

Gatherings

News from the College of Education

Vol. 13, No. 1
Fall, 1999

Ed. D. in School Improvement Will Begin in Summer of 2000

At the June 9, 1999, meeting of the Board of Regents, State University of West Georgia was granted approval to offer an Ed.D. in School Improvement beginning in the summer of 2000. This innovative program will focus on preparing school administrators and instructional leaders who can initiate and model effective teaching and learning and who can effect and sustain systemic culture change in schools. The major strands of study, expanded knowledge about teaching and learning for a diverse student population, effective use of research data and student assessments, development of leadership abilities, and incorporation of

effective instructional technologies, will result in proven abilities to design, implement, and evaluate school improvement projects.

The hallmarks of graduates of the Ed.D. program will be: use of research findings for educational renewal; a relentless commitment to collaboration within schools to discover new ways to enhance student learning;

demonstrated ability to use standards, assessments, and research to bring all students to higher levels of achievement; and the selective use of technology to discover new and evolving strategies for achieving student learning.

This 60-credit hour program is designed for school personnel who will complete the program in the evenings, on weekends, and during the summer through various delivery systems including GSAMS and on-line. A variety of assessments will measure candidates' progress in achieving the required competencies including the development and presentation of a portfolio, a school improvement project, and a school-based dissertation project.

A faculty committee comprised of Keith Tennant (chair), Tena Crews, Cher Chester, Gus Douvanis, Elizabeth Kirby, George McNinch, Harry Morgan, Lena



Ed.D. Committee hard at work

Morgan, Peter Morgan, Paul Phillips, Peggy Roblyer, John vonEschenbach, and Michael Waugh have been working to establish the admission criteria and to develop the curriculum. Likely admission requirements include minimal GRE scores, at least a 3.0 on all graduate coursework, an application essay, letters of recommendation, a written description of professional contributions in support of the Ed.D. program's mission, an on-campus writing sample, and an interview. The courses in this program, some of which will be taught in an integrated manner, will focus on teaching and learning, technology, leadership, assessment and evaluation, research, and school improvement.

Interested individuals are encouraged to contact the College of Education (770-836-6570) for more information.

HWeLL Center Approved by the Board of Regents

The Board of Regents of the University System of Georgia each year approves capital improvement projects for its list of construction needs on the 34 campuses. This past June, following diligent efforts on the part of President Beheruz Sethna including his convincing presentation to the Board about our University's pressing needs, the Regents added a \$26 million HWeLL Center to its list as the 22nd project eligible for funding. Pending appropriations from the General Assembly, it is anticipated that construction on this building could begin as soon as 2005.

(See related article on page 5)

Reflections and Projections

As I begin my fourth year serving as Dean, it seems like an appropriate time to reflect on the past three years to assess how our College has progressed as well as to share a vision for our future. Let me begin by telling you a little about our faculty. Of our 89 faculty, 55 have been hired within the past three years. Almost all of these new as well as our continuing faculty are experienced school teachers, counselors, and administrators who bring or have brought to our College a wealth of knowledge and abilities. Many of these faculty are recognized leaders in their disciplines as evidenced through their numerous leadership roles in professional organizations and editorships of state, regional, and national journals. Over the past three years, our faculty have published 18 books, 26 chapters in books, and 308 refereed articles. They have made over 1100 presentations at professional conferences. Our faculty, often in collaboration with schools, have received over \$2 million in external grants. Allow me to share just a few additional accomplishments of our College:

- Completed successful reaccreditation (National Council for Accreditation of Teacher Education) and program approval (Georgia Professional Standards Commission) processes
- Received two grants from the DeWitt Wallace/Reader's Digest fund for transforming school counseling
- Opened the West Georgia Educational Technology Training Center in collaboration with the Georgia Department of Education
- Led in the development and deliver of courses using distance technologies
- Established a Speech and Hearing Clinic and are in the process of opening a Development and Diagnostic Reading Clinic
- Began the first program delivered entirely through distance technologies in educational leadership as well as began off-campus Leadership Academies with DeKalb County and with Troup and Coweta Counties
- Led in collaborative work through the Standards-Based Teacher Education Project
- Revised all undergraduate and graduate curricula for the semester system as well as are continuing program revisions in compliance with Board of Regents' Principles for the Preparation of Educators

