Carnine, 2005);

(Decision Makers, Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Knowledgeable, Proactive; INTASC 5, 7; NMSA 1, 4, 8; NSES)

5. organize small group and individualized units of study within an integrated math/science program (Tweed, 2009; Stein, Kinder, Silbert, and Carnine, 2005);

(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 7; NMSA 1, 4, 8; NSES)

6. demonstrate the ability to incorporate instructional technology in an integrated math/science program (Brunsell, 2008; Knaupp, Middleton, and Staley, 2002);
(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 7; NMSA 1, 5; NSES)
7. recognize the need to be sensitive toward the use of natural environment as an important resource for integrating math and science skills (Brunsell, 2008);
(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 7; NMSA 1, 5, 8; NSES)
8. select internet-based resources relevant to middle grades science/math education (Brunsell, 2008; Knaupp, Middleton, and Staley, 2002); ;
(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 7; NMSA 1, 5; NSES)
9. explain how to adapt lessons, concepts, and routines to fit the academic needs of all learners regardless of physical, emotional, or mental handicaps, multiple intelligence, or at risk behavior (Stein, Kinder, Silbert, and Carmine, 2005; Cawley and Foley, 2002);
(Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 3, 5, 8; NMSA 3, 5; NSES)
10. contrast how to adapt lessons, concepts, and classroom routines to fit the academic needs of all learners regardless of cultural backgrounds (Cawley and Foley, 2002); and
(Adaptive, Empathetic; INTASC 3; NMSA 3, 5; NSES)
11. describe the importance of teaching and learning mathematics and science in today's classrooms (Tweed, 2009, Brunsell, 2008, Glenn, 2000).
(Empathetic, Knowledgeable; INTASC 1; NMSA 1; NSES)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

- Required Text(s): Eichinger, J. (2005). *Activities for integrating science and mathematics* (2nd ed.). Columbus, OH: Pearson-Merrill-Prentice Hall.
- Bybee, R., Powell, J. C., & Trowbridge, L. W. (2007). *Teaching secondary school science* (9th ed.). Upper Saddle River, New Jersey. Pearson.
- Foliotek* – current subscription required; foliotek@westga.edu
- Cothron, J., Giese, R. N., & Rezba, R. J. (2006). *Students and research: Practical strategies for science classrooms and competitions*. Dubuque, Iowa: Kendall Hunt Publishing Company.

(Check out from instructor)

Suggested Resources:

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: National Council of Teachers of Mathematics.

National Research Council. (1995). *National science education standards*. Washington, DC

Instructional Resources:

Journal of Computers in Mathematics and Science Teaching

Journal of Research in Mathematics Education

Journal of Research in Science Teaching

Mathematics Teaching in the Middle School

School Science and Mathematics

Science and Children

Science Scope

Science Education

The Science Teacher

Teaching Children Mathematics

References:

Brunsell, E., (Ed.). (2008). *Readings in science methods, K-8*. Arlington, VA: NSTA Press.

Cawley, J. F., & Foley, T. (2002). Connecting math and science for all students. *Teaching Exceptional Children*, 34(4):14-19.

Eichinger, J. (2009). *Activities linking science with math 5-8*. Arlington, VA: NSTA Press.

Glenn, J., Chairman. (2000). *Before it's too late: A report to the nation from the National Commission on Mathematics and Science Teaching for the 21st Century*. Jessup, MD: U.S. Department of Education.

Flores, A., Knaupp, J., Middleton, J. A., & Staley, F.A. (2002). Integration of Technology, Science, and Mathematics in the Middle Grades: A Teacher Preparation Program. *Contemporary Issues in Technology and Teacher Education*, 2(1), 31-39.

Snapp, J. (2006). *Implementing curriculum integration in standards-based middle schools – the principal's role*. Westerville, OH: National Middle Schools Association.

Stein, M., Kinder, D., Silbert, J., & Carnine, D. (2005). *Designing effective mathematics instruction: A direct instruction approach* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Tweed, A. (2009). *Designing effective science instruction*. Arlington, VA: NSTA Press.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**Assignments**

All activities must be word processed using a standard 12 pt font and 1-inch margins on all sides unless otherwise indicated. **Assignments are due as indicated.** Failure to meet assigned due dates may result in

grade reduction. Computer problems, printer problems, etc. are not acceptable reasons for late work. Plan ahead so that if you have technology or other problems you have time to make adjustments.

1. **Unit Plan. 150 points**
Develop an integrated science and math unit consisting of at least five lessons.
Objectives 5, 9, 10, Decision Maker, Life Long Learner, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective, Leaders, Adaptive
2. **Foliotek. 100 points**
For the standards listed in Foliotek, upload artifacts accompanied by your written reflections describing how each artifact demonstrates your mastery of the associated standard.
Objectives 2, 9, 10, Life Long Learner, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective, Adaptive
3. **Text and other weekly assignments. 200 points**
Complete assignments in the texts, short written assignments, quizzes, and website assignments. Expect to turn these in, however, some assignments may not be turned in for a grade.
Objectives 1-11, Decision Maker, Life Long Learner, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective, Leaders, Adaptive
4. **Article Reviews. 100 points**
These will involve weekly reading from current professional journals. Specific publications will be provided along with a form for article summaries.
Objectives 2, 3, 4, 11, Decision Maker, Life Long Learner, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective, Leaders
5. **Demonstration/Lesson. 100 points**
Each student will conduct a class lesson centered around one of the activities in the AISM text.
Objectives 3, 7, 8, 9, 10; Decision Maker, Life Long Learner, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective, Leaders, Adaptive
6. **Interdisciplinary Project. 100 points**
This project will involve application of science and mathematics in the investigation of a selected problem. Students will present a summary of the investigation and its results.
Objectives 2, 4, 6, 7, 11, Decision Maker, Life Long Learner, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Adaptive
7. **Final Examination. 150 points**
The final exam will be completed in class on the night designated for this course. It will be a comprehensive exam covering all aspects of the course.
Objectives 1-11, Decision Maker, Life Long Learner, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective, Leaders, Adaptive
8. **Participation. 100 Points**
Your full participation is expected for this class. As a developing professional, you should plan to be on time, present for the entire class, and a contributing member of the class. See the information regarding point deductions under Class Policies – Participation. These deductions include tardies and absences related to FE.

Objectives 1–11, Decision Maker, Life Long Learner, Collaborative, Proactive, Leaders, Adaptive

You will be evaluated during the following situations: (1) individual and small group work, (2) whole class discussion with an emphasis on student interaction, (3) tests, (4) student presentations, (5) reading/writing. A summary of all formally evaluated assignments is given below with a place for you to record the date on which the item was submitted and the grade received.

Assignments, Assessments, and Grading Summary

ASSIGNMENT	POINT VALUE	ASSESSMENT METHOD	DATE DUE	DATE TURNED IN	GRADE
Unit	150	Rubric			
Foliotek	100	Checklist			
Text and Other Weekly Assignments	200	Points, Rubrics, Checklists			
Article Reviews	100	Checklist			
Demonstration/Lesson Presentation	100	Rubric			
Interdisciplinary Project	100	Rubric			
Final Exam	150	Points			
Course Participation	100	Points			
TOTAL	1000				

Point Values for Final Grading

A = 900-1000 pts B = 800-899 pts C = 700-799 pts D = 600-699 pts F = below 600 pts.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: A portion of your course grade is based on participation and point deductions will result for absences and for any tardy in excess of 15 minutes. All students are expected to be on time and to attend all of each class. Being prompt is a courtesy to your colleagues and your professor and are indicative of your development of a professional attitude. Absences that are not "excused" will result in a 5 point/absence deduction from this section of your grade. "Excused" applies to absences for personal or immediate family illness. A doctor's note is needed for documentation of illness. Attendance of a funeral for immediate family can also be excused, but must be documented by a program from the service. Illness or funeral absences must be documented immediately upon return to class. The instructor should be notified prior to class if at all possible. Each tardy of more than 15 minutes will also result in a 5 point/tardy deduction from this section of the course grade. Repeated absences/tardies will indicate a need for a conference with the course professor.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Students are expected to prepare by reading and/or completing assigned items *prior* to class and participate *fully* in class activities and discussions. There are no provisions for extra credit, nor can work from any other class substitute for any portion of the assignments listed above.

Late Work: Students are expected to submit assignments on the dates assigned. There is no provision for acceptance of late work. At the course professor's discretion late work may be accepted and if accepted a grade penalty may be assigned.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools. Professionalism includes, but is not limited to, the following behaviors:

- a) Participating in interactions and class activities in a positive manner;
- b) Collaborating and working equitably with classmates;
- c) Turning in assignments on time;
- d) Arriving to and leaving class punctually;
- e) Treating classmates, colleagues, and the instructor with respect in and out of the classroom;
- f) Eliminating interruptions in class. This includes cell phones, beepers, talking out of turn, or while others are talking, etc.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. A second violation will result in departmental review, and the student may be removed from the program.

The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in the disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from the class, or dismissal on disciplinary grounds, must be preceded by a disciplinary action or hearing as provided for in the University of West Georgia Student Handbook.

The term "prohibited acts" would include behavior prohibited by the instructor verbally (e.g. no smoking, no eating; speaking without being called on, refusing to be seated or refusal to change seats when directed by the instructor, refusing to leave when directed, or leaving or entering the room without authorization) or contained in the syllabus (e.g. tardiness, absenteeism, cell-phones). This provision is not intended to be used as a means to punish classroom dissent or for open discourse of ideas. The lawful expression of a disagreement with the teacher is not in itself "disruptive" behavior.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Students in this course should rely on email communications through CourseDen for matters related to the course.

CLASS OUTLINE

8/14/09	Print the syllabus from CourseDen	Course introductions Intro to basic problem solving Research based instruction
8/21/09	Due: S & R Chapter 1 Due: MP&P Chapters 2 and 3	Experimental design - inquiry in science/math Controlling variables in an investigation
8/28/09	Due: S & R Chapter 2 Due: MP&P Chapters 4 and 5	National and state standards Intro to Unit Plan Experimental ideas and experimental design
9/04/09	Due: S & R Chapter 3 and 4; ideas for interdisciplinary investigation Due: MP&P Chapters 6 and 7	What is assessment and why is it important? Lesson Plans – Stage 3; Practice lesson plan
9/11/09	Due: Practice lesson plan	Review of practice lesson plans Instructional strategies AISM assignments
9/18/09	Due: Science Scope /Math in MS Article Due: MP&P Chapters 8-10	NASA Guest Speaker
9/25/09	Due: Science News Article Due: MP&P Chapters 11 and 12	Website reviews Analyzing experimental data
10/2/09	Due: S&R Chapter 10 – 12 Due: Science Scope /Math in MS Article	Effective laboratory investigations and demonstrations “Dr. A. Sensational Science Show” in TLC
10/09/09	Due: Problem statement and plan for investigation Due: Science Scope/Math in MS Article	Analyzing experimental data Present problem statements and plan
10/23/09	Due: Unit Plan Due: Science Scope/Math in MS Article	TI Guest Speaker Inductive/deductive problems solving
10/30/09	Due: Science Scope/Math in MS Article	3 Activities Integrating Science & Math (AISM) Presentations
11/06/09	Due: Science Scope/Math in MS Article	Math/sci integration in previous presentations 3 AISM Presentations
11/13/09	Due: Science Scope/Math in MS Article	Math/sci integration in previous presentations 3 AISM Presentations
11/20/09	Due: Science Scope/Math in MS Article	Math/sci integration in previous presentations 3 AISM Presentations
12/04/09	-----	Math/sci integration in previous presentations

		2 AISM Presentations Interdisciplinary Project Presentations
12/11/09	Prepare for Final Examination	Interdisciplinary Project Presentations Final Examination

Proposed Syllabus

MGED 4264L

METHODS FOR INTEGRATING SCIENCE AND MATH LAB

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4264.

This course consists of the field experience that accompanies MGED 4264.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
4. follow the directions of the professor of MGED 4264 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

Suggested Text(s)

Instructional Resources

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design.* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4264.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4264 and the assigned supervisor for

11-16-09

this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4264. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

CLASS OUTLINE

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Proposed Syllabus

MGED 4265

INSTRUCTIONAL DESIGN AND CLASSROOM MANAGEMENT IN THE MIDDLE SCHOOL

Semester Hours 2

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone Direct Line:
 Department Line:

Email

Fax

Online Support CourseDen Home Page
 <https://westga.view.usg.edu/>

 CourseDen Help & Troubleshooting
 <http://www.westga.edu/~distance/webct1/help>

 UWG Distance Learning
 <http://distance.westga.edu/>

 UWG On-Line Connection
 <http://www.westga.edu/~online/>

 Ingram Library Services
 <http://westga.edu/~library/info/library.shtml>

 University Bookstore
 <http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Credits: 2.00

This course will address the principles and techniques of planning and teaching with attention to differentiated instructional design and assessment and evaluation techniques to be used with middle grade learners. Students will plan lessons and units of study for middle level learners that apply the principles of differentiated instruction and a variety of assessment formats. In addition, this course will include an exploration and examination of approaches of instructional management of learners, resources, and learning activity. Techniques for integrating various approaches to classroom discipline into instructional management will be developed. Field experience required. Admission to Teacher Education required.

Lecture: 2.00 Lab: 1.00**College:** College of Education**Department:** Curriculum and Instruction**Pre-requisites:** Teacher Education Admission TE.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (INTASC and NMSA) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. develop a basic understanding of the concept of differentiated instruction and strategies to differentiate content, process, and product according to student readiness, interest, and learning profile (Cooper, 1999; Tomlinson 2001, 1999; Tomlinson & Cunningham-Eidson, 2003; National Middle School Association, 2010);

(Adaptive, Culturally Sensitive, Knowledgeable, Reflective, Empathetic; INTASC 1; NMSA 1, 5)

2. demonstrate the skills of planning, developing, and implementing differentiated instructional strategies in a middle grades classroom (Carnegie Foundation, 1988; Cooper, 1999; Tomlinson 2001, 1999; Tomlinson & Cunningham-Eidson, 2003);

(Decision Makers, Adaptive, Culturally Sensitive, Knowledgeable, Reflective; INTASC 3, 6; NMSA 1, 4, 5)

3. demonstrate a basic understanding of the relationship of learning theory, psychological foundations, and developmental concepts to instruction (Alexander & George, 2003; Bloom, Englehart, Furst, Hill, & Krathwohl, 1956; Cooper, 1999; National Middle School Association, 2010);

(Knowledgeable; INTASC 1; NMSA 5, 7)

4. develop an understanding of a variety of assessment and evaluation strategies, appropriate for a differentiated middle grades classroom, to assess student readiness, interests, and learning profile and a variety of assessment and evaluation strategies to assess and evaluate student acquisition of knowledge, skills, and understandings (Combs & Snygg, 1959; Cooper, 1999; Granlund & Linn, 1990; Tomlinson & Cunningham-Eidson, 2003; Tomlinson 2001, 1999; Wiggins & McTighe, 1998; Wlodkowski, 1984);

(Knowledgeable, Adaptive, Reflective; INTASC 2, 8; NMSA 3, 5)

5. demonstrate the skills of planning and designing an assessment and evaluation plan in a middle grades differentiated classroom (Cooper, 1999; Granlund & Linn, 1990; National Middle School Association, 2001; Tomlinson & Cunningham-Eidson, 2003; Wiggins & McTighe, 1998);

(Decision Makers, Adaptive, Culturally Sensitive, Knowledgeable; INTASC 1, 3, 6, 8; NMSA, 3, 5)

6. demonstrate the skills of planning, developing, and implementing differentiated instructional strategies based on practical knowledge of brain-based, multiple intelligence and learning styles at an introductory level (Armstrong, 1994; Bloom, Englehart, Furst, Hill, & Krathwohl, 1956; Cooper, 1999, Tomlinson 2001, 1999; Tomlinson & Cunningham-Eidson, 2003);

(Decision Makers, Adaptive, Knowledgeable; INTASC 2, 3, 4; NMSA 1, 5)

7. develop skills and strategies related to establishing an effective learning environment and managing the classroom (Cooper, 1999; Davidson, 1991, Glasser, 1998; Obidah & Manheim Teel, 2001; Purkey & Strahan, 2002; Tomlinson & Cunningham-Eidson, 2003);

(Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 2, 5; NMSA 1, 5)

8. analyze and prescribe classroom management strategies to solve problems embedded in case studies (Cooper, 1999; Glasser, 1998; Silverman, Welty, & Lyon, 1996; Tomlinson & Cunningham-Eidson, 2003, Van Hoose and Strahan, 1988; Wong & Wong, 1998);

(Decision Makers, Leaders, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 1, 3, 4; NMSA 1, 5)

9. develop an understanding of major concepts, principles, and research related to working collaboratively with family and community members (Alexander & George, 2003; Baenen, 2005; National Middle School Association, 2010, National Middle School Association, 2003); and

(Knowledgeable, Adaptive, Collaborative, Culturally Sensitive; INTASC 10; NMSA 6, 7)

10. understand the complexity of teaching young adolescents in their role as a middle school professional in advisory, teaming, interdisciplinary planning, and as a reflective agent of change (Alexander & George, 2003; Bishop & Allen-Malley, 2004; Dickinson & Erb, (Eds.), 1997; Erb, T.O. (Ed.), 2005; Lounsbury, 1985; National Middle School Association, 2010; Stevenson, 1992).

(Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Leader; INTASC 9, 10; NMSA 7)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

- Required Text(s): Cooper, J. M. (2003). *Classroom teaching skills* (8th ed.). NY: Houghton Mifflin.
- Tomlinson, C. A., & Cunningham-Eidson. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Foliotek. (For ordering information, if you do not already have Foliotek, email professor.)
- University of West Georgia teacher education student handbook.*
Available at <http://coe.westga.edu/Students/TCFP/documents.asp>
- Suggested Text(s): Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher* (2nd ed.). Sunnyvale, CA: Wong Publications.

References:

- Algozzine, B., & Kay, P. (Eds.). (2002). *Preventing problem behaviors*. Thousand Oaks, CA: Corwin Press, Inc. and the Council for Exceptional Children.

- Alexander, W., & George, P. (2003). *The exemplary middle school*. New York: Holt, Rinehart and Winston.
- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Baenen, J. (2005). *HELP: How to enjoy living with a preadolescent*. Westerville, OH: National Middle School Association.
- Beane, J. A. (1993). *A middle school curriculum: From rhetoric to reality* (2nd ed.). Columbus, OH: National Middle School Association.
- Bishop, P., & Allen-Malley, G. (2004). *The power of 2: Partner teams in action*. Westerville, OH: National Middle School Association.
- Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives. Handbook 1: Cognitive domain*. New York: Carnegie Foundation.
- Carter, C. (2010). *Success in middle school: A transition road map*. Denver, CO: Lifebound.
- Cooper, J.M. (2003). *Classroom Teaching Skills* (8th ed.). NY: Houghton Mifflin.
- Cushner, K. (1999). *Human diversity in action: Developing multicultural competencies for the classroom*. Boston, MA: McGraw Hill.
- Dickinson, T., & Erb, T. (Eds.). (1997). *We gain more than we give: Teaming in middle schools*. Columbus, OH: National Middle School Association.
- Eichhorn, D. (1966). *The middle school*. New York: The Center for Applied Research in Education, Inc.
- Erb, T. O. (Ed.). (2005). *This we believe in action: Implementing successful middle level schools*. Westerville, OH: National Middle School Association.
- Erb, T. O. (2001). *This we believe ... And now we must act*. Columbus, OH: National Middle School Association.
- Faber, S. (2001). *Middle school: living in the fast lane: If these are the kids, who should the adults be and how do we teach them?* Roswell, GA: Georgia Middle School Association.
- Fenwick J. (1987). *Caught in the middle*. Sacramento: California State Department of Education.
- Freeman, L., & Gregory, L. (1988). *The middle grades*. Needham Heights, MA: Ginn.
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- Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wild, M., Mayeaux, A., & Edmonds, K. (2008). *Team Work: Setting the standard for collaborative teaching grades 5-9*. Westerville, OH: National Middle School Association.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher* (2nd ed.). Sunnyvale, CA: Wong Publication

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

- Assignment 1: Students will reflect on course readings and field experiences. (30 points)
(Course Objectives 7-10)
- Assignment 2 : Students will develop a differentiated instruction plan. (25 points)
(Course Objectives 1-3, 6)
- Assignment 3 : Students will develop a balanced assessment plan appropriate for a differentiated classroom. (25 points)
(Course Objectives 3-5)
- Assignment 4 : Students will complete a final exam. (10 points)
(Course Objectives 1-10)
- Assignment 5 : Students will submit artifacts and reflections to Foliotek or other portfolio system. (10 pts)

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Reflections	30	Rubric	See Course Calendar.
2. Differentiated Instruction Plan	25	Rubric	See Course Calendar
3. Balanced Assessment Plan	25	Rubric, Traditional	See Course Calendar
4. Final Exam	10	Traditional	See Course Calendar
5. Portfolio Artifacts and Reflections	10	Rubric	See Course Calendar

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Field Experience:

Successful completion of the field experience is the minimum expectation for passing this course. Failure in the field experience will result in failure of this course.

