

THE UNIVERSITY OF WEST GEORGIA**SEED 6111: Introduction to the Secondary School Field Experience**

Semester Hours	0
Semester/Year	Spring 2016
Time/Location	Section N01: Saturday, February 6, 3:00-6:00pm in UWG Coliseum 2102 Section N02: Monday, February 8, 3:00-6:00pm in UWG Coliseum 2102
Instructor	SEED Program Coordinator (R. Huss) and OFBP Director (W. Calhoun)
Office Location	W. Calhoun: OFBP Office; R. Huss: Coliseum 2046
Office Hours	By appointment
Telephone	Direct Line: W. Calhoun: 678-839-6083; R. Huss: 678-839-6187
Email	wcalhoun@westga.edu ; rhuss@westga.edu
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/ Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430 Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459 Ingram Library Services http://www.westga.edu/library/ University Bookstore http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course is a review of general field experience expectations and requirements. Documents and deadlines will be introduced. Upon completion of this course, students will have met the requirements necessary to be placed in a public school setting. This course is designed to serve as a prerequisite for any MAT course in the SEED program that includes a field experience.

Pre-requisite required: Admission to TEP.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

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 *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. 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.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE))] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Students are expected to use CourseDen for information and communications.

This course will be delivered approximately 95 % face-to-face.

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 for this orientation, as a prerequisite to enrollment in any SEED course requiring a field experience placement in a public school system.

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:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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. **Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**

COURSE OBJECTIVES

Students will:

1. Complete the field experience application in Tk20 (*Educator Preparation Handbook*);
2. review professional expectations and agree to adhere to the provisions set forth in the College of Education Memorandum of Understanding for Field Experiences (*Educator Preparation Handbook*; *GA Code of Ethics for Educators*);
3. review protocols and complete the documentation and application materials required for successful participation in field experiences (*Educator Preparation Handbook*; *GA Code of Ethics for Educators*).

INSTRUCTIONAL RESOURCES AND REFERENCES

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10th ed). Boston, MA: Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.
- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.
- Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
- Educator Preparation Handbook for Field Experiences*. (2015-16). Carrollton, GA: UWG College of Education.
- Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.
- Georgia Department of Education. (2003). *Georgia Code of Ethics for Educators*. Atlanta, GA.
- Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

REQUIRED TEXTS AND RESOURCES

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

[*Georgia Code of Ethics for Educators*](#). (2003). Georgia Department of Education.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

EVALUATION AND GRADING:

Areas that influence your final grade include but may not be limited to the following:

- Attendance
- Memorandum of Understanding
- Field Experience Application and any accompanying documents

Class Grade

- S = attended the orientation and met the expectations set forth in the course objectives
- U = did not attend the meeting and/or unacceptable level of completion of field experience entry requirements