While I could provide a much longer list of other achievements of our faculty, let me move now to looking at our future. The College of Education Strategic Planning Committee has articulated four strategic directions for our focus during the next four years: students; faculty; optimal learning environment; and collaboration. The goals under each of these indicate our priorities for action:

Students will: a) Demonstrate, as pre-service candidates, competencies specified in the Interstate New Teacher Assessment and Support Consortium principles and other appropriate professional standards; b) Demonstrate, as graduate candidates, competencies specified in the National Board for Professional Teaching Standards propositions and other appropriate professional standards; c) Grow as competent decision-makers,

Message from the Dean...

Dr. Angela Lumpkin
Dean, College of Education



reflective thinkers, lifelong learners, and contributors to their profession and society; d) Learn with and from a diverse population; e) Learn skills, knowledge, and strategies for helping every child achieve high academic standards; and f) Use instructional technology appropriately and effectively with diverse populations to enhance learning.

The optimal learning environment: a) Provides exemplary programs of study and curricula, embedded in sound and emerging research and best practices in teaching; b) Expands and diversifies field experiences with an emphasis on demonstration of competence appropriate to the field of study; c) Enhances instructional and technological facilities to enhance learning; d) Includes people from diverse backgrounds with a variety of learning styles; e) Includes numerous formative and summative assessments to ensure learning and their progress in becoming competent professionals; f) Supports innovative curricula, collaborations, technology-based delivery systems, and professional development activities; g) Integrates global multiculturalism and technology throughout programs of study; and h) Supports alternative delivery systems.

Faculty will: a) Increase contributions to the scholarship of discovery, integration, application, and teaching; b) Model a variety of effective instructional, technological, and evaluation practices for diverse student populations; c) Engage in continual professional development to ensure currency and accuracy in their scholarly work; d) Support collaborations that promote excellence in teaching, scholarship, and professional growth and development; e) Contribute to the vitality and advancement of the University, College, Department, and one's discipline; and f) Advise students in a personal, caring, and informed manner.

Collaborations will: a) Facilitate conversations and partnerships with schools, university colleagues, communities, and businesses; b) Involve experts from various environments to enhance the quality and diversity of programs; c) Engage partners in action research projects to foster school/agency improvement and student/client learning and growth; and d) Support professional development opportunities among partners across traditional boundaries.

We hope that our students and collaborative partners in the schools will join with us in achieving our overall strategic goal, which is: Graduates of the College of Education will attain the knowledge, skills, and attitudes to be qualified, caring, and competent professionals, exhibit leadership skills that lead to student success, and advocate for excellence and equity in education.

Department of
EDUCATIONAL LEADERSHIP AND PROFESSIONAL STUDIES

Leadership Academy Cohort Gaining in Popularity

The Department of Educational Leadership and Professional Studies is reaching out to assist public school systems in meeting the needs of an increasing number of school administrators. The combined effects of K-12 administrator retirements and the massive growth in school enrollments in the northern half of the state are causing many Georgia school districts to take a greater interest in identifying and developing future school leaders.

A number of school districts are choosing to address this need for well prepared principals, assistant principals, and district-level supervisors by organizing cohorts (teams) of candidates to pursue administrative certificates together. Typically, a cohort will consist of 25 or more persons who have demonstrated mastery as public school teachers and who have been identified by their school district(s) as potential administrators. All members of a cohort begin their programs of study at the same time and

progress through the prescribed coursework together. Teams in the administrative certification program at West Georgia are identified as "Leadership Academy Cohorts."

Presently three leadership cohorts are in full operation. The first group is comprised of 27 future school leaders from a number of small school systems across north Georgia. This team, now in its second year, utilizes the state of Georgia's GSAMS system to deliver classes via video-conferencing technology. This makes the graduate program available to such distant locations as Rabun County—almost 150 miles from the Carrollton campus.