11-16-09

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Field Placement Policy

- 5.4. ***DISCONTINUATION POLICY*** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*

2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

CLASS OUTLINE

Class Session	Class Activities/Topics	Assignments Due
Week 1	Course Introduction, Review Understanding by Design, Stage 1	
Week 2	Understanding by Design Stage 2, Assessment	Lesson Plan for Pre-Assessment
Week 3	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment	
Week 4	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment ; Test Design and Bloom's Taxonomy	Reflections
Week 5	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment ; Test Design and Bloom's Taxonomy Balanced Assessment Plan	
Week 6	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment ; Performance Assessment	
Week 7	Understanding by Design Stage 2, Assessment, Evaluation and Balanced Assessment ; Informal/Self Assessment	
Week 8	Classroom Management	Balanced Assessment Plan; Reflections
Week 9	Classroom Management/Collaborating with parents	Reflections
Week 10	Differentiation Overview	Reflections
Week 11	Differentiation : Learner Profile – Multiple Intelligences, Learning Style, Cognitive Styles	
Week 12	Differentiation : Content	
Week 13	Differentiation : Process	
Week 14	Differentiation : Product ; Analysis of Differentiated Unit	Field Experience Reflections
Week 15	Differentiation and Classroom Management ; Analysis of Differentiated Unit	Differentiated Instruction Plan
Week 16	Final Exam	Final Exam and Portfolio Artifacts/Reflections

Proposed Syllabus

MGED 4265L

**INSTRUCTIONAL DESIGN AND CLASSROOM MANAGEMENT IN THE MIDDLE
SCHOOL LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support:

CourseDen Home Page

<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4265.

This course consists of the field experience that accompanies MGED 4265.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
4. follow the directions of the professor of MGED 4265 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

Suggested Text(s)

Instructional Resources

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design.* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4265.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience

also involves communicating with the professor for MGED 4265 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4265. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

CLASS OUTLINE

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Proposed Syllabus**MGED 4271****MIDDLE GRADES CURRICULUM****Semester Hours** 2**Semester/Year****Time/Location****Instructor****Office Location****Office Hours****Online Hours****Telephone** Direct Line:
 Department Line:**Email****Fax**

Online Support CourseDen Home Page
 <https://westga.view.usg.edu/>

 CourseDen Help & Troubleshooting
 <http://www.westga.edu/~distance/webct1/help>

 UWG Distance Learning
 <http://distance.westga.edu/>

COURSE DESCRIPTION

Exploration of curriculum and nature of the learner for the middle grades and the identification of processes for developing relevant curriculum components, including career awareness, for the pre-adolescent in today's society. Two days each week will be spent with assigned field experiences. Prerequisite: Requires admission to teacher education. A practicum/internship fee will be charged.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Middle School Association, NMSA; Interstate New Teacher Assessment and Support Consortium, INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. identify the historical forces from which the junior high and middle school evolved and the guiding principles of the middle school philosophy (Freeman & Gregory, 1988; Lounsbury, 1984; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 3,4,5,6,7)
2. identify instructional procedures and organizational patterns appropriate to middle grades education (Alexander & George, 1981; Lounsbury, 1982; Lounsbury, 1984; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4,8; NMSA 3,4,5,6,7)
3. identify the diverse characteristics of the early adolescent learner and apply the implications to the structure of middle grades education (Eichhorn, 1966; Elkind, 1981; Fenwick, 1987; Freeman & Gregory, 1988; Lounsbury, 1982; Messick & Reynolds, 1992; Van Hoose & Strahan, 1988);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,4; NMSA 2,3,4,5,6,7)
4. analyze and practice the processes employed in planning interdisciplinary curriculum designs for the middle grades (Erb & Doda, 1989; Messick & Reynolds, 1992; Vars, 1987);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 5,6; NMSA 3,4,5,6,7)

5. describe the function of the middle grades teacher as an exploratory instructor (Alexander & George, 1981; Freeman & Gregory, 1988; Messick & Reynolds, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4,9; NMSA 3,4,5,6,7)

6. describe the function of the middle grades teacher as an advisor to students (Alexander & George, 1981; Freeman & Gregory, 1988; Hornbeck, 1989; Lounsbury, 1982; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,3,8,9; NMSA 2,3,4,5,6,7)

7. identify and apply the skills necessary to work as a member of a middle grades teaching team (Alexander & George, 1981; Freeman & Gregory, 1988; Messick & Reynolds, 1992; Stevenson, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 2,3,4,5,6,7)

8. identify diversity factors (including: cultural, racial, gender, and inclusion of those with special needs) found in middle level classrooms, apply those factors to middle grades concepts and the development of integrated instructional units (Fenwick, 1987; McNeil, 1990; Welton & Mallan, 1992);

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 1,2,3,4,5,6,7)

9. discuss elements of effective classroom management appropriate to middle level learners. (Canter, 1992; Purkey & Novak, 1996; Purkey & Strahan, 1986; Van Hoose & Strahan, 1988); and

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 1,2,3,4)

10. complete field experiences during which they will identify topics, instructional procedures, and curriculum patterns discussed in this course. Students will also be expected to participate in activities designed to further their insight into the diverse developmental (cognitive, social, emotional, physical, and moral) characteristics of early adolescents.

(Lifelong Learners, Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 1,2,3,4; NMSA 1,2,3,4,5,6,7)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) *Please list or write "none" if there is no required text*

Suggested Text(s) *If applicable*

Instructional Resources *If applicable*

References

- Alexander, W., & George, P. (2003). *The exemplary middle school*. New York: Holt, Rinehart and Winston.
- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Baenen, J. (2005). *HELP: How to enjoy living with a preadolescent*. Westerville, OH: National Middle School Association.
- Beane, J. A. (1993). *A middle school curriculum: From rhetoric to reality-2nd edition*. Columbus, OH: National Middle School Association.
- Bishop, P., & Allen-Malley, G.(2004). *The power of 2: Partner teams in action*. Westerville, OH: National Middle School Association.
- Carter, C. (2010). *Success in middle school: A transition road map*. Denver, CO: Lifebound.
- Cushner, K. (1999). *Human diversity in action: Developing multicultural competencies for the classroom*. Boston, MA: McGraw Hill. Jackson, A.W., & Davis, G.A. (2001). *Turning points 2000: Education adolescents for the 21st century*. Columbus, OH: National Middle School Association
- Dickinson, T., & Erb, T. (Eds.). (1997). *We gain more than we give: Teaming in middle schools*. Columbus, OH: National Middle School Association.
- Eichhorn, D. (1966). *The middle school*. New York: The Center for Applied Research in Education, Inc.
- Erb, T.O. (Ed.). (2005). *This we believe in action: Implementing successful middle level schools*. Westerville, OH: National Middle School Association.
- Erb, T.O. (2001). *This we believe ... And now we must act*. Columbus, OH: National Middle School Association.
- Faber, S. (2001). *Middle school: living in the fast lane: If these are the kids, who should the adults be and how do we teach them?* Roswell, GA: Georgia Middle School Association.

- Fenwick J. (1987). *Caught in the middle*. Sacramento: California State Department of Education.
- Freeman, L., & Gregory, L. (1988). *The middle grades*. Needham Heights, MA: Ginn.
- Giannetti, C. & Sagarese, M. (2007). *Keep cliques and bullies from invading your school*. Westerville, OH: National Middle School Association.
- Gollnick, D., & Chinn, P. (1990). *Multicultural education in a pluralistic society* (3rd. ed). New York, NY: Merrill.
- Gunter, M. A., Estes, T. H., & Schwab, J. (1999). *Instruction: A models approach* (3rd ed). Boston, MA: Allyn and Bacon.
- Hawkins, M. L., & Graham, M. G. (1994). *Curriculum architecture: Creating a place of our own*. Columbus, OH: National Middle School Association.
- Jackson, A., & Davis, G. (2001). *Turning points 2000: Educating adolescents in the 21st Century*. Westerville, OH: National Middle School Association.
- Joyce, B., & Weil, M., & Calhoun, E. (2000). *Models of teaching* (6th ed). Boston, MA: Allyn and Bacon.
- Lounsbury, J. (1985). *An agenda for excellence at the middle level*. Reston, VA: National Association of Secondary School Principals.
- Lounsbury, J. (Ed.). (1984). *Perspectives: Middle school education, 1964 - 1984*. Columbus, OH: National Middle School Association.
- Manning, L. (1993). *Developmentally appropriate middle level schools*. Olney, MD: Association for Childhood Education International.
- Manning, L., & Baruth, L. (1995). *Students at risk*. Boston, MA: Allyn and Bacon.
- McEwin, C., & Thomason, J. (1989). *Who they are, how we teach: Early adolescents and their teachers*. Columbus, OH: National Middle School Association.
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- National Middle School Association. (2001). *No child left behind: Implications for middle level learners*. Columbus, OH: National Middle School Association.
- Obidah, J., & Manheim Teel, K. (2001). *Because of the kids: Facing racial and cultural differences in schools*. New York, NY: Teachers College Press.
- Payne, R. (2004). *A framework for understanding poverty*. Highlands, TX: Aha-Process.
- Purkey, W., & Strahan, D. (2002). *Inviting positive classroom discipline*. Westerville, OH: National Middle School Association.
- Putnam, J. (1997). *Cooperative learning in diverse classrooms*. Columbus, OH: Merrill.
- Ricken, R. (2007). *The middle school years: Love me when I am most unlovable*. Westerville, OH: National Middle School Association.
- Roberts, P. L., & Kellough, R. D. (2008). *A guide for developing interdisciplinary thematic units* (4th ed). New York, NY: Pearson.
- Rottier, J., Woulf, T., Bonetti, D., & Meyer, E. (2009). *Teaming and advisory: Perfect partners*. Westerville, OH: National Middle School Association.
- Springer, M. (2006). *Soundings: A democratic student-centered education*. Westerville, OH: National Middle School Association.
- Stevenson, C. (1992). *Teaching ten to fourteen year olds*. New York: Longman.
- Van Hoose, J., & Strahan, D. (1988). *Young adolescent development and school practices: Promoting harmony*. Columbus, OH: National Middle School Association.
- Vars, G. (1987). *Interdisciplinary teaching in the middle grades*. Columbus, OH: National Middle School Association.
- Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wild, M., Mayeaux, A., & Edmonds, K. (2008). *Team Work: Setting the standard for collaborative teaching grades 5-9*. Westerville, OH: National Middle School Association.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Journal Article Summaries/Reflections. Students will read journal articles from the National Middle School Association journals or state journals such as Georgia Middle School Association. Students will summarize and reflect in written papers. (Course objectives 3, 5, 6, 8, 9)

2. Textbook Chapter Summaries. Students will summarize textbook chapters in written or verbal communication. (Course objectives – 1-9).
3. Field Experience Reflections. Students will complete written reflections related to their field experience and course objectives (Course objectives 1-10).
4. Integrated Unit. Students will collaborate with classmates to develop an integrated unit that reflects integrated curriculum appropriate for middle schools. (Course objectives 2, 3, 4, 7, 8).
5. Portfolio. Students will share portfolio artifacts and reflections representing their work during the semester. The portfolio assignment will include a “Philosophy of Education” artifact to be modified in subsequent semesters. (Course objectives 1-10).

Evaluation Procedures

[To be inserted by individual instructors] with the following statement

Successful completion of field experience during the semester is required to pass this course. See the Field Experience Discontinuation Policy below.

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

Official Policy Regarding Field Placements:

5.4.DISCONTINUATION POLICY [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*
2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

Extra Credit, Late Work, Professional Contact, and Attendance to be added based on instructor discretion:

CLASS OUTLINE

Please list class topics, activities, and assignments in a list or table by class session. This is just an example; these outlines will be very individualized.

Note - the following calendar is simply an example of a calendar for this course- my calendar this is in the Fall of 2009.

Module	Format	Topics	Assignment/Work /Due Note – textbook readings for a given module week should be completed <i>before</i> coming to class; thus “This We Believe” should be read prior to Aug. 25. Note – assignment dropbox, work always due Sunday midnight or 11:59 P.M. during the weekly module; All modules are Monday-Sunday
1: Aug. 17-23	Face to Face (F2F)	Review of Course; Introduction to middle school/Blocks	“This We Believe” – all Chapter 1 Summary by Sunday 11:59 P.M. (Dropbox)
2: Aug. 24-30	Face to Face (F2F)	Field Placement Information M and W	
3: Aug. 31 – Sep. 6	Monday – no class- Holiday Wednesday -F2F	Adolescent Development; journal article sharing;	“Teaching in the Middle”, Chapter 2 Bring to class Wednesday a journal article summary and copy of article according to directions provided last Wednesday; Journal article #1 summary and reflection to dropbox by Sunday midnight
4: Sep. 7-13	F2F	Understanding by Design (Ubd) lesson planning, Stage 1-	Bring to class Monday and Wednesday a printed

		Unpacking the Standards; Lesson Plan template; Review of sample lesson plans and cooperative group practice	copy of the power points for note-taking (located in module 4 of course page);
5: Sep. 14-20	F2F	Review of Unit of Study Assignment requirements; Distribution and review of field placement reflections;	Assignment Dropbox: Lesson plan developed utilizing UbD and lesson plan template by a group of 2-3 classmates. Please be sure everyone's name is on the document – only one person submits for the group. (Participation grade) Proof of Professional Liability Insurance due Monday
6: Sep. 21-27	F2F	Review of Foliotek Assignment requirements and required purchase of Foliotek; Guidance in the Middle – Teacher Advisors and Advisory Programs in the middle Power Point and CD “In Action” video clips	“Teaching in the Middle...”, Chapter 3; Review “This We Believe” – Characteristics of Developmentally Responsive middle schools-“An adult advocate for every student” and “schools provide comprehensive guidance and support services” Summary and Reflection on both texts and CD video clips due to assignment dropbox Sunday midnight
7: Sep. 28-Oct. 4	F2F	The Middle School Curriculum – Core and “Connections”; High	“Teaching in the Middle...”, Chapter 4 and 5; Review “This

		Expectations for All and Integrative/Exploratory	<p>We Believe”, Characteristics of Developmentally Responsive middle schools – “High Expectations for All” and “schools provide curriculum that is challenging, integrative and exploratory”</p> <p>Summary and Reflection on both texts and CD video clips due to assignment dropbox Sunday midnight</p>
8: Oct. 5 - 11	F2F	Assessment	<p>Read “Teaching in the Middle...”, Chapter 8</p> <p>Summary and Reflection on text and CD video clips due to assignment dropbox Sunday midnight</p> <p>Article #2 summary and reflection related to integrated curriculum, inclusion of exploratories, or high expectations for all due Sunday midnight to dropbox</p>
9: Oct. 12-18	Online – no F2F meetings – Dr. Nazzal attending a conference, “Project Citizen” in Miami	Independent Work on Unit of Study Assignment; visit the TMC for materials related to your topic or theme; investigate the Internet and journals for lesson ideas related to your topic/theme	<p>“Teaching in the Middle...”, Chapter 6 and review “This We Believe” – “Schools provide varied teaching and learning approaches”</p> <p>Select a topic or theme with unit partners and create an</p>

			<p><i>initial</i> planning map according to directions provided under course content/tools; All group members are expected to participate in the development of this map.</p> <p>Be prepared next week to discuss Chapter 6 of “Teaching in the Middle”, but reflection document not required</p>
10: Oct. 19-25	F2F	<p>Planning and Implementing Instruction to meet the needs of diverse learners; Teaming</p>	<p>“Teaching in the Middle...”, Chapter 7 and review “This We Believe” – “Schools provide flexible organizational structures”</p> <p>Bring to Monday class a copy of your unit planning map to share with others – participation grade. Revise based on suggestions.</p> <p>Continue independent work with partners on the unit of instruction.</p> <p>Summary and Reflection on both texts and CD video clips due to assignment dropbox Sunday midnight</p>
11: Oct. 26-Nov. 1	F2F	Classroom	Chapter 9

		Management and school wide anti-bullying , health/safety; Copied article from This We Believe in Action to be provided for next week's work	Article Summary/Reflection #3 due Sunday 11:59 P.M. to assignment dropbox . Articles will be provided for you to select from for this assignment.
12: Nov. 2-8	F2F	Monday - Middle School Education in Perspective: The Way It IS & The Way It Could BE; Wednesday – Philosophy of Education preliminary work	Read Article Provided Last Week and be prepared to discuss in class Monday. Article Summary # 4 and Reflection due Sunday Midnight to dropbox
13: Nov. 9 – 15 NCSS Conference	Online- no class Monday or Wednesday	Continue to work on unity of study	Unit of Study due to dropbox Sunday 11:59 P.M.
14: Nov. 16-22	F2F Monday F2F Wednesday – lab to be announced	Unit Presentations Monday and Wednesday	Group presentations of unit of study – Monday; Field Experience Reflections Due Wednesday –bring to class
15: Nov. 23-29	F2F Monday – lab to be announced No class Wednesday	Closure and reflection; Foliotek work	Article Summary/Reflection #5 due Sunday midnight – meeting the needs of diverse learners . Article may focus on race, culture, gender, language, multiple intelligences, learning styles, brain-based differences .
16: Nov. 30- Dec. 6	F2F		Foliotek due Monday, November 30

MGED 4271
14

11-16-09

Proposed Syllabus

MGED 4271L

MIDDLE GRADES CURRICULUM LAB

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment. This course must be taken concurrently with MGED 4271.

This course consists of the field experience that accompanies MGED 4271.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (National Council for the Social Studies [NCSS]) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. participate in a field experience that comprises two days a week, or the equivalent thereof, for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2008-2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and
(Professional Excellence; Field Based Inquiry; and the Betterment of Society)
4. follow the directions of the professor of MGED 4271 concerning assignments related to field experiences.

(Professional Excellence; Field Based Inquiry; and the Betterment of Society)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text: *Teacher education handbook: Policies and procedures.* (2008-2009),
Carrollton, GA: College of Education.
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

Suggested Text(s)

Instructional Resources

References:

- Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.
- Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the Secondary School.* (6th ed.). Upper Saddle River, New Jersey: Pearson.
- Teacher education handbook: Policies and procedures.* (2008-2009), Carrollton, GA: College of Education.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design.* (2nd ed.). Alexandria, VA: ASCD.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.
Objectives , 1, 2, 3
2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to MGED 4271.
Objectives 1- 4

Evaluation Procedures

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for MGED 4271 and the assigned supervisor for

this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

Grading

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

CLASS OUTLINE

Candidates are expected to report to their assigned school when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in MGED 4271. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

CLASS OUTLINE

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Birth Through Five Endorsement	Hours: Lecture/Lab/Total										
<table border="1"> <tr> <td colspan="2"> Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program </td> <td colspan="2"> Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained </td> <td> Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other </td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> Modify <input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other </td> <td colspan="3"></td> </tr> </table>					Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program		Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained		Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other	<input type="checkbox"/> Modify <input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other				
Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program		Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained		Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other										
<input type="checkbox"/> Modify <input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other														

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
--------	--------	-------	--------------------------

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 30 (Students per year) Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkin 9-4-09
 Department Chair Date Department Chair (if cross listed) Date
[Signature] 9-8-2009
 Dean of College Date Dean of College (if cross listed) Date
Michelle Korman Scott 11-17-09
 Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelley Gelman 2/10/10
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date _____

Projected Number: 30 students

Rationale for Early Learning Concentration (0-5)

It is The University of West Georgia's firm belief that all children should have access to quality care and learning from birth to five years of age. Studies show the importance of these early years on a child's emotional, social and cognitive development. We now know the relationship between the quality of children's early experiences and their subsequent social and academic success. The University of West Georgia seeks to provide highly prepared individuals who are well-versed in the curriculum and instruction of early learning. What happens in the early years before school makes a critical difference in school and beyond. It is critical that the University of West Georgia is a part of a dynamic system that develops a continuum of teaching, learning and family involvement and support. Smart Start Georgia was established in 1999 as the Georgia Early Learning Initiative (GELI) to develop and implement a long-term plan to increase school readiness in Georgia by improving the quality of care for children birth through five. Quality Care for Children's training and technical assistance specialists work with family child care homes and child care centers working towards the mission of both organizations.

In support of the focus on early learning quality in the State of Georgia and across the nation, The University of West Georgia, as a member of the Board of Regents' from *Birth through Five Consortium*, seeks to promote and support the development of a comprehensive, high quality early care and education system for all children. This means to educate competent individuals who understand the environment in which children,

birth to five, develop. It is critical that the University of West Georgia keeps in step with the realms and paradigm shifts in the world of early childhood education. This means being progressive and addressing the needs of the global learning community. In keeping with The University of West Georgia's mission to provide quality higher education, enabling and encouraging student commitment to active life-long learning, personal values, responsible citizenship, and community and societal leadership in a global context, we must become a part of this process at its inception; early learning curriculum and assessment.

References

Foundation for Child Development, <http://www.fcd-us.org>

National Institute for Early Education Research: <http://nieer.org>

Pre-K Now, <http://www.preknow.org>

The Urban Institute, <http://www.urban.org>

The Pew Charitable Trusts, <http://www.pewtrusts.com>

U.S. Department of Health and Human Services Administration for Children and Families
(<http://www.acf.dhhs.gov>)

National Women's Law Center, <http://www.nwlc.org>

<http://www.dtae.org/teched/standards/earlychildhoodnew.html>

Erin Speck, "Beyond the Mandate: An Analysis of a Survey of School District Early Learning Programs in Washington State," Economic Opportunity Institute, October 2004.

http://www.smartstartga.org/about_us/overview.php
Syllabi: Attached

Semester Effective: Fall 2010

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Rationale: Smart Start Georgia was established in 1999 as the Georgia Early Learning Initiative (GELI) to develop and implement a long-term plan to increase school readiness in Georgia by improving the quality of care for children birth through five. The University of West Georgia, as a member of the Board of Regents' from *Birth through Five Consortium*, has developed the BRV 4210 Home, School, and Community in response to this need. This is a required course by the Board of Regents for this endorsement.

Rationale: Smart Start Georgia was established in 1999 as the Georgia Early Learning Initiative (GELI) to develop and implement a long-term plan to increase school readiness in Georgia by improving the quality of care for children birth through five. The University of West Georgia, as a member of the Board of Regents' from *Birth through Five Consortium*, has developed the BRV 4220 Special Education Strategies for Young Learners: Birth through Age Five in response to this need. This is a required course by the Board of Regents for this endorsement.

Rationale: Smart Start Georgia was established in 1999 as the Georgia Early Learning Initiative (GELI) to develop and implement a long-term plan to increase school readiness in Georgia by improving the quality of care for children birth through five. The University of West Georgia, as a member of the Board of Regents' from *Birth through Five Consortium*, has developed the BRV 4230 Methods for Pre-Kindergarten and Kindergarten in response to this need. This is a required course by the Board of Regents for this endorsement.

**BIRTH THROUGH FIVE ENDORSEMENT
PLAN OF STUDY**

Name: _____ ID#: _____

Address _____

Home Phone _____ Work Phone _____ Email _____

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	TRF/SUB
BRFV 4210 Home, School, and Community	3			
BRFV 4220 Special Education Strategies for Young Learners: Birth to Age Five	3			
BRFV 4230 Methods for Pre-Kindergarten and Kindergarten	3			
Total	9			

NOTES:

1. Admission to Teacher Education (Early Childhood Education or Special Education) required.
2. Courses may be taken in any order (i.e., no particular sequence is required).
3. Field experience is a component of each course.
4. Criminal Background Check will be required for school placements; and may be required for other placements.

STUDENT SIGNATURE: _____

DATE: _____

DEPARTMENT EVALUATOR: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____
(Designee)

DATE: _____

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action		
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

BRFV 4210 Home, School, and Community 3 / 0 / 3

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed for students who are currently employed or who are preparing to work in early childhood settings. This course will help students to establish and maintain positive and productive working relationships with families within the context of the urban community to benefit the well being of the growing child. Writing assignments, as appropriate to the discipline, will be part of the course.

Prerequisite(s) _____

Present or Projected Enrollment: 30 (Students per year) Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkin 9-4-09
 Department Chair Date Department Chair (if cross listed) Date

Quinn Kelly 9-8-2009
 Dean of College Date Dean of College (if cross listed) Date

Michelle Hotman Scott 11-17-09
 Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelley Edman 2/10/10
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date _____

Rationale for Adding BRFV 4210 Syllabus

This syllabus is one of three total courses that support the Birth Through Five Endorsement Program.

Rationale: Smart Start Georgia was established in 1999 as the Georgia Early Learning Initiative (GELI) to develop and implement a long-term plan to increase school readiness in Georgia by improving the quality of care for children birth through five. The University of West Georgia, as a member of the Board of Regents' from *Birth through Five Consortium*, has developed the BRFV 4210 Home, School, and Community in response to this need. This is a required course by the Board of Regents for this endorsement.

Proposed Syllabus**BRFV 4210****HOME, SCHOOL, AND COMMUNITY**

Semester Hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

Online Support:

WebCT Login and Help page: <http://webct.westga.edu>Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>Ingram Library Information: <http://www.westga.edu/~library/info/library/shtn1>UWG Distance Education: <http://www.westga.edu/~distance/>**COURSE DESCRIPTION**

This course is designed for students who are currently employed or who are preparing to work in early childhood settings. This course will help students to establish and maintain positive and productive working relationships with families within the context of the urban community to benefit the well being of the growing child. Writing assignments, as appropriate to the discipline, will be part of the course.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive,

empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. be able to identify the changing developmental needs of children and how these needs are met by both the family and the community;
(Collaborative; Empathetic; INTASC 1, 3, 5, 6, 7, 10; NAEYC 1; GAPSC ii-I)
2. be able to describe various family structures, and interpret their cultures and values;
(Culturally Sensitive; Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 10; NAEYC 4; GAPSC ii-IV)
3. be able to explain how the irrevocability of parenthood affects all parents and children regardless of special and varying needs. Students will be able to develop a program that includes all parents and family members;
(Culturally Sensitive; Knowledgeable; INTASC 2, 5, 6, 7, 8; NAEYC 2, 4; GAPSC iii-I, vii-II, x-VI)
4. be able to identify community resources, and how to utilize them appropriately; and
(Knowledgeable; Collaborative; INTASC 1, 2, 4, 5, 6, 7, 10; NAEYC 2, 3; GAPSC ii-V, iv-II)
5. be able to identify the steps that are helpful in establishing rapport, building trust and enhancing children's learning through the teacher/parent/community relationship.
(Reflective; Decision Makers; INTASC 4, 7, 9, 10; NAEYC 2, 5; GAPSC ix-III, x-III)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Gestwicki, C. (2004). *Home, school and community relations: A guide to working with parents* (5th ed.). Clifton Park, NY: Delmar Publishing.

Knowledge and Research Base:

- Arzubiaga, A., Ceja, M., & Artiles, A. J. (2000). Transcending deficit thinking about Latinos' parenting styles: Toward an ecocultural view of family life. In C. Tejeda, C. Martinez, Z. Leonardo, & P. McLaren (Eds.), *Charting new terrains of Chicana(o)/Latina(o) education* (pp. 93–106). Cresskill, NY: Hampton Press.
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- Barbarin, O. (2002). Ready or Not!: African American males in kindergarten. In B. Bowman (Ed.), *Love to Read: Preparing African American Children for Reading Success* (pp. 1–15). Washington, DC: National Black Child Development Institute, Inc.
- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children & Youth Services Review, 26*(1), 39–62;
- Clements, M. A., Reynolds, A., J. & Hickey, E. (2004). Site-level predictors of children's school and social competence in the Chicago Child-Parent Centers. *Early Childhood Research Quarterly, 19*, 273–296;
- Crowson, R. L. (2003). *School-community relations, under reform* (3rd ed.). Berkeley: McCutchan.
- Delgado-Gaitan, C. (2001). *The power of community: Mobilizing for family and schooling*. New York: Rowman & Littlefield Publishers.
- Downer, J. T., & Mendez, J. L. (2005). African American father involvement and preschool children's school readiness. *Early Education and Development, 16*(3), 317–340.
- Early, D. M., Pianta, R. C., Taylor, L. C., & Cox, M. J. (2001). Transition practices: Findings from a national survey of kindergarten teachers. *Early Childhood Education Journal, 28*, 199–206.
- Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology, 92*(2), 367–370.
- Graue, E., Clements, M. A., Reynolds, R. J., & Niles, M. D. (2004). More than teacher directed or child initiated: Preschool curriculum type, parent involvement and children's outcomes in the child parent centers. *Education Policy Analysis Archives, 12*(72), 1–38. Available at <http://epaa.asu.edu/epaa/v12n72>
- Izzo, C. V., Weissberg, R. P., Kaspro, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. *American Journal of Community Psychology, 27*(6), 817–839.

- Mantzicopoulos, P. (2003). Flunking kindergarten after Head Start: An inquiry into the contribution of contextual and individual variables. *Journal of Educational Psychology, 95*(2), 268–278.
- Marcon, R. (1999). Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance. *School Psychology Review, 28*(3), 395–412.
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- McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools, 41*(3), 363–377.
- Miedel, W. T., & Reynolds, A. J. (1999). Parent involvement in early intervention for disadvantaged children: Does it matter? *Journal of School Psychology, 37*(4), 379–402.
- Ou, S. (2005). Pathways of long-term effects of an early intervention program on educational attainment: Findings from the Chicago longitudinal study. *Applied Developmental Psychology, 26*(5), 578–611.
- Ramey, S. L., Ramey, C. T., Philips, M. M., Lanzi, R. G., Brezausek, M. S., Katholi, C. R., et al. (2000). *Head Start children's entry into public school: A report on the National Head Start/Public Early Childhood Transition Demonstration Study*. Birmingham: Civitan International Research Center, University of Alabama. Available at http://www.acf.hhs.gov/programs/opre/hs/ch_trans/index.html
- Reynolds A. J. (2000). *Success in early intervention: The Chicago child-parent centers*. Lincoln: University of Nebraska Press.
- Rimm-Kauffman, S. E., Pianta, R. C., Cox, M. J., & Bradley, R. H. (2003). Teacher-rated family involvement and children's social and academic outcomes in kindergarten. *Early Education and Development, 14*(2), 179–200.
- Rimm-Kauffman, S. E., & Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology, 21*(5), 491–511.
- Smith, S. (1995). Two-generation programs. A new intervention strategy for directions for future research. In P. L. Chase-Landsdale & J. Brooks-Gunn (Eds), *Escape from poverty: What makes a difference for children?* (pp. 299–314). New York: Cambridge University Press.
- Webster-Stratton, C., Reid, M. J., & Hammond, M. (2004). Treating children with early-onset conduct problems: Intervention outcomes or parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology, 33*(1), 105–124.
- Note that the studies reviewed in this brief focused on early educational settings such as preschool and Head Start and did not include environments such as child care or family

day care.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on engaging in projects and reflective papers that involve the study of creating community education resources and innovations. The overall evaluation of this course is structured so that students can develop a holistic view of the relationship of home, school and community. Field experience in public school settings will occur throughout the course. As students progress through the course, they are expected to demonstrate achievement in several areas related to the College of Education conceptual framework. Because of the nature of the course, each descriptor is reflected in each assignment:

First, students must demonstrate that they are *knowledgeable* about parenthood, various family structures, developmental needs of young children, and community resources. (Assignment I).

Second, students must demonstrate that they are capable of working *collaboratively* as they gain, apply, and present the understandings gained in this course (Assignments II & III).

Third, as they gain knowledge, students must demonstrate that they are *proactive* and *culturally sensitive decision makers* who can analyze the extent to which educational goals and methods are developmentally appropriate and culturally relevant (Assignment III).

Fourth, students are expected to be *reflective* as they consider educational practices in classroom settings and communities in relationship to course concepts, and as they seek to apply gained knowledge in the classroom setting (Assignment II).

Finally, through the knowledge obtained in this course to the fundamentals of community resource education, students gain an appreciation for the advocacy of teaching and make a commitment to *lifelong learning* (Assignment I & III).

Assignments:

1. EXAMS: (10 pt. each)

In this course you will be expected to complete three (3) written examinations. Each exam will be worth 10 points each.

The exams will be comprised of the following:

1. Short Answer
2. Essay

(Objectives 1-5)

Each exam will cover the prior unit. No exam will be comprehensive.

2. PAPERS: (15 pt. each)

In this course you will be expected to complete two (2) papers. The guidelines for the papers are as follows:

1. Paper #1

This paper will be a response to the following question: How do children bring their homes and families into childcare? Requirements: 1-2 pages double-spaced and typed.

(Objectives 1, 3, 5)

2. Paper #2

This paper is a parent newsletter. Pick a topic of interest to you, the children you serve or the families. Make it informative, newsworthy or educational. Requirements: 1-2 pages double-spaced and typed. Use the newsletter template in Microsoft Word.

(Objectives 4, 5)

3. FINAL PROJECT GUIDELINES: (30 pt) –Key Assessment

For this project you are to create a program and brochure for one of the following:

1. An after-school program
2. A parent education program
3. A summer camp for preschoolers
4. A community organization

(Objectives, 1-5)

You will need to create and design the entire program.

Brochure: The brochure should include an attention grabber, benefit headline, full color, short sentences, short paragraphs, and clear visuals about what your program offers. It should also include a place for testimonials. Tell the reader exactly what you want them to do, tell them how to do it, and tell them to do it right now. Make it as easy as possible to contact you.

Program: Detailed descriptions of class offerings, times, schedules and fees, must be included. Think about who will be partaking of your program and how you can best meet the needs of your particular community. You will present this program to an early learning director and it must be videotaped. The video tape must include interview feedback from the director.

(Objectives 1-5)

4. ATTENDANCE/PARTICIPATION AND CLASS PREPAREDNESS: (10 pt)

Attend and actively participate in all in-person and online class sessions. Read assigned materials carefully in preparation for class and participate fully in class discussions. Class conversations and activities are critical to the exchange of ideas.

CLASS POLICIES

- 1) **Submitting Assignments**: Students are expected to submit assignments on the due date. The policy for late assignments is strict. If you submit an assignment late, you will receive no points for that assignment. If your assignment is due on said date, I must have it by midnight on that date. No excuses will be accepted including difficulties with technology. If you are unable to get onto CourseDen, contact DDEC for support.

- 2) **Professionalism:** Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:
- a) Participating in interactions and class activities (online or face-to-face) in a positive manner;
 - b) Collaborating and working equitably with classmates;
 - c) Turning in assignments on-time;
 - d) Arriving to and leaving class punctually;
 - e) Treating classmates, colleagues, and the instructor with respect in and out of the classroom;
 - f) Eliminating interruptions in class. This includes cell phones, beepers, talking out of turn or while others are talking, etc.
 - g) Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. A second violation will result in departmental review, and the student may be removed from the program.

In an effort to facilitate a mutually beneficial and cooperative learning environment, the students in this child development course will engage in the following:

1. **Promote mutual respect and dignity among all students-** We will listen carefully to one another, respect diverse ideas, talents and points-of-view. We will agree to disagree with one another's ideas while emphasizing respect for each person.
2. **Engender trust and openness-**A healthy learning environment insists that we all learn to trust one another and continue to maintain that trust throughout the semester.
3. **Value diversity-** We will encourage an environment where students are open to hearing, learning about and contributing diverse ideas, experiences and points-of-view.
4. **Take active responsibility for "engaged" teaching/learning-**We will come prepared to class, ready to learn. We will engage ourselves actively in different forms of learning/teaching experiences such as experiential learning, small group discussions and structured debates.
5. **Participate actively** – We will value and nurture active participation and involvement in the classroom. We will provide constructive feedback to our peers and we will listen as much as we speak.
6. **Build a challenging and supportive learning environment-** We will create an environment where students feel free to take risks that challenge and nurture their educational growth. We will attempt to balance intellectual challenge and emotional support. We will emphasize reflective inquiry among students, test new ideas and brainstorm possibilities.

3) **Attendance:**

Course grades include participation in small group activities and can not be made up. Each absence negatively affects the course grade. Each absence denotes a one point deduction from the disposition points.

GRADING POLICY:

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 69% or less

ASSIGNMENT GRADE BREAKDOWN:

Exams (3 at 10 points each) = 30 points

Paper #1 and #2 (2 at 15 points each) = 30 points

Final Project = 30 points

Attendance/Participation and Class Preparedness = 10 points

Total = 100 points

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, The UWG Connection and Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>.

3. Classroom disruption: Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations and to include online learning environments, about which more detail is provided by the Office for Distance Education), which disrupts the educational process. Disruptive behavior for this purpose is determined by the instructor, but such determination will

be based upon behavior that includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members.

4. ~~Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class.~~
5. Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The UWG Connection and Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

COURSE OUTLINE:

Class	Topic	Assignments due	Assignments in Progress
1.	Chapter 1 Consideration of Families		
2.	Chapter 2 Parenting		<i>Paper #1</i>
3.	Chapter 3 A Day in the Lives of Two Families		<i>Paper #1</i>
4.	Chapter 4 What is Parental Involvement?	Exam I	<i>Paper #1</i>
5.	Chapter 5 Benefits of Parent- Teacher Relationships		
6.	Chapter 6 Potential Barriers to Parent Teacher Relationships	<i>Paper #1</i>	

- | | | |
|-----|--|-----------------------------------|
| 7. | Chapter 7
Foundations of a
Successful
Partnership | <i>Paper# 2</i> |
| 8. | Chapter 8
At the Beginning of
a Partnership | <i>Paper# 2</i>
Exam II |
| 9. | Chapter 9
Informal
Communications | <i>Paper# 2</i> |
| 10. | Chapter 10
Parent-Teacher
Conferences | <i>Paper# 2</i> |
| 11. | Chapter 11
Home Visits | <i>Paper# 2</i> |
| 12. | Chapter 12
Parents in the
Classroom | <i>Paper# 2</i> |
| 13. | Chapter 13
Parents in Meetings | <i>Paper# 2</i> |
| 14. | Chapter 14
Working With
Special Needs | Exam III |
| 15. | Chapter 15 & 16
Working With
Particular Attitudes
and Behaviors;
Looking at Parent-
Involvement | |
| 16. | Programs that Work
Final Presentations | FINAL PROJECT |

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

BRFV 4220 Special Education Strategies for Young Learners: Birth to Age Five 3 / 0 / 3

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides information on curricula, instructional strategies, service environments, and staffing roles for teachers of young (0-5) children with disabilities.

Prerequisite(s) _____

Present or Projected Enrollment: 30 (Students per year) **Effective Date*:** Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Anna M. Harkins 9-4-09 Department Chair Date
Shirley A. Kelly 9-8-2009 Dean of College Date
Michelle Krotman Scott 11-17-09 Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelley Elman 2/10/10 Chair, Undergraduate Academic Programs Committee Date
 _____ Chair, Committee on Graduate Studies Date

 Vice President for Academic Affairs Date

Rationale for Adding BRFV 4220 Syllabus

This syllabus is one of three total courses that support the Birth Through Five Endorsement Program.

Rationale: Smart Start Georgia was established in 1999 as the Georgia Early Learning Initiative (GELI) to develop and implement a long-term plan to increase school readiness in Georgia by improving the quality of care for children birth through five. The University of West Georgia, as a member of the Board of Regents' from *Birth through Five Consortium*, has developed the BRFV 4220 Special Education Strategies for Young Learners: Birth through Age Five in response to this need. This is a required course by the Board of Regents for this endorsement.

Proposed Syllabus**BRFV 4220****SPECIAL EDUCATION STRATEGIES FOR YOUNG LEARNERS:
BIRTH TO AGE FIVE**

Semester Hours: 3

Semester/Year:

Instructor: Special Education Faculty (TBA)
Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

Online Support:

CourseDen Login and Help page: <http://webct.westga.edu>Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>Ingram Library Information: <http://www.westga.edu/~library/info/library/shtml>UWG Distance Education: <http://www.westga.edu/~distance/>**COURSE DESCRIPTION**

This course provides information on curricula, instructional strategies, service environments, and staffing roles for teachers of young (0-5) children with disabilities.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools

through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. identify the foundations of early childhood education, specifically the historical, philosophical, legal and empirical rationale for providing early intervention services to children;
(Knowledgeable; INTASC 1; CEC 1 ;GAPSC i-I,III)
2. describe exemplary early intervention projects, service delivery models and team models;
(Decision Makers; Adaptive; Collaborative; INTASC 3, 4, 6; CEC 9, 10; GAPSC ix-IV,)
3. demonstrate knowledge of significant issues in the field such as screening, assessment, instructional programming, and integration of children with and without disabilities as well as the rationale for integrated, community based early intervention programs and diversity in an early childhood/special education classroom;
(Culturally Sensitive; Proactive; INTASC 1, 2, 3, 4, 6, 7, 8; CEC 2, 5, 6, 7, 8; GAPSC i-II, x-IV, viii-II)
4. identify and explain procedures for assessing and promoting child change in the areas of cognitive, language, social, adaptive, sensory and motor development;
(Knowledgeable; Reflective; INTASC 2, 5; CEC 4, 8; GAPSC ii-II, vii-I, viii-I, ii-III, v-I, v-II, v-V, v-III)
5. define terminology and describe issues and guidelines for assessing and instructing young children with disabilities including describing normal developmental sequences and deviations caused by specific disabilities;
(Knowledgeable; Lifelong Learners; INTASC 1, 2, 7; CEC 1, 2, 8; GAPSC ix-VII, v-IV,)

6. demonstrate understanding of issues encountered by families of young children with disabilities, assumptions about families and procedures for facilitating family involvement in early childhood programs; and

(Empathetic; Culturally Sensitive; Collaborative; INTASC 3, 6, 9, 10; CEC 3, 7; GAPSC vii-III, viii-IV, viii-VI, iv-III)

7. describe a rationale for collaboration with parents, other professionals and agencies important to provision of services to young children. The student will also be able to identify methods to facilitate collaboration.

(Proactive; Leaders; Decision Makers; Collaborative; INTASC 6, 7, 9, 10; CEC 9, 10; GAPSC viii-V, x-I, II, V, ix-V)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Howard, V. F., Williams, B. F., Port, P. D., & Lepper, C. (2001). *Very young children with special needs: A formative approach for the 21st century*. Columbus, Ohio: Merrill.

Knowledge and Research Base:

Beaty, J. J. (2006). *Observing development of the young child* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.

Bentzen, W. R. (2005). *Seeing young children: A guide to observing and recording behavior* (5th ed.). New York: Thomson Delmar Learning.

Bredenkamp, S., & Copple, C. (2009). *Developmentally appropriate practice in early childhood program*. Washington, D.C.: National Association for the Education of Young Children.

Bricker, D., & Cripe, J. J. (1992). *An activity-based approach to early intervention*. Baltimore, MD: Brookes Publishing.

Bruder, M. B., & Chandler, L. K. (1993). Transition. In *DEC recommended practices: Indicators of quality in programs for infants and young children with special needs and their families*. Reston, VA: The Council for Exceptional Children.

Children's Defense Fund. (1999). *The state of America's children yearbook*. Washington, D.C.: Author.

Coontz, S. (1997). Where are the good old days?. In K. Paciorek, (Ed.), *Early childhood education* (18th. ed.). Guilford, CO: Bushkin/McGraw.

Leong, D. J., & McAfee, O. (2002). *Assessing and guiding young children's: developing and learning*. Boston: Allyn and Bacon.

Hernandez, D. J. (1997). Changing demographics: past and future demands for early childhood programs. In K. Paciorek, (Ed.), *Early childhood education* (18th ed.). Guilford, CO: Dushkin/McGraw.

Mitchell, S. (1997). The next baby boom. In K. Paciorek, (Ed.), *Early childhood education* (18th ed.). Guilford, CO: Dushkin/McGraw.