Troup/Coweta Cohort

Two additional leadership academies began this fall semester. In rapidly expanding DeKalb County, school officials screened and interviewed over 100 applicants. Of that number 30 were selected to become members of the charter group. In Troup County and Coweta County, officials of the two adjacent school systems joined to



DeKalb Cohort

form one leadership cohort with a total membership of 31 students. For these future administrators the cohort membership offers the following advantages:

1. All coursework is delivered to designated sites in the participating counties.
2. Employing school systems participate in cost sharing for payment of tuition.
3. Each cohort has a designated academic advisor from the faculty of the Department of Educational Leadership and Professional Studies.
4. Each cohort member has a designated mentor (generally a school principal or assistant principal) from his or her home school system.
5. Each cohort member participates in 12 full-day field experiences. These days, above and beyond the standard graduate program requirements, are intended to provide intense leadership training for future administrators.
6. Sponsoring school systems will have greater input in program curricula. For the masters degree program, each school district will work with university faculty to create a specialized course designed to address the individualized



Troup/Coweta Cohort

Doug Fiore new faculty member in department of Educational Leadership and Professional Studies



Douglas J. Fiore joined the Department of Educational Leadership and Professional Studies as Assistant professor of Educational Leadership this fall.

Dr. Fiore received a Bachelor of Arts degree from Hofstra University, a Master of Science degree from Purdue University, and a Doctor of Philosophy degree from Indiana State University.

Prior to his arrival at West Georgia, Dr. Fiore worked as an elementary school principal in Northwest Indiana. His research interests involve the study of leadership behaviors and their relationship with school culture and community involvement.

Doug lives in Carrollton with his wife Lisa and daughters Meagan, Amy, and Katherine. Meagan and Amy are students at Carrollton Elementary School.

Continued on page 11

Department of

MEDIA AND INSTRUCTIONAL TECHNOLOGY



Dr. Michael Waugh

The summer and fall of 1999 have been seasons of change for our department. We have a new name, the Media and Instructional Technology Department (MIT), which reflects our new status since the College reorganized and the research faculty moved to Educational Leadership and Professional Studies. We have a new home, on the parking lot side of the first floor in the

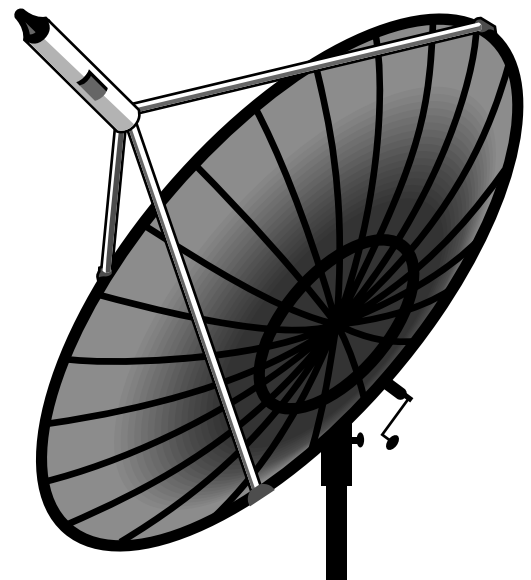
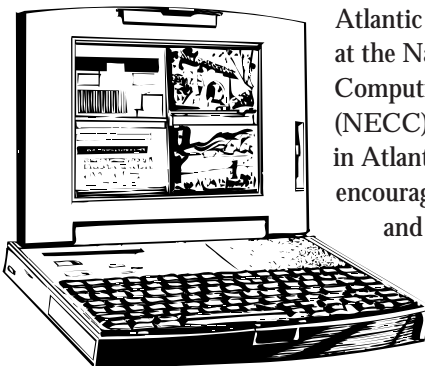
Education Annex, and although individual faculty phone numbers have changed, the department telephone number is still (770) 836-6558. We have a new department chair, Dr. Michael Waugh, formerly the chair of the Department of Middle Grades and Secondary Education. Prior to coming to West Georgia in the fall of 1998, Dr. Waugh was a Professor of Instructional Technology at the University of Illinois. And finally, we'll soon be saying good-bye to Dr. Priscilla Bennett who will retire from West Georgia at the end of fall semester. Dr. Bennett has promised to stay in touch so can take advantage of her professional knowledge and experience ... when she's not away traveling the world! A committee chaired by Dr. Leticia Ekhaml is in the process of seeking a new faculty member to assume Dr. Bennett's responsibilities.