Morrison, G. (2002). *Early childhood education* (6th ed.). Columbus, OH: Merrill.

Peterson, N. L. (1986). *Early intervention for handicapped and at-risk children: An introduction to early childhood special education*. Denver, CO: Love Publishing.

Schweinhart, L., & Weikart, D. (1996). Changed lives, significant benefits; The High/Scope Perry Preschool Project to date. In K. Paciorek, & J. H. Munro (Eds.), *Sources: Notable selections in early childhood education*. Guilford, CO: Brown & Benchmark Publishers.

Turnbull, A. P., & Turnbull, H. R. (1995). *Families, professional, and exceptionality: A special partnership* (3rd ed.). Columbus, OH: Merrill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on engaging in projects and reflective papers that involve the study of creating community education resources and innovations. The overall evaluation of this course is structured so that students can develop a holistic view of the relationship of home, school and community. Field experience in public school settings will occur throughout the course. As students progress through the course, they are expected to demonstrate achievement in several areas related to the College of Education conceptual framework. Because of the nature of the course, each descriptor is reflected in each assignment:

First, students must demonstrate that they are *knowledgeable* about professional behavior by adhering to the legal and ethical standards specified in the laws governing Early Intervention/Special Education and DEC and NAEYC codes of conduct.

Second, students must demonstrate that they are capable of working *collaboratively* as they gain, apply, and present the understandings gained in this course about accurate and comprehensive documentation of child progress and family outcomes, including recommendations for referral, continued services, transition, or termination of services.

Third, as they gain knowledge, students must demonstrate that they are *proactive* and *culturally sensitive decision makers* who can analyze the extent to which educational goals and methods are developmentally appropriate and culturally relevant.

Fourth, students are expected to be *reflective* as they consider educational practices in classroom settings and communities in relationship to prioritizing early intervention needs based on child's

history, developmental age, family resources and preferences, and the recommendations of the interdisciplinary team.

Finally, through the knowledge obtained in this course to the fundamentals of comprehensive intervention plan for addressing individual children's goals and objectives, interprets and summarizes in writing information from available records of children in the program, students gain an appreciation for the art and science of teaching and make a commitment to *lifelong learning*.

Assignments:

1. **PROGRAM OBSERVATIONS (2 @10 points each)** Complete two observations in an inclusive, early childhood setting. The initial observation will be completed early in the semester, with the goal of becoming familiar with an early childhood inclusive classroom. The second observation, which **must** occur in the same placement, will provide each student with the opportunity to observe specific concepts and activities that have been discussed in class. Observation formats, grading criteria and sign up sheets for sites and times will be provided and explained in class. **All sites must be approved by an instructor.** (*Objectives 1, 2, 6*)
2. **ASSESSMENT (1 @ 20 points)** Complete an assessment of a young child using a criterion referenced assessment measure and participate in small group, graded activity during class time. Specific information about the tests to be reviewed and the format to report information will be provided in class. This assignment may be done with other classmates (as many as three), however, please remember that everyone will receive the same grade regardless of their input/amount of work toward the completion of the assignment. (*Objectives 3, 4, 5, 7*)
3. **LANGUAGE SAMPLE (1 @ 10 points)** Complete a language sample for a young child. Information about this assignment will be provided in class. Please identify as soon as possible a young child who is beginning to use words. Be careful that the child is not using a large number of words (that would make the assignment very difficult). This assignment may also be done with other classmates. (*Objectives 2, 3*)
4. **ACTIVITY BASED PROGRAM (1 @ 20 points-Key Assessment)** Complete an Activity-Based Project. The purpose of this project is to apply key concepts that have been included in the course and are important to the instruction of young children. This project must be done individually. The components of the project are as follows (*Objectives 1-7*):
 1. Write Instructional Objectives: Each student will write a total of 12 instructional objectives based on case studies that will be available during class. Each student will select four case studies, two about children who are typical in their development and two about children with special needs. Four instructional objectives will be written for each child with special needs and two for each typical child. If you are working with young children, you may choose to write a

description of a child, rather than use a case study distributed in class. However, confidentiality of a particular child must be protected.

2. **Activity Matrices:** Each student will develop 3 activity matrices (one group, one individual and one home) based on the instructional objectives and case studies. The group matrix will be based on a classroom schedule designed by the student and include all four children. One of the children with special needs will be selected for whom an individual, classroom and home matrix will be designed by the student. The same child must be used for the individual and home matrix. Additional information will be provided in class about format, etc. A list of materials must be included that could be used for the matrices as well as accommodations for children with disabilities.
3. **Inclusion Rationale:** Each student will include a written rationale that explains why an inclusive setting is important and appropriate for young children with special needs, as well as how an activity matrix is an appropriate technique to use to accomplish this.
5. **DISABILITY PRESENTATION (1 @ 20 points)** Complete a presentation for a specific disability area to be presented in class in collaboration with other class members. The instructor will meet with each group to follow-up on your work prior to the scheduled date for your presentation. (*Objectives 2, 5, 7*)
6. **READINGS (10 points total for all readings)** See course outline for specific books and chapters. (*Objectives 1- 7*)

CLASS POLICIES

- 1) **Submitting Assignments:** Students are expected to submit assignments on the due date. The policy for late assignments is strict. If you submit an assignment late, you will receive no points for that assignment. If your assignment is due on said date, I must have it by midnight on that date. No excuses will be accepted including difficulties with technology. If you are unable to get onto CourseDen, contact DDEC for support.
- 2) **Professionalism:** Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:
 - a) Participating in interactions and class activities (online or face-to-face) in a positive manner;
 - b) Collaborating and working equitably with classmates;
 - c) Turning in assignments on time;
 - d) Arriving to and leaving class punctually;
 - e) Treating classmates, colleagues, and the instructor with respect in and out of the classroom;

- f) Eliminating interruptions in class. This includes cell phones, beepers, talking out of turn or while others are talking, etc.
- g) Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. A second violation will result in departmental review, and the student may be removed from the program.

In an effort to facilitate a mutually beneficial and cooperative learning environment, the students in this child development course will engage in the following:

1. **Promote mutual respect and dignity among all students-** We will listen carefully to one another, respect diverse ideas, talents and points-of-view. We will agree to disagree with one another's ideas while emphasizing respect for each person.
2. **Engender trust and openness-**A healthy learning environment insists that we all learn to trust one another and continue to maintain that trust throughout the semester.
3. **Value diversity-** We will encourage an environment where students are open to hearing, learning about and contributing diverse ideas, experiences and points-of-view.
4. **Take active responsibility for "engaged" teaching/learning-**We will come prepared to class, ready to learn. We will engage ourselves actively in different forms of learning/teaching experiences such as experiential learning, small group discussions and structured debates.
5. **Participate actively** – We will value and nurture active participation and involvement in the classroom. We will provide constructive feedback to our peers and we will listen as much as we speak.
6. **Build a challenging and supportive learning environment-** We will create an environment where students feel free to take risks that challenge and nurture their educational growth. We will attempt to balance intellectual challenge and emotional support. We will emphasize reflective inquiry among students, test new ideas and brainstorm possibilities.

3) Attendance:

Course grades include attendance and participation in small group activities and cannot be made up. Each absence negatively affects the course grade. One point will be deducted from the final course grade for each absence.

GRADING POLICY:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 69% or less

ASSIGNMENT GRADE BREAKDOWN:

Program Observations	2 @ 10 points each	=	20 points
Assessment	1 @ 20 points	=	20 points
Language Sample	1 @ 10 points	=	10 points
Activity Based Program	1 @ 20 points	=	20 points
Disability Presentation	1 @ 20 points	=	20 points
Readings		=	10 points
Total Points		=	100 points

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, The UWG Connection and Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserv/>.

3. Classroom disruption: Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations and to include online learning environments, about which more detail is provided by the Office for Distance Education), which disrupts the educational process. Disruptive behavior for this purpose is determined by the instructor, but such determination will be based upon behavior that includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members.

4. Opportunities for extra credit will not be provided for this class. Work completed for

another class is not acceptable for this class.

5. Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The UWG Connection and Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

CLASS OUTLINE

Week	Topic	Reading	Assignments Due
1.	Introduction		
2.	Philosophy Overview of ECSE History Rationale	Text, Chapter 1 Text, Chapter 8 Peterson, Chap 3 Peterson, Chap 1 Schweinhart & Weikart	
3.	Legislation	Text, 344-359 Text, 373-397	
4.	Models of Service Delivery Peterson, Infant/Toddler Programs Preschool Programs	Text, 36-368 Chap.8 Morrison, Chap 6 Morrison, Chap 7	
5.	Assessment	Text, Chap. 2 Peterson, Chap 7	Observation #1
6.	Assessment & Teaming	Text, Chap. 12	
7.	Families	Turnbull & Turnbull, Chap 4 Children's Defense Fund, Chap 5 Hernandez, Article 1	

		Coontz, Article 39 Text, Chapter 9	
8.	IFSPs & Transition	Bruder & Chandler	Assessment Due
9.	Developmentally Appropriate Practice Diversity	Bredenkamp & Copple, pp. 8-23 Sparks, Chap 1 & 2 (instructor will provide) Mitchell, Article 2	
10.	Activity Based Instruction	Bricker & Cripe, Chap. 4 & 5	
11.	Activity Based Instruction Completion of language sample discussion		
12.	Beginning of presentations: Issues w/ Language Disabilities Issues w/ Soc/Behavior Disabilities	Text, Chap. 3	Activity-Based Project. Due First Draft
13.	Issues w/ Cognitive Disabilities Issues w/ Multiple Disabilities	Text, Chap. 3	
14.	Issues w/ Sensory Disabilities	Text, Chap. 7	Observation #2 Due
15.	Issues w/ Motor Disabilities	Text, Chap. 3	Language Sample Due
16.	Final (if necessary)		

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

BRFV 4230 Methods for Pre-Kindergarten and Kindergarten 3 / 0 / 3

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to familiarize students with developmentally appropriate programs for preschool children in inclusive classroom settings.

Prerequisite(s) _____

Present or Projected Enrollment: 30 (Students per year) Effective Date*: Fall / 2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harkin 9-4-09
 Department Chair Date Department Chair (if cross listed) Date

James J. Kelly 9-8-2009
 Dean of College Date Dean of College (if cross listed) Date

Michelle Rotman Scott 11-17-09
 Chair/of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Shelley Edman 2/10/10
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs _____ Date

Rationale for BRFV-4230 Adding Syllabus

This syllabus is one of three total courses that support the Birth Through Five Endorsement Program.

Rationale: Smart Start Georgia was established in 1999 as the Georgia Early Learning Initiative (GELI) to develop and implement a long-term plan to increase school readiness in Georgia by improving the quality of care for children birth through five. The University of West Georgia, as a member of the Board of Regents' from *Birth through Five Consortium*, has developed the BRFV 4230 Methods for Pre-Kindergarten and Kindergarten in response to this need. This is a required course by the Board of Regents for this endorsement.

Proposed Syllabus**BRFV 4230****METHODS FOR PRE-KINDERGARTEN AND KINDERGARTEN**

Semester Hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

Online Support:

CourseDen Login and Help page: <http://webct.westga.edu>Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>Ingram Library Information: <http://www.westga.edu/~library/info/library/shtml>UWG Distance Education: <http://www.westga.edu/~distance/>**COURSE DESCRIPTION**

This course is designed to familiarize students with developmentally appropriate programs for preschool children in inclusive classroom settings.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools

through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES:

Students will:

1. understand the relationship of the College of Education's Conceptual Framework, "Developing Educators for School Improvement," to her/his preparation as a professional educator; as well as acquire knowledge of professional organizations and publications relevant to the field of early childhood/early learning;
(Leadership; Reflective; INTASC 1-10; NAEYC 1-5; GAPSC i-I, ix-VI)
2. define curriculum issues and related terminology;
(Knowledgeable; INTASC 1; NAEYC 4; GAPSC i-II)
3. describe the effects that historical developments have had on early childhood curriculum;
(Knowledgeable; INTASC 1, 3; NAEYC 5; GAPSC i-I)
4. demonstrate awareness of the major curricular issues and policy currently confronting early childhood educators;
(Knowledgeable; INTASC 3-5; NAEYC 5, GAPSC i-II, i-III ix-II)
5. describe the developmental and learning characteristics of children in early childhood settings, also identify the three major domains of development;
(Culturally Sensitive; Knowledgeable; INTASC 2, 5; NAEYC 1; GAPSC ii-I, II, III, IV, V)
6. plan, implement, and assess developmentally appropriate curriculum and instruction for early childhood education; as well as assess the growth of the preschool learner in the three major domains;
(Collaborative; Culturally Sensitive; Proactive, Decision Makers; INTASC 3, 4, 5, 8, 10; NAEYC 3, 4; GAPSC iii-I, v-I, II, III, VI, vii-III, vii-I,)

7. describe the implications of IDEA for educating disabled children in the least restrictive environment;

(Adaptive; Reflective; INTASC 2, 5; NAEYC 1; GAPSC i-II, i-III, iv-I, v-IV, v-VI, vii-IV,)

8. discuss the relevance of the Georgia Department of Education's Georgia Performance Standards, Georgia's Pre-K Content Standards, and Georgia's Early Learning Standards to the development of curriculum;

(Knowledgeable; Proactive; INTASC 1, 8; NAEYC 4; GAPSC i-III, ix-V)

9. describe ways to involve parents/families in the education of their children;

(Collaborative; Empathetic; INTASC 9, 10; NAEYC 2, GAPSC vi-I, vii-IV, viii-IV, V, x-II)

10. understand and demonstrate the importance of becoming a culturally responsive educator and advocate;

(Culturally Responsive; Reflective; INTASC 2, 4, 6, 8, 10; NAEYC 2; GAPSC iii-I, ix-III, ix-V, VIII, viii-VI, x-III, VI)

11. acquire knowledge of the impact of technology and societal changes on schools.

(Knowledgeable; Adaptive; Lifelong Learners; INTASC 1; NAEYC 5; GAPSC iv-II)

12. describe and possess a general knowledge about childhood illnesses and communicable diseases.

(Knowledgeable; Adaptive; Lifelong Learners; INTASC 2; NAEYC 1; GAPSC ii-VI)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Kostelnik, M., Soderman, A., & Whiren, A. (2007). *Developmentally appropriate curriculum* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Additional readings and materials will be distributed as required.

Knowledge and Research Base:

Administration for Children and Families. (2002). *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start*. Washington, DC: U.S. Department of Health and Human Services.

Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children.

Bronson, M. (1995). *The right stuff for children birth to 8: selecting play materials to support development*. Washington, DC: National Association for the Education of Young Children.

Burns, M. X., Griffin, P., & Snow, C., Eds. (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Chard, S. (1994). *The Project Approach a second practical guide for teachers*. Edmonton, Alberta: University of Alberta Printing Services.

Georgia Department of Early Learning and Care. Retrieved June 21, 2008 from http://www.smartstartga.org/about_us/overview.php

Hallahan, D. P., & Kauffman, J. (2000). *Exceptional learners (9th ed.)*. Boston: Allyn and Bacon.

Helm, J.-H., & Katz, L. (2001). *Young investigators: the project approach in the early years*. New York, NY: Teachers College Press.

Hernandez, D. J., Denton, N.A., & Macartney S.E. (2007). Demographic trends and the transition years. In R.C. Pianta, M.J. Cox, & K.L. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (pp. 217-281). Baltimore: Brookes.

Hernandez, D. J., Denton, N. A., & Macartney S. E. (2007). *Early Education Curriculum, A Child's Connection to the World* (4th ed.). Clifton Park, NY: Thompson/Delmar.

Katz, L., & Chard, S. (2000). *Engaging children's minds: The Project Approach* (2nd ed.). Norwood, NJ: Ablex Publishing Corp.

Morrison, G. S. (2006). *Early Childhood Education Today*. Merrill/Prentice-Hall: New Jersey

National Association for the Education of Young Children. (2007). *Summary of NAEYC-accredited programs for young children*. Retrieved June 26, 2008 from http://www.naeyc.org/academy/web_ready/summary/center_summary.asp.

National Center for Early Development and Learning. (1999). *Cost, Quality, and Outcomes Children Go to School*. Retrieved June 21, 2008 from www.fpg.unc.edu/~nced/

Neuman, S.B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: National Association for the Education of Young Children.

Ochshorn, S. (2000). *Partnering for Success: Community Approaches to Early Learning*. Child Care Action Campaign. www.ccae.org

Picard, C. J. (2000). *Need for Statewide Preschool Program*. Louisiana Department of Education. Retrieved June 21, 2008 from www.doe.state.la.us/DOE/news/super/preschool.htm

Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). *Lifetime effects: The High/Scope Perry Preschool study through age 40*. Ypsilanti, MI: High/Scope Press.

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Waldfoegel, J. (2006). Early childhood policy: A comparative perspective. In K. McCartney & D. Phillips (Eds.), *The handbook of early childhood development* (pp. 576-594). Malden, MA: Blackwell Publishers.

West, J., Denton, K., & Germino-Hausken, E. (2000). *America's Kindergartners: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998*. U.S. Department of Education. Retrieved June 21, 2008 from www.nces.ed.gov/pubsearch/

Zongping, X., Schweinhart, L., Hohmann, C., Smith, C., & Storer, E. (2000). *Points of Light: Third Year Report of the Michigan School Readiness Program Evaluation*. High/Scope Educational Research Foundation. Retrieved June 21, 2008 from <http://www.highscope.org/msrp/Support/Points%20of%20Light.PDF>

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on engaging in projects and reflective papers that involve the study of creating community education resources and innovations. The overall evaluation of this course is structured so that students can develop a holistic view of the relationship of home, school and community. Field experience in public school settings will occur throughout the course. As students progress through the course, they are expected to demonstrate achievement in several areas related to the College of Education conceptual framework. Because of the nature of the course, each descriptor is reflected in each assignment:

First, students must demonstrate that they are *knowledgeable* (Assignments 1-6).

Second, students must demonstrate that they are capable of working *collaboratively* as they gain, apply, and present the understandings gained in this course (Assignments 2,5).

Third, as they gain knowledge, students must demonstrate that they are *proactive* and *culturally sensitive decision-makers* who can analyze the extent to which educational goals and methods are developmentally appropriate and culturally relevant (Assignments 1-6).

Fourth, students are expected to be *reflective* as they consider educational practices in classroom settings and communities in relationship to course concepts, and as they seek to apply gained knowledge in the classroom setting (Assignments 1-6).

Finally, through the knowledge obtained in this course to the fundamentals of early learning/early childhood education, students gain an appreciation for teaching and make a commitment to *lifelong learning*. (Assignments 1-6).

ASSIGNMENTS:

1. Guided Discovery Unit (Key Assessment - 1 @ 30 points)

This unit will be designed based on the principles of the project approach and developmentally appropriate practice. It is to include the following:

- Topic web
- Vocabulary terms
- Nine small group lessons (3 per domain using the guided discovery lesson format)
- Nine whole group lessons (3 per domain using the guided discovery lesson format)
- Organization component addressing and including: a class schedule, instructional materials list, and a space planning classroom layout.
- Discipline plan based on the developmental stages of Erikson and Piaget
- Portfolio assessment plan
- Parent/family involvement plan and sample communication
- Appendices to include:
 - Field trip forms
 - Field trip schedule
 - Professional references (15 minimum)
 - Bibliography for children's literature organized by genre (30 minimum)
 - Electronic database with web resources (in EXCEL or ACCESS)
 - ECERS-R (*EARLY CHILDHOOD ENVIRONMENT RATING SCALE, REVISED EDITION*) (Objectives 5,6,7,8,9)
 - Administer the ECERS-R effectively
 - Report the data and findings as part of the *Guide Discovery Unit*
 - Write a reflection on how you will use this tool in your own class, and how it will guide program structure and curriculum and instructional choices.
 - This unit must be submitted in an electronic format
(Objectives, 1-11)

2. Reflective Journal (10 points total)

The journal will consist of authentic, honest responses to prompts located at the end of each chapter. They should be at least one page in length and extremely descriptive; as well as double-spaced, 12 pt font. You will be able to choose your reflective question from the choices

in the text. It must be housed in a three ring binder with sheet protectors and tab dividers.
(Objectives, 1-11)

3. Portfolio (20 points total)

The portfolio will consist of 16 activities chosen by you from each chapter. There must be a summary statement after each activity. They should be at least one page in length and extremely descriptive; as well as double-spaced, 12 pt font. You will be able to choose your reflective question from the choices in the text. It must be housed in a three ring binder with sheet protectors and tab dividers. (Objectives, 1-11)

4. Observation Log (15 points total)

You will keep an observation log by choosing an observation activity form each chapter. There should be a total of 16 entries. They should be at least one page in length and extremely descriptive; as well as double-spaced, 12 pt font. They will be submitted to CourseDen.
(Objectives, 1-11)

5. Chapter Presentations (15 points total)

Each group will present a chapter to the class. This will include mini-lessons, visual presentations, handouts, and a question and answer session. (Objectives, 1-10)

6. Discussion Board/Listserv (10 points total)

You will post a response to an organization's list serve/discussion board in response to current issues in early learning/early childhood education (example NAEYC, FOCUS, SECA, etc.). You will also post responses to discussion board topics posted by your instructor on CourseDen. There will be at least four of these. For the posts to organization list serves, you must email a copy of the link to the instructor so she/he can verify the authenticity of the response. (Objectives, 1, 3, 10)

Please Note: Commercial worksheets are not permitted. Creativity is expected. Additional points may be deducted for not satisfactorily completing the requirements set forth for this project.