This has also been a time of excitement for the Department. The College of Education was recently awarded a \$173,882 capacity-building grant from the US Department of Education's Preparing Tomorrow's Teachers to Use Technology (PT3) program. Dr. M. D. Roblyer, project director, along with Dr. Ekhaml and Dr. Bill Wiencke, are providing leadership for the grant with support from other faculty in the Colleges of Education and Arts and Science, and collaborating school districts (Bremen City; Carrollton City; Carroll County; Fayette County; and Paulding County).

In addition to the PT3 grant, faculty have been busy travelling and writing. Dr. Roblyer, Dr. Elizabeth Kirby, and Dr. Wiencke traveled to Atlantic City in June to present at the National Educational Computing Conference (NECC). NECC 2000 will be in Atlanta in June and we encourage all media specialists and instructional technologists to make plans now to attend this national

conference. Dr. Ekhaml received a travel scholarship from Phi Delta Kappa International and spent part of August exploring educational opportunities in Costa Rica with other U. S. educators. Drs. Bennett, Ekhaml, and Kirby presented at the 1999 Georgia COMO conference held on Jekyll Island in October, and Drs. Bennett and Kirby will be presenting at the National American Association of School Librarians conference in Birmingham in November. The second edition of Dr. Roblyer's book, *Integrating Educational Technology into Teaching* (Prentice Hall/Merrill), was published in July. Dr. Ekhaml published "Chat, Chatters, and Chatiquette" in the October issue of *School Library Media Activities Monthly*, and Drs. Kirby and Roblyer published "A Glimpse at the Past, An Eye to the Future: A Review of Three Video-Based Distance Education Programs" in the October issue of *Learning and Leading with Technology*. Dr. Roblyer's article, "Is Choice Important in Distance Learning? A Study of Student Motives for Taking Internet-Based Courses at Community College and High School Levels," will appear in the fall issue of *the Journal of Research on Computing in Education*.

Finally, our hats are off to two recent MIT graduates, Kim Jenkins (M.Ed., 1999) and Janice Sly (Ed.S. 1999). Kim received the College of Education Award for Academic Excellence in Media, Masters level and Janice received the Academic Excellence in Media Award, Educational Specialist level during the 1999 College of Education Honors Ceremony. Janice was also recognized with the College of Education Award for the most outstanding Ed.S. paper in Media. Congratulations!



Department of

PHYSICAL EDUCATION AND RECREATION**New HWeLL Center**

New Health, Wellness, and LifeLong Learning (HWeLL) Center. The programmatic impact of the new facility will be tremendous for the PER Department. Although the new facility is shared with three distinct occupants, Nursing, Continuing Education, and Physical Education, the majority of the designated floor space is devoted to physical education activity instructional areas, classrooms, laboratories, faculty offices, and departmental office space. The 63,158 sq.ft. devoted to physical education will accommodate a variety of instructional activities. Included in this square footage are eight 50 person classrooms, a 30 station computer laboratory, a health performance laboratory, 6 regulation racquetball courts, an aerobic fitness room with aerobic equipment, a weight room with equipment, an instructional swimming pool, 20 faculty offices, and the departmental office area. Within the main floor area, there will be a large instructional classroom that may be divided into 3 smaller instructional areas to allow for simulta-

neous instructional activities. The upper level of the main floor will house 2 indoor tennis courts and a 3-lap jogging track.

The HWeLL Center's floor plan depicts three separate structures within the single complex. One structure will service the Nursing and Continuing Education components, whereas the other two structures will be a physical education building, and a natatorium. Although separate, each structure will be connected for ease in access, but still be able to accommodate separate functions with minimal disruption from activities that are held in the adjacent buildings. At a projected total of 100,053 sq. ft., this new facility will be the largest on campus both in size and cost.

Our faculty is excited about the prospect of planning for and occupying the new building space. During the next 3 years, plans will be underway to move us toward the ground-breaking phase and, hopefully, occupancy sometime in 2006 or 2007.

Faculty Change

New to our Department this year, although not new to the University, is Dr. Barbara McKenzie. Although originally a member of the physical education faculty, Dr. McKenzie most recently served as chairperson of the Research, Media, and Technology Department. She has returned to our Department and brings a wealth of valuable media and technology skills with her. Additionally, she has assumed teaching responsibilities in the sport management program along with supervising interns and working with our physical education majors. Dr. McKenzie's media and technology expertise is a strong asset to the Department, and we look forward to the leadership that she can provide in this area.



Recently approved and added to our curriculum, was an honors class for PWLA 1600, Personal Wellness. Ms. Kathy Houston, who was instrumental in the coordination and development of this course, is currently teaching the class this fall. The honors class includes more practical experiences, various assessments, and a research component that students must complete.

Putting Research into Practice

This issue's research topic addresses a concern that impacts the lifestyle of nearly everyone throughout their life span. The issue is lifelong weight control.

Almost everyone at one time or another has gone on a diet. The problem with most diets is they stress weight loss rather than fat loss and most programs do not lead to maintaining this loss for life. The goal of any diet should be to lose body fat and maintain the loss. With protein diets and low calorie diets, dieters tend to lose mainly water weight, along with some fat, but this is an unhealthy approach to weight loss. Lifelong results cannot be expected using temporary solutions. So, what should a person do for long term fat loss? The best strategy is a combination of smart lifelong eating habits coupled with an activity plan. Certified dieticians suggest that diets should consist primarily of complex carbohydrates (grains, fruits, and vegetables) and low-fat protein. High levels of fat in the diet and low activity are what make most people overweight and over fat. The ideal plan for activity is to participate in regular aerobic type activities combined with some moderate strength training. Research has indicated that aerobic exercise burns primarily fat for fuel while strength training helps build muscle.

Curriculum Changes

We anticipate final approval of both the sport management curriculum and the coaching minor during the late fall. These programs have been works-in-progress for the last year and, when officially implemented, should be very attractive alternatives for West Georgia students.

Another curriculum change of significant magnitude will be how the Department satisfies the one-year field experience in schools that was mandated by the Board of Regents. To provide students with the required number of field experience hours and maintain the strong quality of the program within the graduation requirement of 120 hours will require significant changes both in course content offered and the way courses are scheduled.

Continued on page 11

Department of

SPECIAL EDUCATION AND SPEECH-LANGUAGE PATHOLOGY**New Faculty Members**

The Department is very fortunate to have seven new faculty members. Three work with Special Education programs and four with the Speech-Language Pathology programs.

Special Education Faculty

Dr. Cynthia Jackson, Assistant Professor, came to us from the University of Alabama where she had completed her Ed.D. in Special Education. Dr. Jackson's professional areas of interest are Learning Disabilities, Emotional/Behavioral Disorders and Assessment. She has been a classroom teacher and psychometrist. Dr. Jackson's husband, Alan, was transferred to Atlanta by BellSouth and her daughter, Julie, recently left for her first year of college. Her spare time is focused on the building of her new home.

Dr. Alison Stafford, Assistant Professor, recently completed her Ph.D. in Special Education at Georgia State University. Prior to this, Dr. Stafford spent 10 years as a classroom teacher, working with students of all ages and levels of mental retardation. Dr. Stafford and her husband, Eric Berry, have a 2 1/2 year old son, Will. Away from the office she enjoys spending time with her family, reading, gardening, and crafting.

Darla Hess, Instructor, completed her Master of Education degree at McNeese State University (Louisiana) in Special Education. Ms. Hess has had classroom teaching experience from elementary through high school levels. Additionally, she has had experience working with administrators, teachers, parents, and physicians as they jointly planned for the education of children with special needs. In her spare time Ms. Hess likes to grow and create bonsai and orchids and collects first edition classics and children's books.

Speech-Language Pathology Faculty

Dr. Nora Swenson, Assistant Professor, completed her Ed.D. in Special Education and Learning Disabilities and Language at the University of Kansas. In addition, Dr. Swenson has a degree in Speech Pathology and Audiology. Nora has had classroom experience with children with learning disabilities and speech/language disabilities. Dr. Swenson and her husband, Paul, are happy to be nearer their children and especially to their granddaughter, Caroline.

Geraldine Boddie, Instructor, completed her Master of Communication Disorders-Speech Language Pathology degree at Auburn University. Ms. Boddie has had experience as a Speech Language Pathologist working in private practice as well as with school systems and Auburn University. She is currently pursuing her new interest in horseback riding.