CLASS POLICIES

- 1) **Submitting Assignments:** Students are expected to submit assignments on the due date. The policy for late assignments is strict. If you submit an assignment late, you will receive no points for that assignment. If your assignment is due on said date, I must have it by midnight on that date. No excuses will be accepted including difficulties with technology. If you are unable to get onto CourseDen, contact DDEC for support.
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6. **Build a challenging and supportive learning environment-** We will create an environment where students feel free to take risks that challenge and nurture their educational growth. We will attempt to balance intellectual challenge and emotional support. We will emphasize reflective inquiry among students, test new ideas and brainstorm possibilities.

3) Attendance:

Course grades include participation in small group activities and can not be made up. Each absence negatively affects the course grade. One point will be deducted from the final course grade for each absence.

GRADING POLICY:

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 69% or less

ASSIGNMENT GRADE BREAKDOWN:

Guided Discovery Unit	30 points
Reflective Journal	10 points
Portfolio	20 points
Observation Log	15 points
Chapter Presentations	15 points
Discussion Board/Listserv	10 points
Total	100 points

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, The UWG Connection and Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.
2. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve/>.

3. Classroom disruption: Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations and to include online learning environments, about which more detail is provided by the

Office for Distance Education), which disrupts the educational process. Disruptive behavior for this purpose is determined by the instructor, but such determination will be based upon behavior that includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members.

4. Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class.
5. Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The UWG Connection and Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

CLASS OUTLINE

TENTATIVE CLASS SCHEDULE

SESSION TOPICS	READINGS	ASSIGNMENTS
1 Course Introduction Defining Curriculum Developmentally Appropriate Practices	Chapter 1	General Information Review Syllabus and Internet Resources Log-on to CourseDen
2 Principles of Development And Learning: Implications for Teaching	Chapter 2	Presentation of Chapter 2 Reflection Journal Entry Observation Log Entry
3 Planning and Implementing Effective Small Group Activities	Chapter 3	Presentation of Chapter 3 Reflection Journal Entry Observation Log Entry DB/List serve Posting

4	Planning and Implementing Effective Whole Group Activities	Chapter 4	Presentation of Chapter 4 Reflection Journal Entry Observation Log Entry
5	Organizing Space, Materials Time, and Children's Group	Chapter 5	Presentation of Chapter 5 Reflection Journal Entry Observation Log Entry
6	Promoting Self Discipline	Chapter 6	Presentation of Chapter 6 DB/List serve posting Reflection Journal Entry Observation Journal Entry
7	Evaluating and Guiding Children's School Interviews Progress by Using Authentic Assessment	Chapter 7	Presentation of Chapter 7 Reflection Journal and Entry Observation Journal Entry
8	Strengthening Developmentally Appropriate Programs Through Family Involvement	Chapter 8	Presentation of Chapter 8 Reflection Journal Entry Observation Journal Entry
9	The Aesthetic Domain	Chapter 9	Presentation of Chapter 9 Reflection Journal Entry Observation Journal Entry
10	The Affective Domain	Chapter 10	Presentation of Chapter 10 Reflection Journal Entry Observation Journal Entry
11	The Cognitive Domain	Chapter 11	Presentation of Chapter 11 Reflection Journal Entry Observation Journal Entry DB/List serve posting
12	The Language Domain	Chapter 12	Presentation of Chapter 12 Reflection Journal Entry Observation Journal Entry
13	The Physical Domain	Chapters 13	Presentation of Chapter 13 Reflection Journal Entry Observation Journal Entry

14	The Social Domain Integrating Curriculum by Using Themes and Projects	Chapters 14 & 15	Presentation of Chs. 14 & 15 DB/List serve posting Reflection Journal Entry Observation Journal Entry
15	Integrating Curriculum Themes & Projects	Chapter 16	Presentation of Chapter 16
16	FINAL REFLECTIONS	Unit Presentations	Submit Portfolios & Unit

Requirements and course outline subject to change at the discretion of the instructor in order to accommodate instructional/student needs.

Addendum III

Course Update Request (Add, Delete, Modify)

Originator

 Counseling and Educational Psychology
 Department

 College of Education
 College

 Pearce, Rebecca (Becky)
 Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 CEPD 7155 Substance Abuse and Addictions: Prevention and Treatment
 Prefix Number Course Title

This course is designed for counselors and other human service providers working in a variety of settings, including schools, community agencies, private practices, and hospitals. Topics covered include the classification of drugs and their effects on users; various models of addiction; the use of assessment, diagnosis, and prevention strategies with individuals, families, and groups; relapse prevention; and legal, ethical, and multicultural issues associated with addictions work.

Course Catalog Description

3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

none

Corequisites
Rationale

This is a course that has been taught as a special topics course. Interest in the course and robust enrollment have created a need to add it to the projected schedule of courses on a regular basis. This is an elective course for students enrolled in the M.Ed., Ed.S. and initial certification programs. Graduate students in psychology also enroll in this course.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments
 TEAC Approval Required

College Approvals

 Stanard, Rebecca [APPROVED]
 Chair, Course Department

 Hoff, Dianne [APPROVED]
 Associate Dean, College of Education

Cross Listing Approvals

 N/A
 Chair, Cross Listed Department

 N/A
 Associate Dean, Cross Listed College

Other Approvals

 Clark, Charles [APPROVED]
 Chair, Committee on Graduate Studies

 N/A
 Chair, TEAC

FINAL APPROVAL

Chair, Faculty Senate

CEPD 7155

Substance Abuse and Addictions: Prevention and Treatment

Semester Hours: 3

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Telephone:

Email

Fax:

Help Desk:

E-mail: distance@westga.edu

Call: 678-839-6248 M-F 8am-5pm

Fax: 678-839-0636

*After-hours- Course Den help: <http://help.view.usg.edu> * 24 hrs/ day - 365 days a yr

Online Support: Course Den Login and Help Page: <http://webct.westga.edu>

Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>

Ingram Library Information: <http://www.westga.edu/~library/info/library.shtml>

UWG Distance Education: <http://www.westga.edu/~distance/>

COURSE DESCRIPTION

This course is designed for counselors and other human service providers working in a variety of settings, including schools, community agencies, private practices, and hospitals. Topics covered include the classification of drugs and their effects on users; various models of addiction; the use of assessment, diagnosis, and prevention strategies with individuals, families, and groups; relapse prevention; and legal, ethical, and multicultural issues associated with addictions work.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES:

Students will:

1. articulate the role of the counselor in prevention and treatment of substance abuse/addiction; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Knowledgeable, Reflective*)
2. demonstrate a working knowledge of the various classifications of drugs and the biochemical and pharmacological aspects of addictions; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Knowledgeable, Reflective*)
3. demonstrate an understanding of assessment of substance abuse; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Knowledgeable, Reflective; CMHC A.6; C.4; H.4*)
4. demonstrate an understanding of the various models of addictions and the assessment and treatment strategies based on those models; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Knowledgeable, Reflective; CMHC A.6; C.4; H.4*)
5. demonstrate an understanding of the characteristics and dynamics of families affected by addiction; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Knowledgeable, Reflective; SC G.2*)
6. demonstrate knowledge of various treatment modalities (individual, group, family, self-help groups) useful in treatment of addictions; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Knowledgeable, Reflective*)
7. articulate an understanding of the characteristics of addiction specific to a variety of persons from various ethnic groups, developmental levels, economic statuses, sexual orientations, and genders; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Culturally Sensitive, Knowledgeable*)

8. demonstrate an understanding of ethical and legal issues in treatment of addictions; (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Knowledgeable, Reflective*), and
9. understand relapse prevention and prevention models (Stevens & Smith, 2005; Lewis, Dana, Blevins, 2002; Fisher & Harrison, 2000) (*Knowledgeable, Proactive*)

TEXTS, READING, AND INSTRUCTIONAL RESOURCES

Required Text:

Stevens, P. & Smith, R.L. (2009). *Substance abuse counseling: Theory and practice* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Students must also have access to the internet to access various websites including the National Institute on Drug abuse at <http://www.nida.nih.gov/NIDAHome.html> & the Substance Abuse & Mental Health Services Administration website: <http://www.samhsa.gov/>

Supplemental Readings:

Buelow, G. D. & Buelow, S. A. (1998). *Psychotherapy in chemical dependence treatment: A practical and integrative approach*. Pacific Grove, CA: Brooks/Cole.

Doweiko H. E. (2002). *Concepts of chemical dependency* (5th ed). Pacific Grove, CA: Brooks/Cole.

Fisher, G. L. & Harrison, T.C. (2000). *Substance abuse: Information for school counselors, social workers, therapists, and counselors*. (2nd ed). Needham Hts, MA: Allyn and Bacon.

Lewis, J. A., Dana, R.Q. & Blevins, G. A. (2002). *Substance abuse counseling* (3rd ed). Pacific Grove, CA: Brooks/Cole.

Miller, G. A. (1999). *Learning the language of addiction counseling*. Needham Hts, MA: Allyn and Bacon.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

1. **Read assigned material, participate in class activities, complete homework assignments and participate in class discussion and online activities.** Class attendance and participation is expected. Grades may be lowered for absences/tardiness and/or lack of appropriate participation.
Course Objectives: 1, 7, & 9
2. **Completion of a mid-term exam and final exam on CourseDen.** 50 questions (on each exam), multiple choice exam with 2 hour online time limit. Course Objectives: 1, 2, 3, 4, 5, 6, 8 & 9
3. **Attend a minimum of two (different) 12-step program groups during the course of the semester and prepare a reaction paper** summarizing, comparing, and contrasting your experiences at the meetings. Submit your paper using the Assignment Section on CourseDen on or before the due date.
Course Objectives: 1, 4, 5, & 6

Reaction Papers- Guidelines

Papers must be **type-written, double-spaced, at three to four pages in length, and submitted using CourseDen Assignment Section.** Information should include but is not limited to the following:

- a. Date, time, type of meeting
- b. Describe each meeting. (format, atmosphere, etc.)
- c. Describe the similarities and differences between the two meetings.
- d. What was the physical setting of the meeting like? (safe part of town?, easy parking?, comfortable room? Too much smoke in the room?, etc.)
- e. How were you greeted/treated?
- f. Were there those in each meeting with whom you felt particularly comfortable? Why/why not?
- g. What were the topics of each meeting? (What was the general discussion?)
- h. Did everyone participate in the meetings?
- i. What was your emotional response to attending each of the meetings? What do you think triggered that response?
- j. Did you talk informally with others before/after the meetings? Why/why not?
- k. Would you recommend the meetings you attended to be helpful to recovering individuals? Why/why not?
- l. What do you think was the most and least helpful aspect of each meeting?
- m. What are the implications for your practice as a counselor? Are you likely to refer or not refer individuals to 12 step programs? Why/why not?

4. **Log of Drug Use & Summary and Reflection Paper:** Beginning the first (1st) class period and ending on the ninth (9th) class period, keep a log of your drug use. This log may be handwritten and needs to list the drugs taken during that period of time, including frequency and amount. **Drugs include:** sugar, caffeine, nicotine, chocolate, over the counter medication, prescribed medication, alcohol, illegal drugs. This log is confidential and will only be seen by the student. Develop a **(brief one-two page double-spaced and typed) Summary and Reflection Paper** of any insights that you gained during the time of keeping this log. Turn the **Summary and Reflection Paper** in on the Assignment Section of CourseDen (see CourseDen Assignments for due date). Course Objectives: 2, 3, 7, & 9

5. **Empathy Exercise, Journals (3) and Reflection Paper:** Choose one of the substances from your log (EXCLUDING prescribed medication) and abstain from that substance beginning with the first (1st) class period and ending on the ninth (9th) class period. Record your abstinence experiences in a journal (Minimum: make a weekly entry), noting difficulties, defense mechanisms, and feelings that arise as a result of giving up the substance or activity. Seek out support of others to prevent "relapse" as necessary and note any reactions that surface as a result of that. Choose a "sponsor" from among your classmates to support you during your abstinence. Contact your sponsor (in person, by phone, online etc.) as needed to support your abstinence and document contact with your sponsor in your journal entries. **Submit your journals (3) electronically to the instructor using CourseDen Assignment Section on dates indicated on the syllabus.** Your journal entries are confidential and will be seen only by the instructor. An **Abstinence Reflection Paper**, based upon the experience, is due at the end of the semester. The **Abstinence Reflection Paper (type-written, double-spaced, three (3) to four (4) pages in length, and submitted using CourseDen Assignment Section)** is a summative reaction to the entire experience as you review your journal entries. It should address your cognitive and affective learning and experiences, how the experience impacted how you view those individuals struggling to recover from addiction, and how you think your experience with this exercise might influence your response to them. Course Objectives: 2, 3, 7, & 9

6. **In class Support Group activity & Reflection Paper:** Every other class session will include **a 45 minute group support session** in which the group members will process their abstinence experience and offer support to group members. The "group leadership" will rotate each session. At the end of the semester you are to submit a **Reflective Paper** on your experience in the group using CourseDen Assignment Section. Your reflective paper should include (but is not limited to) your reaction to the group, your experience as group member versus leader, what you did (or did not) learn, effectiveness in support of your abstinence, and any defensive reactions that may have arisen. **The reflection paper should be no more two 2 pages, double-spaced and typed.** Course Objectives: 2, 3, 7, & 9

Evaluation Procedure:

1. Evaluation of attendance and participation will be based upon the student's attendance, punctuality, participation in class activities, and contribution to the class discussion and online activities.
2. Exams (2) (mid-term & final) will be multiple choice and/or short answer. Students are expected to demonstrate mastery of the presented material.
3. Attendance and active participation in the **support group** is expected. Students are expected to contribute to the group process in a thoughtful and meaningful way through expression of thoughts and feelings as well as through responding to other group members and the group leader.

4. The papers should be of graduate level quality, typed, double spaced, using a standard 12-point font and APA style. The length of the papers should comply with the assignment descriptions above. The papers will be evaluated based on fulfillment of the assignment, clarity of presentation, thoughtfulness of the analysis, and correct format and grammar. The papers should follow assignment guidelines

5. Journal entries will be evaluated on the level of thoughtfulness and insight demonstrated. The reflective paper is a summative response of the exercise and will be evaluated on fulfillment of the assignment, thoughtfulness of the analysis, and correct format and grammar.

Mid-term/Final exam in CourseDen (Item 2)	100 pts
12-step reaction paper (Item 3)	50 pts
Log of Drug Use Summary & Reflection Paper (Item 4)	30 pts
Empathy Journal 3 @ 10 pts each (item 5)	30 pts
Abstinence Reflective paper (Item 5)	50 pts
Support Group Reflection Paper (Item 6)	40 pts
TOTAL	300 pts

Grading Policy

A = 300-270 (100-90%) C = 239-210 (79-70%)

B = 269-240 (89-80%) F = 209 (69%) and below

Points will be deducted for late work. A grade of A **will not** be assigned to late work, including exams.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Attendance at all classes is mandatory and more than one absence and/or excessive tardiness, leaving class early etc. will reduce the final grade.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations

may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Extra credit and work completed in another class will not be accepted

Late Work: Assignments turned in late will merit a reduction in grade and will not be assigned a grade of "A."

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. *For information related to this course students are to use Course Den email as the means of communication.*

Methods of Instruction: Instruction in this course is delivered through the use of lecture, class discussion, readings, online activities, large and small group activities, video, use of informal writing exercises, journaling, reflective papers, podcasts, and guest speakers.

TENTATIVE CLASS SCHEDULE

CEPD 7155 – Substance Abuse and Addictions: Prevention and Treatment

Module	Topic	Reading Required	Assignments (#) Due Submit All Assignments in CourseDen
1	Introduction; review of syllabus and course requirements	CourseDen reading: <i>Addictions Counseling</i>	▪ Begin drug log
2	Introduction to Substance Abuse Role of the counselor Guest Speaker: **Support Group Meeting	Stevens & Smith Ch 1 CourseDen reading: <i>SA Prevention/ intervention</i>	▪ (Continue Drug Log)
3	Models of Addiction	Stevens & Smith Ch 3 CourseDen reading: <i>Models of Addiction</i>	▪ (Continue Drug Log)
4	Drugs and their effects – Part 1 **Support Group Meeting	Stevens & Smith Ch 2 CourseDen reading: <i>Classification of Drugs</i>	▪ (Continue Drug Log) ▪ Journal entry 1 due in CourseDen
5	Drugs and their effects – Part 2	Stevens & Smith Ch 2 CourseDen reading: <i>Classification of Drugs</i>	▪ (Continue Drug Log)
6	Assessment and Diagnosis Guest Speaker: **Support Group Meeting	Stevens & Smith Ch 4 CourseDen reading: <i>Assessment and Diagnosis of SA: & Screening and Assessing Adolescent</i>	▪ (Continue Drug Log)
7	Treatment and Treatment Planning	Stevens & Smith Ch 5 CourseDen reading: <i>Motivation Interviewing TIPs</i>	▪ (Continue Drug Log)
8	Principles of Drug Addiction Treatment Mid-term Exam (online) **Support Group Meeting	CourseDen Reading: <i>NIH Principles of Drug Addiction Treatment</i>	▪ (Continue Drug Log) ▪ Mid-term Exam in CourseDen Due prior to exam date class #9 start time!
9	Individual and Group Treatment	Stevens & Smith	▪ (End drug log)

		Ch 6 & 7	▪ Journal entry 2 due in CourseDen
10	12 Step and Self Help Groups **Support Group Meeting	Stevens & Smith Ch 6 & 7	
11	Counseling Adolescents and Families	Stevens & Smith Ch 8 & 10	▪ Log Summary & Reflection paper due in CourseDen
12	Selected populations	Stevens & Smith Ch 10	▪ 12 step Reaction paper due in CourseDen
13	Cultural Issues	Stevens & Smith Ch 11	▪ Journal entry 3 due in CourseDen)
14	Relapse Prevention Prevention and Contemporary Issues **Support Group Meeting	Stevens & Smith Ch 9 and 12	
15	Ethical/Legal Issues Course Wrap-up **Course Evaluation	Stevens & Smith Ch 13	▪ Abstinence activity reflective paper due in CourseDen ▪ Support Group Experience Reflection Paper due in CourseDen
Exam Period	Final exam (online)		▪ Final Exam in CourseDen Due prior to exam date class end time!

Course Update Request (Add, Delete, Modify)

Originator

 Counseling and Educational Psychology
 Department

 College of Education
 College

 Pearce, Rebecca (Becky)
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites
 Description
 Title
 Credit
 See Comments

Course Details

 CEPD 8171 Current Issues in Counseling and Supervision
 Prefix Number Course Title

This seminar is designed for graduate students who have been admitted to the Ed.S. program in professional counseling and supervision. Special topics and current issues in counseling and supervision will be critically examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments.

Course Catalog Description

3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Corequisites
Rationale

This course is part of the proposed program of study required for the Ed.S. program in Professional Counseling and Supervision.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

Comments
 TEAC Approval Required

College Approvals

 Stanard, Rebecca [APPROVED]
 Chair, Course Department

 Hoff, Dianne [APPROVED]
 Associate Dean, College of Education

Cross Listing Approvals

 N/A
 Chair, Cross Listed Department

 N/A
 Associate Dean, Cross Listed College

Other Approvals

 Clark, Charles [APPROVED]
 Chair, Committee on Graduate Studies

 N/A
 Chair, TEAC

FINAL APPROVAL

Chair, Faculty Senate

CEPD 8171**Current Issues in Counseling and Supervision**

Semester Hours: 3

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Telephone:

Email

Fax:

Help Desk:

E-mail: distance@westga.edu

Call: 678-839-6248 M-F 8am-5pm

Fax: 678-839-0636

*After-hours- Course Den help: <http://help.view.usg.edu> * 24 hrs/ day - 365 days a yrOnline Support: Course Den Login and Help Page: <http://webct.westga.edu>Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>Ingram Library Information: <http://www.westga.edu/~library/info/library.shtml>UWG Distance Education: <http://www.westga.edu/~distance/>**COURSE DESCRIPTION**

This seminar is designed for graduate students who have been admitted to the Ed.S. program in professional counseling and supervision. Special topics and current issues in counseling and supervision will be critically examined. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and assignments.

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The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral

components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. demonstrate advanced knowledge of ethical and legal considerations related to counseling and supervision (Corey, Corey, & Callahan, 2007; Remley & Herlihy, 2005; Wheeler & Bertram, 2008) (*Knowledgeable; CACREP II.G.1.j; DOC IVA.4*)
2. describe personal characteristics, including strengths and weaknesses that influence counseling effectiveness (Corey & Corey, 2007; Kottler & Brown, 2000; Martin, 2002; Schmidt, 2002; Young 2005) (*Reflective; CACREP II.G.1.d*)
3. demonstrate advanced knowledge about two professional or practice issues in the field of counseling and psychotherapy. (Corey & Corey, 2007; Kottler & Brown, 2000; Martin, 2002; Young, 2005)
4. actively demonstrate and contribute professional/personal insights in seminar discussions (Hazler & Kottler, 2005) (*Knowledgeable, CACREP CC-A.2, SC-A.1*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: American Counseling Association. (2005). Code of ethics. Alexandria, VA: Author.

References:

- Bauman, S. (2008). *Essential Topics for the Helping Professional*. Upper Saddle River, NJ: Pearson Allyn and Bacon.
- Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions*. (7th ed.). Belmont, CA: Thomson, Brooks/Cole Publishing.
- Davis, T. (2005). *Exploring School Counseling*. Boston: Lahaska Press, Houghton Mifflin.
- Erford, B.T. (2003). *Transforming the School Counseling Profession*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Gladding, S. (2009). *Counseling: A Comprehensive Profession*. (6th ed.). Upper Saddle River, NJ: Pearson.

- Hazler, R.J. & Kottler, J.A. (2005). *The Emerging Professional Counselor*. (2nd ed.). Alexandria, VA: American Counseling Association.
- Lewis, M.D, Hayes, R.L. & Lewis, J.A. (1986). *The Counseling Profession*. Itasca, IL: Peacock Publishers, Inc.
- Locke, D. C., Myers, J.E., & Herr, E.L. (2001). *The Handbook of Counseling*. Thousand Oaks, CA: Sage Publications.
- Palmo, A.J., Weikel, W.J., & Borsos, D.P. (2006). *Foundations of Mental Health Counseling*. (3rd ed.). Springfield, IL: Thomas Publishers.
- Remley, Jr., T.P., & Herlihy, B. (2005). *Ethical, Legal, and Professional Issues in Counseling*. (2nd ed.). Upper Saddle River, NJ: Pearson.
- Slife, B.D., Williams, R.N., & Barlow, S.H. (2001). *Critical Issues in Psychotherapy*. Thousand Oaks, CA: Sage Publications.
- Smart, J. (2001). *Disability, Society, and the Individual*. Gaithersburg, MD: Aspen Publications.
- Vash, C.L., & Crewe, N.M. (2004). *Psychology of Disability*. (2nd ed.). New York, NY: Springer Publishing Co., Inc.
- Wheeler, A.M., & Bertram, B. (2008). *The Counselor and the Law*. (5th ed.). Alexandria, VA: American Counseling Association.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Activities and Assessments

1. Attend classes, read assigned materials, participate in class activities and discussions.
Course Objectives: 1,3,4
2. Fully participate in seminar discussions
Course Objective: 4
3. Prepare and present a presentation appropriate for submission to a professional organization
Course Objectives: 1,3,4
4. Prepare a manuscript/paper appropriate for submission to a professional journal. The topic must be approved in advance which will include an outline; 10-12 pages. This will be the final exam/project.
Course Objectives: 1,3,4
5. Write a personal paper and include an updated vita. In the paper discuss: current status; employment outlook in your specialty; what you will be doing in 5 years and 10 years after obtaining the Ed.S.; strengths; and areas for improvement.
Course Objective: 1

Evaluation Procedures

Personal Paper	50
Professional Presentation	50
Professional Manuscript (final)	<u>100</u>
TOTAL	200

Grading Policy

A=90-100% B=80-89% C=70-79% F=Below 70%

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Attendance at all classes is mandatory and more than one absence and/or excessive tardiness, leaving class early etc. will reduce the final grade.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: Extra credit and work completed in another class will not be accepted

Late Work: Assignments turned in late will merit a reduction in grade and will not be assigned a grade of "A."

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. *For information related to this course students are to use Course Den email as the means of communication.*

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

CLASS OUTLINE

(This outline is tentative and may be adjusted)

Week 1	Introduction; Presentation assignments; organization
Week 2	Ethics and legal Issues
Week 3	Professional Identity
Week 4	Foundational Theories
Week 5	Diagnosis, Record keeping, and Referral
Week 6	Terminal degrees in counseling
Week 7	Counseling people with disabilities
Week 8	Issues in Supervision
Week 9	Program Development and Administration
Week 10	Dealing with Crisis and Trauma
Week 11	Prevention Programming
Week 12	Class Presentation
Week 13	Class Presentation
Week 14	Class Presentation
Week 15	Final/paper

Course Update Request (Add, Delete, Modify)

Originator

 Counseling and Educational Psychology
 Department

 College of Education
 College

 Pearce, Rebecca (Becky)
 Originator

Action
 Add
 Modify
 Delete

Modifications
 Prerequisites

 Description

 Title

 Credit

 See Comments

Course Details

 CEPD 8189 Advanced Internship
 Prefix Number Course Title

The internship is an organized and supervised set of training experiences (paid or unpaid), the purpose of which is to enhance one's ability to function professionally as a counselor. Flexibility to tailor the internship to one's professional goals and objectives is a major strength of the Ed.S. counseling internship. Students will work in an approved internship site under the supervision of an appropriately credentialed supervisor for a minimum of 150 hours. May be repeated for credit.

Course Catalog Description

3	0	3	Fall - 2010	Yearly	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

admission to Ed.S. Program

Corequisites
Rationale

This course is part of the proposed program of study required for the Ed.S. program in Professional Counseling and Supervision.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

 Present or Projected Annual Enrollment:
Comments
 TEAC Approval Required

College Approvals

 Stanard, Rebecca [APPROVED]
 Chair, Course Department

 Hoff, Dianne [APPROVED]
 Associate Dean, College of Education

Cross Listing Approvals

 N/A
 Chair, Cross Listed Department

 N/A
 Associate Dean, Cross Listed College

Other Approvals

 Clark, Charles [APPROVED]
 Chair, Committee on Graduate Studies

 N/A
 Chair, TEAC

FINAL APPROVAL

Chair, Faculty Senate

CEPD 8189

ADVANCED INTERNSHIP

Semester Hours: 3

Semester/Year:

Time/Location

Instructor:

Office Location:

Office Hours:

E-mail:

Fax:

Helpdesk:

Online Support:

CourseDen Login and Help Page: <http://webct.westga.edu/>Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>Ingram Library Information: <http://www.westga.edu/~library/info/library.shtml>UWG Distance Education: <http://www.westga.edu/~distance/>**COURSE DESCRIPTION**

The internship is an organized and supervised set of training experiences (paid or unpaid), the purpose of which is to enhance one's ability to function professionally as a counselor. Flexibility to tailor the internship to one's professional goals and objectives is a major strength of the Ed.S. counseling internship. Students will work in an approved internship site under the supervision of an appropriately credentialed supervisor for a minimum of 150 hours. May be repeated for credit.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

The internship provides counselors an opportunity to advance their counseling practice through supervised experience.

Interns will demonstrate:

1. Ability to reflect on one's professional development and identify specific areas for growth (*COE Conceptual Framework: Reflective, Decision Maker*);
2. Ability to understand, assess, and address client background and current context (Seligman, 2005; *COE Conceptual Framework: Knowledge, Cultural Sensitivity, Decision Maker*);
3. Ability to establish strong, productive relationships with clients (Seligman, 2005; Skovholt & Jennings, 2004; *COE Conceptual Framework: Adaptive, Collaborative, empathetic, Culturally Sensitive*);
4. Skills necessary to modify emotions, enhance thoughts, and change behavior (Seligman, 2005; *COE Conceptual Framework: Knowledge, Decision Maker, Collaborative, Culturally Sensitive, Empathetic*);
5. Ability to facilitate diagnosis and treatment/counseling planning (Seligman, 2005; *COE Conceptual Framework: Decision Maker, Collaborative, Culturally Sensitive, Empathetic; Knowledge*);
6. Skills to accomplish positive, desired change (Seligman, 2005; *COE Conceptual Framework: Decision Maker, Adaptive, Collaborative, Knowledgeable, Proactive; Empathetic*);
7. Skills to evaluate plans and interventions and assess their impact (Seligman, 2005; *COE Conceptual Framework: Knowledge, Leader, Adaptive, Culturally Sensitive, Reflective*); and
8. Ability to attend to one's emotional wellbeing (Skovholt & Jennings, 2004; *COE Conceptual Framework: Reflective, Adaptive, Lifelong Learner, Proactive*).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts: Seligman, L. (2005). *Conceptual skills for mental health professionals*. Saddle River, NJ: Pearson.

References:

- American Counseling Association code of ethics (2005). Retrieved September 19, 2008 from <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
- American Mental Health Counselors Association (2000). *Code of ethics of the American Mental Health Counselors Association*. Alexandria, VA: Author.
- American School Counseling Association. (2004). *Ethical standards for school counselors*. Alexandria, VA: Author.
- Slovholt, T.M., Jennings, L. (2004). *Master therapists: Exploring expertise in therapy and counseling*. Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

1. Develop and implement an internship plan/contract that accounts for a minimum of 150 clock hours and includes the following:
 - a. experiences in counseling practice setting that are individually determined by the University Internship Supervisor and student based on experience and training;
 - b. specific learning objectives and activities that lead to the demonstration of course objectives;
 - c. criteria for assessment of performance effectiveness, including mid-term and final self-assessments; and
 - d. weekly individual and/or triadic supervision and regular group supervision.

NOTE THAT THIS ASSIGNMENT MUST BE COMPLETED, IN CONSULTATION WITH THE UNIVERSITY INTERNSHIP SUPERVISOR, BEFORE THE COURSE BEGINS. PLAN/CONTRACT IS DUE NO LATER THAN NOVEMBER 1 FOR SPRING SEMESTER INTERNSHIP.

Course Objectives: 1

2. Develop and submit to your university supervisor a case example of treatment/counseling plan development for at least one client. Begin with assessment and understanding of client or group needs (including culture specific) and include model of conceptualization, goal setting, approach/theory leading to change, implementation, evaluation of outcomes, and impact of interventions.

Course Objectives: 2, 4-7

3. Develop a plan for enhancing/sustaining counselor wellness throughout the term. Include specific objectives, wellness strategies, and outcome measures. Submit the plan and your evaluation of it at the end of the semester.

Course Objectives: 8

4. Maintain a log of weekly activities and hours to be submitted to your supervisor at the end of the term.

Evaluation Procedures

Grading will be based on a Satisfactory or Unsatisfactory basis. Successful completion of the course requirements, including meeting individually determined criteria for assessment of performance effectiveness, and evidence of professional development will serve as the basis for the final grade.

Grading Policy

A grade of S (satisfactory) or U (unsatisfactory) will be earned based on fulfillment of all course requirements and demonstration of knowledge and skills beyond entry-level program expectations.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a

student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Attendance will be taken every class meeting. You are responsible for all information and changes in the course content that may occur in your absence. Punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and promotes classroom instruction. Therefore, two tardies equal one absence and two unexcused absences may result in a grade reduction. If, for any reason you will be forced to be tardy or absence on a regular basis, you must clear the tardy or absence with the instructor. Tardiness to class will not be tolerated and will result in a reduction of points from your final grade.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Late Work: All assignments will be due at the beginning of class on the scheduled due date. No email submissions will be accepted unless specified by the instructor.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:

- a) participating in interactions and class activities in a positive manner;
- b) collaborating and working equitably with classmates, especially on group assignments;
- c) turning in assignments on time;
- d) arriving to and leaving class punctually;
- e) treating classmates, colleagues, and the instructor with respect in and out of the classroom;
- f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. **Communication from Instructor will take place through your myuwg web page.**

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

CLASS OUTLINE

Date	Reading Assignment	Class Activities	Assignments Due
Week 1		Introduction	Internship plan/contract
Week 2	Relevant Ethical Standards	Group Supervision	
Week 3		Group Supervision	
Week 4		Group Supervision	
Week 5		Group Supervision	
Week 6		Group Supervision	
Week 7		Group Supervision	Mid-term Self-assessment
Week 8		Group Supervision	
Week 9		Group Supervision	
Week 10		Group Supervision	
Week 11		Group Supervision	
Week 12		Group Supervision	
Week 13		Group Supervision	
Week 14		Group Supervision	
Week 15		Final evaluations and discussions	Portfolio and Final Self-assessment

Internship Plan Form
CEPD 8189
University of West Georgia

1. Meet with your University Internship Supervisor to discuss a plan for your internship experience.
2. Complete the plan form, review with your University Internship Supervisor, and make any adjustments necessary.
3. Secure the placement and ask for a letter of agreement from the site supervisor (s) to attach to the plan.
4. Present the internship class instructor with an approved plan, including the supervisor agreements, on the first day of class during each term in which you are enrolled in internship.

	Assessment/ Diagnosis	Conceptualization	Treatment/ counseling planning	Implementation	Evaluation/ Impact
Objectives					
Performance Indicators					
Experience to Meet Objective					
Location of Experience					
Site Supervisor					
Dates of Experience					

Intern Date

University Supervisor Date of Approval

Evaluation Rubric for CEPD 8189
University of West Georgia

Objectives: (list each objective from the approved plan in the corresponding sections below)	Performance Indicators (evidence that the objectives have been achieved)	Unsatisfactory	Marginal	Competent	Exemplary	Supervisor Initial
Assessment/Diagnosis						
Conceptualization						
Treatment/counseling planning						
Implementation						
Evaluation/Impact						
Emotional Wellbeing						

Additional Comments including particular strengths noted and areas for professional development:

Intern: _____

Supervisor: _____

Course Update Request (Add, Delete, Modify)

Originator

Counseling and Educational Psychology
DepartmentCollege of Education
CollegePearce, Rebecca (Becky)
Originator

Action

 Add Modify Delete

Modifications

 Prerequisites Description Title Credit See Comments

Course Details

CEPD 8194 Research Seminar II
Prefix Number Course Title

The course presents an applied approach to learning the methodology of research. The research may be an evaluation of a counseling intervention or a brief program evaluation. This approach includes utilizing a Literature Review, a written and approved proposal for the research study and an approved application for consent to conduct the research from the Institutional Review Board (IRB) at the university and counseling site when appropriate. The course will allow sufficient time for data collection and analysis. It will conclude with a completed research report and presentation of the data findings to appropriate stakeholders.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Letter Grade Grading
3		3	Fall - 2010	Yearly	Letter Grade

Prerequisites

CEPD 8184 or equivalent and admission to Ed.S. Program

Corequisites

Rationale

This course is part of the proposed program of study required for the EDS program in Professional Counseling and Supervision.

Planning Info

 Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

 TEAC Approval Required

College Approvals

Stanard, Rebecca [APPROVED]
Chair, Course DepartmentHoff, Dianne [APPROVED]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed DepartmentN/A
Associate Dean, Cross Listed College

Other Approvals

Clark, Charles [APPROVED]
Chair, Committee on Graduate StudiesN/A
Chair, TEAC

FINAL APPROVAL

Chair, Faculty Senate

CEPD 8194**RESEARCH SEMINAR II**

Semester Hours: 3 semester hours

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

E-mail:

Fax:

Helpdesk:

Online Support:

CourseDen Login and Help Page: <https://westga.view.usg.edu/>

Distance Learning Library Resources: <http://www.westga.edu/~library/depts/offcampus/>

Ingram Library Information: <http://www.westga.edu/~library/info/library.shtml>

UWG Distance Education: <http://www.westga.edu/~distance/>

COURSE DESCRIPTION

Prerequisites: CEPD 8184 or equivalent and admission to Ed.S. program

The course presents an applied approach to learning the methodology of research. The research may be an evaluation of a counseling intervention or a brief program evaluation. This approach includes utilizing a Literature Review, a written and approved proposal for the research study and an approved application for consent to conduct the research from the Institutional Review Board (IRB) at the university and counseling site when appropriate. The course will allow sufficient time for data collection and analysis. It will conclude with a completed research report and presentation of the data findings to appropriate stakeholders.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing*

Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. implement an action plan with intervention for the purposes of achieving accountability in the student's setting (Marshall & Rossman, 1989; Mills, 2006; Strauss & Corbin, 1990).
(Reflective, Knowledgeable, Leaders, Adaptive; NBPTS 4; CACREP II.J.3a, d, e)
2. carry out an original action research study using appropriate research methodology (Marshall & Rossman, 1989; Mills, 2006; Stringer & Dwyer, 2005; Strauss & Corbin, 1990);
(Adaptive, Knowledgeable; NBPTS 2; CACREP II.J.3b)
3. analyze the data collected in the action research study with the purpose of improving the student's professional performance in the student's setting
(Reflective, Knowledgeable, Leaders, Adaptive; NBPTS 4; CACREP II.J.3a, d, e)
4. prepare an action research report on the results of the study (Marshall & Rossman, 1989; Mills, 2006; Stringer & Dwyer, 2005; Strauss & Corbin, 1990);
(Reflective; NBPTS 4; CACREP II.J.3c, d)
5. utilize research findings from studies reported in the professional literature (Eisner & Peshkin, 1990; Mills, 2006);
(Decision makers, Adaptive, Knowledgeable; NBPTS 1, 2; CACREP II.J.3a)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Mills, G. E. (2006). *Action research. A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Pyrzczak, F., & Bruce, R. R. (2007). *Writing empirical research reports* (6th ed.) Glendale, CA: Pyrczak.

Suggested Additional Reading:

- Hendricks, C. (2006). *Improving schools through action research. A comprehensive guide for educators*. Boston: Pearson.
- Stringer, E., & Dwyer, R. (2005). *Action research in human services*. Upper Saddle, NJ: Pearson Prentice Hall.
- Loesch, L. C., & Ritchie, M. H. (2005). *The accountable school counselor*. Austin, TX: CAPS Press, PRO-ED.

References:

- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2008). *Strategies of qualitative inquiry* (3rd ed.). Thousand Oaks: Sage.
- Eisner, E. W. & Peshkin, A. (1990). *Qualitative inquiry in education*. New York: Teachers College Press.
- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines* (3rd ed.). Boston: Pearson Education.
- Hendricks, C. (2009). *Improving schools through action research: A comprehensive guide for educators* (2nd ed.). Boston: Pearson Education.
- Holly, M. L., Arhar, J., & Kasten, W. (2005). *Action research for teachers. Traveling the yellow brick road* (3rd ed.). Upper Saddle River, NJ: Pearson Education..
- Johnson, A. P. (2005). *A short guide to action research* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- McDavid, J. C., & Hawthorn, L. R. (2006). *Program evaluation and performance measurement: An introduction to practice*. Thousand Oaks: Sage.
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. New York: Cambridge.
- Strauss, A. L., & Corbin, J. (1990). *Basics of qualitative research*. Newbury Park: Sage.
- Stringer, E., & Dwyer, R. (2005). *Action research in human services*. Upper Saddle, NJ: Pearson Education.

ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. Action Research Websites & Listservs.

Preview the online resources suggested in the Mill's text and others found through a search of the web. Review one online resource and describe it in one paragraph. Post an accurate address for the online resource (use the CourseDen link icon to make this a hyperlink) with a one paragraph description of the website to the discussion board on CourseDen.

Course Objective: 5

Due Date:

2. Complete a Triangulation Matrix

Complete a matrix with a minimum of 3 data resources you plan to utilize and connect each to the research questions for your study. Explain on a separate sheet more in-depth how you plan to achieve the data collection. Also explain how each of the 3 or more data resources will complement the study.

There will be an online discussion of the matrices. Discuss briefly your triangulation matrix from a minimum of 2 sources/references which describe how to triangulate your research data analysis. Besides your own post to this discussion board you will post remarks with appropriate references (your 2 sources, not including your text) as reflections about the work of your peers.

Course Objectives: 1, 2, 3, 4

Due Date:

3. Complete a Plan for the Intervention that you will implement.

Describe in detail with appropriate references the plan for intervention that you will implement in part or to a minimum this semester as well as the full plan for further implementation of your action intervention. Use APA format for title page, brief abstract, text, and reference page.

Papers that do not conform to APA format 6th edition will be returned unread.

Course Objective: 1

Due Date for Plan for Intervention:

4. Complete the Study and Write the Report.

Each student will design, conduct, and produce a "publishable paper" of qualitative research. Students will design the action research plan, collect data, analyze data, and synthesize the data into a final "publishable paper." This "publishable paper" or

article should be no longer than 15 typed double-spaced pages. Include a title page and an abstract. Include a reference list for any sources cited. In other words, follow explicitly the APA format (use the APA guidelines handout for a quick review of many APA items). The article should be a scholarly report which clearly describes the research focus, questions, design, and analysis procedures. Adequate examples from data should be included to support conclusions. Data schemas, when found should be included and discussed. BE SURE to include in the appendices your action plan for intervention and what you plan to start this semester. Also include tables, pie charts and other resources as appropriate in the appendices which do not count toward the page count.

Authors of selected papers *may be invited* to present their research during the annual College of Education student research forum. Additionally, researchers will be encouraged to submit their papers for publication to appropriate professional journals. As a point of discussion during one class we will look at appropriate journals for the various studies. Everyone will be expected to describe from an appropriate search one journal that would be appropriate to send their study to for possible publication.

Course Objectives: 1, 2, 3, 4

Papers that do not conform to APA format 6th edition will be returned unread.

Due Dates: First Draft Due

First Draft Returned

Second Draft Due

5. Present Action Research Study to Peers

Presentations are for sharing, critiquing, and celebrating your Action Research Study. After identifying appropriate strategies to share their study, students will prepare and present the research through these various media. These may be PowerPoint, video, internet, or other alternative means of presentation. The presentation must be more than a reading of the research study. Try to engage your audience in your presentation possibly through direct participation or through their sense of constructive criticism. Points will be award for creativity and for thoroughness of the presentation. Statistical data is to be presented through and appropriate visual display (see Appendix C).

Course Objectives: 1, 2, 3, 4

Additional Items:

Become familiar with the American Psychological Association's 2001 *Publication manual of the American Psychological Association (6th ed.)* for use with this course. The policy for research reports or papers for the College of Education is **APA format**. For this course all papers are to be submitted using APA format unless otherwise announced. The research paper is APA format and points will be deducted for not following the format for

"Publication". This will include title page, abstract, margins, page numbering, citations, direct quotations, references, headers, headings, spacing and all other aspects of the paper (i.e., the use of transition sentences, etc.). The APA manual is also the point of reference for writing style. Pay particular attention to the early chapters in the manual for content and organization style. The manual can be purchased in the bookstore at a minimum cost.

APA format is as important to the organization of a paper as clear and concise thoughts are to the content of the paper. Both are necessary for a graduate paper. Do not refer to this syllabus exclusively for APA format but do review the APA manual.

It is not the objective of this course to teach APA style, however I am available during office hours to help with questions. Students are expected to learn APA on their own as part of the graduate school experience if the style is not already integrated into their writing. However by this time in your EdS program, it is expected that students will be familiar with APA format. Papers that do not utilize APA (6th edition) style will be returned unread. A penalty of up to 1 point per APA error may be assessed when errors remain. Please review the guidelines for common APA errors provided. I hand these out for your use.

Please do not put assignments in folders or plastic covers of any kind. Manuscripts are to be on plain white paper stapled (versus paper clips) together.

Evaluation Procedures:

Website with description	10 pts.
Action Research Project	90 pts. (below)
	100 POINTS

Action Research Project

Triangulation Matrix	10pts.
1 st Draft	25 pts.
Publication Draft	25 pts.
Plan of Action for Intervention	20 pts.
In Class Presentation	10 pts

Grading Policy

A=90-100% of 100 pts. B=80-89% of pts. C=70-79% of pts. F=below 70% of pts.
Note that this course is based on 100 points thus each point is 1%; you will be able to track your percentage toward a letter grade in this manner. Points are lost for lack of work so PLEASE take care to follow directions for assignments carefully.

General Grading Guidelines:

- A – Extraordinarily high achievement; high degree of **synthesis and application**.
- B – Very good, solid, above average quality of work; good synthesis and application.
- C – Satisfactory quality of work; average level of synthesis and application.
- D – Minimally acceptable performance (**remember there is no “D” grade in graduate school**)
- F – Unacceptable work, does not meet objectives of course.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: **Attendance is required.** Students are expected to attend each class session, to be on time, and be present for the full class session. Please make adjustments to your schedule at this time. Because of the content involved, **two absences or repeated tardiness may drop a student's grade by 10%** or require that the student complete additional, assigned make-up material. Should an absence be necessary, the student is responsible for all notes, activities, assignments, etc. missed. This information should be obtained from a **class member**.

Students are also expected to make arrangements to meet with the instructor individually at the appointed times. These meetings will be directed toward the focus of the action research study.

All students are expected to arrive **punctually to all class and group meetings** and to attend each class in its entirety.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Late Work: All late papers will be assessed **5 points per day** for each day late. ***This will include weekends.*** No paper will be accepted after 1 week of being overdue.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

CLASS OUTLINE

The class schedule is subject to change as a variable of the students and the instructor.

Week 1	Overview of the course; Syllabus; Review of Areas of Focus; What is Action Research and Why Do It?	Mills Chapter 1 & 2 Pyrzczak & Bruce Chapters 1 & 2
Week 2	Importance of Action Research	Mills Review Chapter 7 & 8 Website description due
Week 3	Reviewing the Literature; working on focus	Pyrzczak & Bruce Chapter 3
Week 4	Gathering Data: Tools and Techniques; Strategies for Data Analysis	Mills Chapter 4
Week 5	Giving Voice: Interpretive and Qualitative Data Analysis	Mills Chapter 5
Week 6	Descriptive Statistics reviewed; individual meetings with students	Online
Week 7		Triangulation Matrix due
Week 8		Complete plans for action from the data that is emerging and from a re- review of the existing literature Action Plan Report for Intervention due
Week 9	Representation: Communicating Research	Mills Review Chapter 6

	Processes and Outcomes; How to display data	Pyrczak & Bruce Chapter 4 & 5
Week 10	Work on data analysis and paper. Discussion of article on publishing quantitative research	Pyrczak & Bruce Chapter 6 & 7
NO CLASS	Spring Break – Have a Great Break! ☺	No Classes at UWG; collect your data if you have not yet done so
Week 11	Taking Action: Passion, Purposes, and Pathways; Individual meetings as scheduled to discuss the action that is planned to occur this semester	Continue data analysis and plans for sharing; Write up results;
Week 12	Proposed online class; Discussion of one chapter per student from Writing Empirical Research	Draft 1 due
Week 13	Individual meetings as scheduled to refine the action plan for intervention	Return draft 1
Week 14	Final class meeting with discussion of data analysis and presentation ideas; individual meetings may be scheduled	
Week 15	Presentations with appropriate display of statistics; Plan to stay until the reports are completed	Complete final draft of AR report & Presentation material
Exam Week		

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies

College: College of Education

RECEIVED
2010 JAN 29 PM 3:36

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Teacher Support Services (Certification Endorsement) Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____


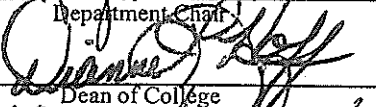

Present or Projected Enrollment: (Students per year)

Effective Date*: Summer / 2010
Term/Year

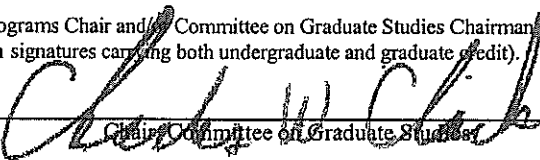
*For a new course, one full term must pass between approval and effective date.

Grading System: Letter Grade Pass/Fail Other

Approval:

	9-14-2009		
Department Chair	Date	Department Chair (if cross listed)	Date
	9/29/2009		
Dean of College	Date	Dean of College (if cross listed)	Date
	11-17-09		
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date  Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Department of Educational Leadership and Professional Studies
University of West Georgia
Teacher Support Specialist (Supplementary Certification Endorsement)
Rationale for Program Deletion

Background

Student demand for the TSS Endorsement dropped after the Georgia DOE stopped payment of stipends to teachers who earned and used the TSS Endorsement.

A search of course offerings over the last seven years indicates that EDLE 7313 was offered once in 2004 and once in 2002. EDLE 7386, the second course in the endorsement was not offered during that seven year period.

Proposed Deletions

To respond to the drop in demand for the TSS Endorsement program, the Department of Educational Leadership and Professional Studies has proposed deleting the existing endorsement.

STATE UNIVERSITY OF WEST GEORGIA
Department of Educational Leadership & Foundations
CERTIFICATION ENDORSEMENT FOR
TEACHER SUPPORT SPECIALIST (TSS)

Name _____ SSN _____

Address _____ Home Phone _____

_____ Work Phone _____

A teaching certificate or a service certificate in the field of Speech and Language Pathology and a minimum of three years of acceptable experiences at the P-12 level is required for admission to this program.

Required courses:

_____ EDLE 7313 Supervision Skills for Teacher Support Specialist

_____ EDLE 7386 Internship for Teacher Support Specialist

Approvals:

EDLE Advisor: _____ Date: _____

EDL/F Department Chair: _____ Date: _____

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 JAN 29 PM 3: 35

Prefix EDLE Course 7313 Title Supervision Skills for Teacher Support Specialist

Hours: / / Lecture/Lab/Total

Action	
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<input type="checkbox"/> Modify	<input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
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<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

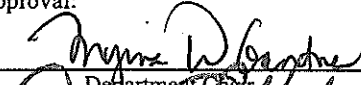
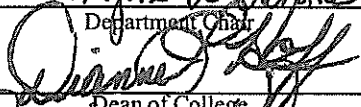
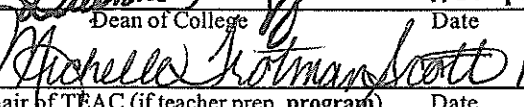
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Summer /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	9-14-2009		
Department Chair	Date	Department Chair (if cross listed)	Date
	9/29/2009		
Dean of College	Date	Dean of College (if cross listed)	Date
	11-17-09		
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	01-20-10	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies
Date		Date

Vice President for Academic Affairs Date

Department of Educational Leadership and Professional Studies
University of West Georgia
Teacher Support Specialist (Supplementary Certification Endorsement)
Rationale for Program Deletion

Background

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Proposed Deletions

To respond to the drop in demand for the TSS Endorsement program, the Department of Educational Leadership and Professional Studies has proposed deleting the existing endorsement.

EDLE 7313/7386

Supervision Skills for Teacher Support Specialist

Semester Hours

Semester/Year:

Instructor:

Office Location

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

The course is designed to provide the experienced educator with the skills to support and supervise, teachers, interns, beginning teachers or veteran teachers in need of assistance. Emphasis will be placed on the development of the Teacher Support Specialist as a facilitator of knowledge building through the use of specific supervisory skills, knowledge of effective teaching practices and interpersonal and leadership skills which will promote professional growth in the supported teacher.

Applicants for the teacher Support Specialist Endorsement must possess a valid renewable teaching certificate or a service certificate in the field of speech and language pathology and must provide evidence of at least three years of acceptable experience at P-12 level.

CONCEPTUAL FRAMEWORK

The conceptual framework of the college of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for school Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools and school systems (transformational systemic change). Ten descriptors or Learned Society Standards (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National Propositions (ISLLC) standards and Learned Society standards are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning,

implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, ISLLC standards, and Learned Society standards are identified in each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus

COURSE OBJECTIVES

Note: Interstate School Leaders Licensure Consortium standards (ISLLC) are printed at the end of the syllabus.

The course operates on the principle that educators are committed to students and their learning: Course participants are encouraged act upon the belief that all students can learn and in the spirit of *No Child Left Behind*, recognize the importance of multi-cultural backgrounds and the special needs of some students.

Students will:

1. demonstrate a knowledge and understanding of the principles of effective instruction;

(Decision-Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ISLLC 1, 2, 3, 5)

2. identify barriers to the effective change process;

(Decision-Makers; Leaders; Adaptive; Knowledge; Proactive; Reflective; ISLLC 1, 3, 4, 5, 6)

3. understand how to motivate and positively influence others;

(Decision-Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ISLLC 1, 2, 3, 4)

4. develop plans of actions for individual teacher's professional growth and development.

(Decision-Makers; Leaders; Collaborative; Knowledgeable; Proactive; Reflective; ISLLC 1, 2, 3)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Text:

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Virginia: ASCD

Katzenmeyer, M & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, California: Corwin Press, Inc

References:

- Anderson, R. H., & Snyder, K. J. Eds. (1993). *Clinical supervision: Coaching for higher performance*. Lancaster, PA: Technomic Publishing.
- Barkley, S.G., & Dougherty, E.D., (Eds). (1985). *Coaching teachers to higher levels of effectiveness*. Emerson, NJ: Performance Learning Systems.
- Berg, M., Better, M. Mailian, I., & Nagel, A. (1987). *Partners in supervision: A clinical supervision training model*. Washington, DC: American Educational Research Association.
- Brandt, R. (1987). *On teachers coaching teachers: A conversation with Bruce Joyce*. *Educational Leadership*, 12-17.
- California Department of Education, (1994). *A guide to prepare support providers for work with beginning teachers*.
- Cogan, M. *Clinical supervision*. (1973) Boston: Houghton Mifflin.
- Danielson, C & McGreal. (2000). *Teacher Evaluation to enhance professional practice*. Alexandria, Virginia: ASCD
- Glickman, C. (1990). *Supervision of instruction*. Boston: Allyn and Bacon.
- Glickman, C. D. et.al. (1998). *Supervision of instruction: A developmental approach*, (4th ed.) Boston: Allyn & Bacon.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2001). *Supervision and instructional leadership: A developmental approach*. (5th ed.). Boston: Allyn & Bacon.
- Goldsmith, M., Lyons, L. & Freas, A. (eds.) (2000). *Coaching for leadership: How the greatest coaches help leaders learn*.
- Henry, M.A. & Beasley, W.W. (1996). *Supervising student teachers*. Terre Haute, IN: Sycamore Press.
- Hudson, F.M. (1999). *The handbook of coaching: A comprehensive resource guide for managers, executives, consultants, and human resource professionals*. San Francisco: Jossey-Bass.
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, California: Corwin Press, Inc.
- Levine, S.L. (1989). *Promoting adult growth in schools*. Boston, MA: Allyn and Bacon.
- Mims, N.G., & Carr. D.S. (1991). *Reading, skills & activities for teacher support programs*. Iowa: Kendall/Hunt.
- Moffett, K., St.John, J., & Isken, J. (1987). *Training and coaching beginning teachers: An antidote to reality shock*. *Educational Leadership*, 44(5), 34-36.
- Ohio Department of Education. (1990). *Assisting the entry-year teacher: A leadership resource*.
- Oliva, P. F., & Pawlas, G. E. (2001). *Supervision for today's schools*, (6th ed.). White Plains, NY: Longman.
- Parsloe, E & Wray, M. (2001). *Coaching and mentoring: Practical methods to improve learning*. London: Kogan Page.
- Red, C. & Shainline, E. (1987). *Teachers reflect on change*. *Educational Leadership*. 44(5), 38-40.
- Reiman, A.J. & Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. White Plains, NY: Longman.

- Russell, T.L. & Spafford, C. (1986). *Teacher as reflective practitioners in peer clinical supervision*. San Francisco, CA: American Educational Research Association.
- Schon, D. A., (1987, April). *Coaching reflective teaching*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Sergiovanni, T. J., & Starratt, R. S. (2002). *Supervision: A redefinition*, (6th ed.) NY, NY: McGraw-Hill.
- Slick, G.A., Ed. (1995). *Preparing new teachers: Operating successful field experience programs*. Thousand Oaks, CA: Corwin Press Inc.
- Slick, G.A., Ed. (1995). *The field experience: Creating successful programs for new teachers*. Thousand Oaks, CA: Corwin Press Inc.
- Sparks, D., & Sparks, G.M. (1984). *Effective teaching for higher achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Tanner, D., & Laurel, T. (1987). *Supervision in education: Problems and practices*. NY: MacMillan.
- Wood, F.H. & Lease, S.A. (1987). *An integrated approach to staff development, supervision, & teacher evaluation*. *Journal of Staff Development*, 8(1), 52-55.
- Zapeda, S.J. (2003). *Instructional supervision: Applying tools and concepts*. NY: Eye On Education.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Participants will develop a plan of action designed to facilitate teachers' professional growth at both the classroom and school building level (**Activity/Assignment 2**) (Objectives 1, 3, 4) demonstrating *decision-making, knowledge and pro-activity*: participants will effectively use their plan of action/supervisory model and its components throughout EDLE 7313 and EDLE 7386 to deliver a program that is responsive to the needs of the teachers in their schools. Support Specialists work with teachers in their first to third years of teaching, as well as veteran and mid-career teachers who may have unique professional needs and therefore need to acquire an understanding of adult learning and professional development and be able to work with a diverse group of individuals. (**Activity/Assignment 5**) (Objectives 1, 2, 3). EDLE 7313 and EDLE 7386 offer participants the opportunity to model effective teaching strategies (**Activity/Assignment 7**) (Objectives 1, 2) which demonstrate *adaptivity, cultural sensitivity, knowledge and reflection*. Furthermore, support specialists will develop contingencies for analysis of effective teaching and the provision of feedback for the purpose of enhancing the effectiveness of teaching practices (**Activity/Assignment 4**) (Objective 5) demonstrating *leadership, lifelong learning, empathy, knowledge and reflection*. Through the review and critiquing of articles, participants will apply current theoretical research relating to effective teaching practices to the development of an instructional improvement model (**Activity/ Assignments 1, 2**) (Objectives 1, 2, 4): *lifelong learning, knowledge and reflection*. In addition, participants will develop effective communication and conferencing capabilities through role play simulations (**Activity/Assignment 5**) (Objectives 2, 3) demonstrating: *decision-making, collaboration, cultural sensitivity, empathy, knowledge and reflection*. As support specialists, participants must understand the legal aspects of supervising and mentoring beginning teachers. All participants will keep a reflective journal throughout both sections of EDLE 7313 and EDLE 7386 (**Activity/Assignment 6**) (Objectives 1, 2, 3) and demonstrate: *leadership, lifelong learning,*

cultural sensitivity, empathy, knowledge and reflection. Over the duration of the two semester course, support specialists will develop an action research program(**Activity/Assignment 3**) to gain a better understanding of the needs of the first to third year teacher with a view to improving teacher retention in schools: *decision-making, knowledge and reflection* (Objective3, 4).

Assignments:

Participants are expected to read assigned material prior to meeting and participate group discussions relating to the performance objectives for the course. Attendance will be noted and be reflected in assessing participation.

(1.) Article Critiques (3). Course participants should use the library services and/or the Internet to access ERIC and dissertation abstracts to review the literature on the Development of Teachers as Leaders, Coaching and Mentoring and the Supervision of Instruction. Find three articles and critique them. Provide the instructor and all members of the group with a typed critique of the article (post to WebCT). The critique must contain an introductory topic statement, summary of the major ideas (3-5) and a concluding paragraph, which gives your reaction to the ideas presented in the article. The article must be accompanied by the full citation for the article. Each article must be dated and identified as Article #1, #2 etc.. Participants will present one of their critiques to the group as a staff development initiative.

(10 points ea.)

Course Objectives 1, 2, 4.

(2) Model for Instructional Improvement. Each participant will design a plan of action designed to facilitate a teacher's professional growth at both the classroom and school building level. The plan should include a supervisory model for instructional improvement and should, where possible, be linked to a school improvement initiative. The model should be represented graphically and be accompanied by a 1-2 page summary discussion of the implementation process.

(20 points)

Objectives 1, 2, 3.

Your plan of action/supervisory model will be activated in your practicum and be an integral part of the assessment.

(3) Action Research. Design and carry through a study in the school setting using the principles of action research with the primary focus on informing practice and developing teacher researchers within the framework of teacher leadership. *Objectives 3, 4.*
(30 points)

(4) Videotape of the Clinical Supervision Process. Each participant should video-tape a lesson focusing on the teaching practices of one of their designees. As far as possible, a full lesson should be taped to include opening as well as closing. The video should include a pre and

post conference. Identify and use an appropriate data-collecting tool. An analysis of the lesson and a plan for the conference should accompany the videotape

(20 points)

Objective 5.

- (5) **Analysis and Role Play.** Participants will analyze case studies and role play simulations
(20 points)
Objectives 2, 3.
- (6) **Journal.** Participants will keep an interactive reflective journal of their interactions with the mentored teachers with whom they are paired. The journal will begin in the Preparation and Planning stage and will continue throughout the practicum. Participants are also asked to keep a section of their journal to enter reflections concerning class lectures and discussions.
(15 points)
Objectives 1, 2, 3.
- (7) **Model Effective Teaching Strategies.** Participants will model effective teaching strategies for use in the preparation of a training video-tape for staff development. They will also experiment with the use of software programs such as BEST for assessing teaching performance.
(20 points)
Objectives 1, 2.

Academic Honesty

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Uncatalog, Undergraduate Catalog, and Graduate Catalog.

Grading Scheme

A = 100 - 91% of total possible points

B = 90 - 81% of total possible points

C = 80 - 71% of total possible points

F = below 71% of total possible points

CLASS SCHEDULE

	Week #1	The Mentor's role The Mentor/ Protégé Relationship	Danielson: Chapter 1 Glickman Chapter 2
	Week #2	Adult Learning Theory	Glickman, Gordon & Ross-Gordon: Chapter 4
	Week #3	Coaching and Conferencing Skills	Parsloe & Wray: Chapters 3 & 4
	Week #4	Coaching and Conferencing Skills	Parsloe & Wray: Chapters 3 & 4
	Week #5	Effective Practices	Danielson: Chapter 5 & 6
	Week #6	Effective Practices	Danielson: Chapter 5 & 6
	Week #6	Needs of Beginning Teachers	Eckerman Pitton: Chapter 3
	Week #8	Tailoring Support for Beginning Teachers	Eckerman Pitton: Chapter 4
	Week #9 Week 10	The Professional Educator Improving Professional Practice	Beach & Reinhartz: 10 Olivia: Improvement of Instruction – Chapters 3, 4 and 5
	Week 11	Review and Reflection	Summary

Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC)

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Course or Program Addition, Deletion or Modification Request

RECEIVED
1/19/10

Department: Educational Leadership and Professional Studies

College: College of Education

2010 JAN 29 PM 3:36

Current course catalog listing: (for modifications or deletions)

Prefix EDLE Course 7386 Title Internship for Teacher Support Specialist

Hours: Lecture/Lab/Total

Action		
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<input type="checkbox"/> Modify	<input type="checkbox"/> Add	<input checked="" type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) EDLE 7313 or permission of department chair




Present or Projected Enrollment: (Students per year)

Effective Date*: Summer/2010
Term/Year

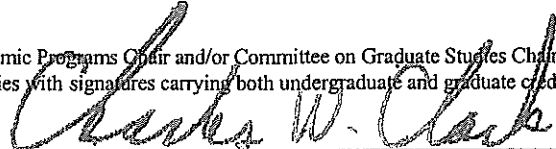
*For a new course, one full term must pass between approval and effective date.

Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>9-14-2009</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>9/29/2009</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
	<u>11-17-09</u>		
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	<u>1-20-10</u>
Chair, Undergraduate Academic Programs Committee	Date
Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Department of Educational Leadership and Professional Studies
University of West Georgia
Teacher Support Specialist (Supplementary Certification Endorsement)
Rationale for Program Deletion

Background

Student demand for the TSS Endorsement dropped after the Georgia DOE stopped payment of stipends to teachers who earned and used the TSS Endorsement.

A search of course offerings over the last seven years indicates that EDLE 7313 was offered once in 2004 and once in 2002. EDLE 7386, the second course in the endorsement was not offered during that seven year period.

Proposed Deletions

To respond to the drop in demand for the TSS Endorsement program, the Department of Educational Leadership and Professional Studies has proposed deleting the existing endorsement.

EDLE 7313/7386

Supervision Skills for Teacher Support Specialist

Semester Hours

Semester/Year:

Instructor:

Office Location

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

The course is designed to provide the experienced educator with the skills to support and supervise, teachers, interns, beginning teachers or veteran teachers in need of assistance. Emphasis will be placed on the development of the Teacher Support Specialist as a facilitator of knowledge building through the use of specific supervisory skills, knowledge of effective teaching practices and interpersonal and leadership skills which will promote professional growth in the supported teacher.

Applicants for the teacher Support Specialist Endorsement must possess a valid renewable teaching certificate or a service certificate in the field of speech and language pathology and must provide evidence of at least three years of acceptable experience at P-12 level.

CONCEPTUAL FRAMEWORK

The conceptual framework of the college of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for school Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools and school systems (transformational systemic change). Ten descriptors or Learned Society Standards (decision-makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National Propositions (ISLLC) standards and Learned Society standards are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning,

implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, ISLLC standards, and Learned Society standards are identified in each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus

COURSE OBJECTIVES

Note: Interstate School Leaders Licensure Consortium standards (ISLLC) are printed at the end of the syllabus.

The course operates on the principle that educators are committed to students and their learning: Course participants are encouraged act upon the belief that all students can learn and in the spirit of *No Child Left Behind*, recognize the importance of multi-cultural backgrounds and the special needs of some students.

Students will:

1. demonstrate a knowledge and understanding of the principles of effective instruction;

(Decision-Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ISLLC 1, 2, 3, 5)

2. identify barriers to the effective change process;

(Decision-Makers; Leaders; Adaptive; Knowledge; Proactive; Reflective; ISLLC 1, 3, 4, 5, 6)

3. understand how to motivate and positively influence others;

(Decision-Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ISLLC 1, 2, 3, 4)

4. develop plans of actions for individual teacher's professional growth and development.

(Decision-Makers; Leaders; Collaborative; Knowledgeable; Proactive; Reflective; ISLLC 1, 2, 3)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Text:

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Virginia: ASCD

Katzenmeyer, M & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, California: Corwin Press, Inc

References:

- Anderson, R. H., & Snyder, K. J. Eds. (1993). *Clinical supervision: Coaching for higher performance*. Lancaster, PA: Technomic Publishing.
- Barkley, S.G., & Dougherty, E.D., (Eds). (1985). *Coaching teachers to higher levels of effectiveness*. Emerson, NJ: Performance Learning Systems.
- Berg, M., Better, M. Mailian, I., & Nagel, A. (1987). *Partners in supervision: A clinical supervision training model*. Washington, DC: American Educational Research Association.
- Brandt, R. (1987). *On teachers coaching teachers: A conversation with Bruce Joyce*. *Educational Leadership*, 12-17.
- California Department of Education, (1994). *A guide to prepare support providers for work with beginning teachers*.
- Cogan, M. *Clinical supervision*. (1973) Boston: Houghton Mifflin.
- Danielson, C & McGreal. (2000). *Teacher Evaluation to enhance professional practice*. Alexandria, Virginia: ASCD
- Glickman, C. (1990). *Supervision of instruction*. Boston: Allyn and Bacon.
- Glickman, C. D. et.al. (1998). *Supervision of instruction: A developmental approach*, (4th ed.) Boston: Allyn & Bacon.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2001). *Supervision and instructional leadership: A developmental approach*. (5th ed.). Boston: Allyn & Bacon.
- Goldsmith, M., Lyons, L. & Freas, A. (eds.) (2000). *Coaching for leadership: How the greatest coaches help leaders learn*.
- Henry, M.A. & Beasley, W.W. (1996). *Supervising student teachers*. Terre Haute, IN: Sycamore Press.
- Hudson, F.M. (1999). *The handbook of coaching: A comprehensive resource guide for managers, executives, consultants, and human resource professionals*. San Francisco: Jossey-Bass.
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, California: Corwin Press, Inc.
- Levine, S.L. (1989). *Promoting adult growth in schools*. Boston, MA: Allyn and Bacon.
- Mims, N.G., & Carr. D.S. (1991). *Reading, skills & activities for teacher support programs*. Iowa: Kendall/Hunt.
- Moffett, K., St.John, J., & Isken, J. (1987). *Training and coaching beginning teachers: An antidote to reality shock*. *Educational Leadership*, 44(5), 34-36.
- Ohio Department of Education. (1990). *Assisting the entry-year teacher: A leadership resource*.
- Oliva, P. F., & Pawlas, G. E. (2001). *Supervision for today's schools*, (6th ed.). White Plains, NY: Longman.
- Parsloe, E & Wray, M. (2001). *Coaching and mentoring: Practical methods to improve learning*. London: Kogan Page.
- Red, C. & Shainline, E. (1987). *Teachers reflect on change*. *Educational Leadership*. 44(5), 38-40.
- Reiman, A.J. & Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. White Plains, NY: Longman.

- Russell, T.L. & Spafford, C. (1986). *Teacher as reflective practitioners in peer clinical supervision*. San Francisco, CA: American Educational Research Association.
- Schon, D. A., (1987, April). *Coaching reflective teaching*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Sergiovanni, T. J., & Starratt, R. S. (2002). *Supervision: A redefinition*, (6th ed.) NY, NY: McGraw-Hill.
- Slick, G.A., Ed. (1995). *Preparing new teachers: Operating successful field experience programs*. Thousand Oaks, CA: Corwin Press Inc.
- Slick, G.A., Ed. (1995). *The field experience: Creating successful programs for new teachers*. Thousand Oaks, CA: Corwin Press Inc.
- Sparks, D., & Sparks, G.M. (1984). *Effective teaching for higher achievement*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Tanner, D., & Laurel, T. (1987). *Supervision in education: Problems and practices*. NY: MacMillan.
- Wood, F.H. & Lease, S.A. (1987). *An integrated approach to staff development, supervision, & teacher evaluation*. *Journal of Staff Development*, 8(1), 52-55.
- Zapeda, S.J. (2003). *Instructional supervision: Applying tools and concepts*. NY: Eye On Education.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Participants will develop a plan of action designed to facilitate teachers' professional growth at both the classroom and school building level (**Activity/Assignment 2**) (Objectives 1, 3, 4) demonstrating *decision-making, knowledge and pro-activity*: participants will effectively use their plan of action/supervisory model and its components throughout EDLE 7313 and EDLE 7386 to deliver a program that is responsive to the needs of the teachers in their schools. Support Specialists work with teachers in their first to third years of teaching, as well as veteran and mid-career teachers who may have unique professional needs and therefore need to acquire an understanding of adult learning and professional development and be able to work with a diverse group of individuals. (**Activity/Assignment 5**) (Objectives 1, 2, 3). EDLE 7313 and EDLE 7386 offer participants the opportunity to model effective teaching strategies (**Activity/Assignment 7**) (Objectives 1, 2) which demonstrate *adaptivity, cultural sensitivity, knowledge and reflection*. Furthermore, support specialists will develop contingencies for analysis of effective teaching and the provision of feedback for the purpose of enhancing the effectiveness of teaching practices (**Activity/Assignment 4**) (Objective 5) demonstrating *leadership, lifelong learning, empathy, knowledge and reflection*. Through the review and critiquing of articles, participants will apply current theoretical research relating to effective teaching practices to the development of an instructional improvement model (**Activity/ Assignments 1, 2**) (Objectives 1, 2, 4): *lifelong learning, knowledge and reflection*. In addition, participants will develop effective communication and conferencing capabilities through role play simulations (**Activity/Assignment 5**) (Objectives 2, 3) demonstrating: *decision-making, collaboration, cultural sensitivity, empathy, knowledge and reflection*. As support specialists, participants must understand the legal aspects of supervising and mentoring beginning teachers. All participants will keep a reflective journal throughout both sections of EDLE 7313 and EDLE 7386 (**Activity/Assignment 6**) (Objectives 1, 2, 3) and demonstrate: *leadership, lifelong learning,*

cultural sensitivity, empathy, knowledge and reflection. Over the duration of the two semester course, support specialists will develop an action research program (**Activity/Assignment 3**) to gain a better understanding of the needs of the first to third year teacher with a view to improving teacher retention in schools: *decision-making, knowledge and reflection* (Objective 3, 4).

Assignments:

Participants are expected to read assigned material prior to meeting and participate group discussions relating to the performance objectives for the course. Attendance will be noted and be reflected in assessing participation.

(1.) **Article Critiques (3).** Course participants should use the library services and/or the Internet to access ERIC and dissertation abstracts to review the literature on the Development of Teachers as Leaders, Coaching and Mentoring and the Supervision of Instruction. Find three articles and critique them. Provide the instructor and all members of the group with a typed critique of the article (post to WebCT). The critique must contain an introductory topic statement, summary of the major ideas (3-5) and a concluding paragraph, which gives your reaction to the ideas presented in the article. The article must be accompanied by the full citation for the article. Each article must be dated and identified as Article #1, #2 etc.. Participants will present one of their critiques to the group as a staff development initiative.

(10 points ea.)

Course Objectives 1, 2, 4.

(2) **Model for Instructional Improvement.** Each participant will design a plan of action designed to facilitate a teacher's professional growth at both the classroom and school building level. The plan should include a supervisory model for instructional improvement and should, where possible, be linked to a school improvement initiative. The model should be represented graphically and be accompanied by a I-2 page summary discussion of the implementation process.

(20 points)

Objectives 1, 2, 3.

Your plan of action/supervisory model will be activated in your practicum and be an integral part of the assessment.

(3) **Action Research.** Design and carry through a study in the school setting using the principles of action research with the primary focus on informing practice and developing teacher researchers within the framework of teacher leadership. *Objectives 3, 4.*

(30 points)

(4) **Videotape of the Clinical Supervision Process.** Each participant should video-tape a lesson focusing on the teaching practices of one of their designees. As far as possible, a full lesson should be taped to include opening as well as closing. The video should include a pre and

post conference. Identify and use an appropriate data-collecting tool. An analysis of the lesson and a plan for the conference should accompany the videotape

(20 points)

Objective 5.

- (5) **Analysis and Role Play.** Participants will analyze case studies and role play simulations
(20 points)

Objectives 2, 3.

- (6) **Journal.** Participants will keep an interactive reflective journal of their interactions with the mentored teachers with whom they are paired. The journal will begin in the Preparation and Planning stage and will continue throughout the practicum. Participants are also asked to keep a section of their journal to enter reflections concerning class lectures and discussions.

(15 points)

Objectives 1, 2, 3.

- (7) **Model Effective Teaching Strategies.** Participants will model effective teaching strategies for use in the preparation of a training video-tape for staff development. They will also experiment with the use of software programs such as BEST for assessing teaching performance.

(20 points)

Objectives 1, 2.

Academic Honesty

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Uncatalog, Undergraduate Catalog, and Graduate Catalog.

Grading Scheme

A = 100 - 91% of total possible points

B = 90 - 81% of total possible points

C = 80 - 71% of total possible points

F = below 71% of total possible points

CLASS SCHEDULE

	Week #1	The Mentor's role The Mentor/ Protégé Relationship	Danielson: Chapter 1 Glickman Chapter 2
	Week #2	Adult Learning Theory	Glickman, Gordon & Ross-Gordon: Chapter 4
	Week #3	Coaching and Conferencing Skills	Parsloe & Wray: Chapters 3 & 4
	Week #4	Coaching and Conferencing Skills	Parsloe & Wray: Chapters 3 & 4
	Week #5	Effective Practices	Danielson: Chapter 5 & 6
	Week #6	Effective Practices	Danielson: Chapter 5 & 6
	Week #6	Needs of Beginning Teachers	Eckerman Pitton: Chapter 3
	Week #8	Tailoring Support for Beginning Teachers	Eckerman Pitton: Chapter 4
	Week #9 Week 10	The Professional Educator Improving Professional Practice	Beach & Reinhartz: 10 Olivia: Improvement of Instruction – Chapters 3, 4 and 5
	Week 11	Review and Reflection	Summary

Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC)

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Course Update Request (Add, Delete, Modify)

Originator

 Management
Department

 Richards College of Business
College

 Runyan, Elizabeth
Originator

Action
 Add Modify Delete

Modifications
 Prerequisites Description Title Credit See Comments

Course Details

 MGNT 5620 Seminar in Human Resource Mgmt
Prefix Number Course Title

A study of the planning, acquisition, and administration of Human Resources in organizations. Includes case studies and applications of problem solving techniques.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
3.00		3.00	-		

Prerequisites

See hard copy catalog for pre-requisites.

Corequisites
Rationale

The Department of Management has not offered this course in several years and does not plan to offer this course in the future.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

 Present or Projected Annual Enrollment:
Comments
 TEAC Approval Required

College Approvals

 Gainey, Thomas [APPROVED]
 Chair, Course Department

[]

Cross Listing Approvals

 N/A
 Chair, Cross Listed Department

 N/A
 Associate Dean, Cross Listed College

Other Approvals

 Clark, Charles [APPROVED]
 Chair, Committee on Graduate Studies

 N/A
 Chair, TEAC

FINAL APPROVAL

 Chair, Faculty Senate

Addendum IV

University of West Georgia

2010-2015 Information Technology Strategic Plan

I. Introduction

The Information Technology Strategic Plan 2010-2015 is an updated version of the 2002 – 2009 IT Strategic Plan. Many of the original goals are still appropriate; however, updated strategies help ensure alignment with the UWG Strategic Plan for 2010- 2015.

Definition of Information Technology (IT)

Information technology is a broad term used to describe a multitude of applications for computing and communications technology in support of an institution's mission and activities. This typically includes computers, networking equipment, telephony, video distribution and transmission equipment, multimedia and similar computer-based audiovisual equipment, electronic or digital printing equipment, and other related hardware. Additionally, the term information technology may be used to include both software that operates on this equipment and data retained by these hardware and software mechanisms. When considering data, software, hardware (and their associated instructional, research, or business processes), the term information systems is generally used.

Information Technology Support at UWG

The University commits significant resources annually to incorporate technological advances into both its academic and operations areas. Information technology support is primarily centralized and provided by the department of Information Technology Services (ITS). Information technology assets are distributed across the University with equipment located within each College or School under Academic Affairs, within the divisions of Business and Finance, Student Affairs, and University Advancement, and under the Chief Information Officer (CIO). ITS supplies assistance in the effective deployment of technology to all areas of the University including Distance Education initiatives. Coordination of IT support is provided through participation in the Faculty Senate's Technology Planning Committee (TPC), which includes representation from each division. Additional coordination occurs through the activities of various technology groups and committees within individual campus units and departments.

Scope of this Plan

This planning document applies to all information technology and information systems of the UWG. These include information technology systems planned, developed, operated and supported by ITS and by other divisions. In addition, this document may have implications relating to information technology contracted through outside entities and provided by the University System of Georgia and other statewide agencies. The major goals and initiatives recommended by this plan

are strategically significant to all units of the University. This document is intended to reflect major institutional directions with subsequent addition and modification to include corresponding plans of respective units within the University.

This Information Technology Strategic Plan is intended to be a living document, the primary purpose of which is to serve as an IT coordination tool for the institution.

II. IT Purpose and Vision

UWG's Technology Purpose:

The purpose of IT for the University is to employ comprehensive technology resources, services, and solutions that support the achievement of its mission and goals. Those coordinating IT services will work together to provide campus-wide leadership through dynamic policies and practices, accountability, and responsive stewardship of resources.

A Vision for Information Technology Effectiveness

The vision for Information Technology Effectiveness at this University is that:

- All faculty, staff and students will have access to information via a reliable, secure and robust networking and computing infrastructure as appropriate to each individual or local unit of the University.
- Each faculty member will be able to make full and effective use of technology in instruction and research through individually appropriate training and use of resources.
- Staff will be able to make full and effective use of technology for administrative purposes and research through individually appropriate training and use of resources.
- Courses and programs that are delivered electronically, or have technology-integrated components, will be improved, supported, and expanded where effective.
- Support for all users of technology will not only be appropriate for their individual and local unit needs but also systematically deployed by the University as a whole to maximize delivery to and to minimize complexity and inconvenience for the user.
- Administrative support for the academic mission will be enhanced by appropriately employing information technology to enhance administrative process effectiveness and efficiency.

- Selection of technology solutions will be informed by analyses of benefits and associated costs.
- The University will utilize enhancements in technology to strengthen and develop the many relationships that sustain an institution and its students, alumni, donors and partners.

III. Strategic Statements and Goals

Goal One: Enhance Teaching and Learning

The University will provide an environment for learning and development empowered by technology. Users will have access to informational, educational, communication, collaborative, and research resources both inside and outside the classroom. Delivery of academic services will be enhanced by the use and integration of appropriate technology. The University will seek to identify and increase the benefits accrued by the use of technology for instruction, learning, and the delivery of research materials.

Strategies

1. Facilitate collaboration among academic units to deliver quality instruction that uses technology to engage students.
2. Work with faculty to plan and create technology-enhanced classrooms and distance learning environments that encourage and support excellence.
3. Support the innovative use of instructional technology by:
 - Demonstrating how effective use and integration of technology impacts and enhances student learning.
 - Modeling effective IT use for faculty emulation.
 - Disseminating timely information about new and emerging technologies that can impact teaching and learning.

Goal Two: Support Information Accessibility and Enhance the Campus Infrastructure and Manage IT Operations

The University will develop and maintain a robust, secure, and flexible infrastructure that allows efficient and reliable access to information and accurate data for learning, teaching, research, and decision-making. Services are expected to be ubiquitous, to enhance the user's ability to accomplish work, and to present no significant obstacles for accomplishment. The University will provide an IT operational environment where collaboration and communication are given priority.

Strategies

1. Ensure that costs are effectively managed, appropriate funds are provided, and life-cycle replacement plans are developed for classroom technologies, major IT infrastructure, equipment, and applications.
2. Match resources with services, explore resource alternatives, and ensure that resources are shared and used to their maximum potential and that services are continually improved.
3. Support campus wide efforts to develop assessment plans, business continuity plans, disaster recovery plans, and security awareness.

Goal Three: Increase Customer Focus

The University will use IT to encourage and support an environment in which characteristics of its customers - students, faculty, staff, and the West Georgia community – are identified, their needs are understood, relationships and expectations are effectively managed, and high-quality services and support are fostered. The University will enhance processes associated with establishing, servicing, and retaining relationships with students, faculty, staff, alumni, vendors, the University System of Georgia, and the community.

Strategies

1. Develop a set of comprehensive support services that include traditional and just-in-time training opportunities for customers.
2. Provide a means for the dissemination of information about the accessibility of IT resources to the campus community by developing a service catalog and associated service level agreements for IT services.
3. Increase opportunities to collect and review customer feedback.
4. Develop a set of strategies that improve relations with the campus and external constituents.

Goal Four: Ensure Continuous Innovation and Improvement

The University will anticipate, plan, and implement information and instructional technology capabilities and solutions in a manner that provides the greatest overall benefit to the communities served by the University of West Georgia. Planning, assessment, and process reengineering will be a part of a culture of continuous improvement.

Strategies

1. Develop a process for the identification and adoption of effective technologies that evaluates a broad set of factors, including user needs, total cost of ownership, sustainability, and security.
2. Review current methods of assessing IT service and support delivery, and make improvements as needed.
3. Provide professional development opportunities for IT staff to ensure that they have the skills necessary to support and improve the campus IT environment.
4. Develop a life-cycle for policy and procedure management that ensures business practices are up to date and well managed.

IV. Process for Evaluation and Change of this Strategic Plan

Documentation of Unit Participation

All university unit assessments and annual reports will include a section addressing any action taken to align its activities with the strategies listed in this IT Strategic Plan.

Evaluation of Participation

The Faculty Senate Technology Planning Committee will conduct a periodic (ideally a three year review cycle) evaluation of campus technology and unit alignment with the strategies articulated in this Strategic Plan. The TPC evaluation will include a summary of the committee's findings and may include recommendations for increased activity to fulfill participation in the IT Strategic Plan.

V. Map of IT Strategic Goals to UWG Strategic Plan Goals

IT Strategic Plan Goal	UWG Strategic Plan Goal
Enhance Learning	Guiding Principle 1
Support Information Accessibility & Infrastructure	Guiding Principle 1 and 2
Increase Focus on Customer	Guiding Principle 2
Ensure Continuous Innovation & Improvement	Guiding Principle 1 and 3

VI. Resources

1. UWG Strategic Plan 2010 – 2015
http://www.westga.edu/vpaa/index_7819.php
2. UWG Mission Statement
http://www.westga.edu/index_2427.php
3. USG's IT Strategic Plan
http://www.usg.edu/usgweb/iitsp/documents/docs/Learning_Without_Limits_4_1_02.pdf
4. USG Strategic Plan
<http://www.usg.edu/strategicplan/>
5. USG Vision, Mission and Goals Statements
http://www.usg.edu/regents/vision_mission_goals/
6. UWG Unit and Department Mission Statements
7. UWG Annual Reports
8. Town Hall meetings conducted fall, 2008 by the Technology Planning Committee and departmental responses to the annual "Evaluation of IT Report" questions.
http://www.westga.edu/%7Edbaylen/TPC/2007-2008Evaluation_CampusIT.pdf
9. University of California at Northridge IT Strategic Plan
http://www.csun.edu/it/security/secplan/CSUNInformationSecurityPlan2007V9_0509.doc

Prepared by Technology Planning Committee

IT Strategic Plan Task Force

Chair: Kathy Kral (CIO/ITS)

Members: Diane Fulkerson (Ingram Library), Jason Huett (Media and Instructional Technology), Vedat Gunay (ITS), Diane Homesley (Development), Scot Lingrell (Student Affairs and Enrollment Management), Vickie Rogers (ITS), Danilo M. Baylen (TPC Chair)

First Round of Reviewers

Danilo M. Baylen, TPC Chair, Barbara Brickman (English), Tim Chowns (Geosciences), Kathy Kral (CIO/ITS), Diane Fulkerson (Ingram Library)

Secondary Round of Reviewers

John Blair (Foreign Languages and Literature), Barbara Brickman (English), Jason Huett (Media and Instructional Technology), Jack Wei (Marketing and Real Estate), Rui Xu (Mathematics)