Valeria Gary, Instructor, completed her Master of Arts degree in Speech Language Pathology at George Washington University. Ms. Gary has been a Speech-Language Pathologist in clinical settings in Florida and Georgia working primarily

with adult populations. She enjoys photography and traveling (as indicated by recent trips to China and to South Africa).

We are excited that **Dr. Debra Dwight**, in January, will be rejoining us as Assistant Professor. Even though Dr. Dwight has most recently been at the West Georgia RESA, she continued to teach for us on a part-time basis. Now we will have her back as a full-time faculty member.



(L-R): Valeria Gary, Nora Swenson, Cynthia Jackson, Geraldine Boddie, Darla Hess, and Alison Stafford

New Programs in Special Education

The Department has recently made several changes in its special education programs.

Undergraduate. The undergraduate program in Mental Retardation has been modified to reflect the Board of Regent's new mandate of a year long field experiences or their equivalent. This has been accomplished by including more lab experiences at the sophomore level, during the junior year and the first semester of the senior year, and in the traditional semester of student teaching.

Masters. Certification in Interrelated will be the focus of the masters program. This change better reflects the current needs of schools. All other masters programs will be phased out.

Specialist. There will be two strands available at the specialist level. One strand, leading to Director of Special Education endorsement, is unchanged. The new strand will have its emphasis on curriculum development and curriculum modification to better meet identified needs of children. The Interrelated program at the specialist level will be phased out.

Non-degree Initial Certification. To meet the identified needs of provisionally-certified teachers, a new two-year program has been designed with emphasis in learning disabilities and behavior disorders.

Add-on Certification. For teachers with a valid teaching certificate, add-on certification is now available in Interrelated and LD/BD. All other add-on programs will be phased out.

EXTERNAL DEGREE PROGRAM IN DALTON

The Joys and Challenges of Working in an Off-Campus Program

The State University of West Georgia's Dalton External Degree Program fulfills an unmet need for the citizens of north-west Georgia. Students are able to pursue a B.S.Ed. degree in Early Childhood Education or a M.Ed. degree in either Early Childhood or Middle Grades Education. Traditionally, these students are place-bound and wish to complete their education without traveling a great distance. Faculty teaching in the program are aware of the needs of the northwest Georgia students and find special joys and challenges involved in meeting these needs.

The program is designed to accommodate small cohort groups which allows for the development of close relationships between faculty and students. Faculty become mentors and counselors beyond the traditional academic sense, helping students to set professional and personal goals. Email provides easy accessibility and is utilized to build sustaining relationships. Each day, one faculty member sends each undergraduate student a character building "thought for the day." Consequently, students develop a sense of closeness that often cannot be found on larger campuses.

Most students in the program have grown up in the area and plan to remain in the area. Thus, they are committed to becoming involved in their community. Students have many opportunities to participate in community service activities. For example, undergraduate students can volunteer their time to participate in a community sponsored project to assist local agencies in implementing an arts and health related curriculum at a local day care center.

Faculty, too, are heavily involved in efforts to address the needs of the local community. In a symbolic gesture of bringing together early childhood professionals, one faculty member plans and coordinates the "Friends of Children"

banquet to celebrate the week of the young child. This banquet, held each spring, honors teachers, day care workers, faculty members and community advocates for the common purpose of celebrating young children. An award entitled the "Crying Wolf Outstanding Friend of Children Award" in honor of Dr. Grace McGee, the retired coordinator of the Dalton program, and first recipient, is given to someone who demonstrates the "spunk, grit and determination" as an advocate for the needs of young children. Faculty also hold membership on the community initiated Latino Committee. This Committee works in developing and delivering programs to address the needs of the expanding Latino population in Dalton.

A unique challenge that Dalton faculty face is the development and delivery of a large number of courses at the undergraduate and graduate levels. Because of the limited number of faculty, they prepare and deliver multiple course offerings each academic year which affords the opportunity and challenge to generalize in a broad and in-depth knowledge base. While this is not typical on most campuses, Dalton staff "take it in stride" and devote their fullest attention to maintaining excellence in teaching a variety of courses.

Faculty take pride in knowing they are "generalists" and have developed expertise in multiple areas. Because faculty have extensive public school experiences as classroom teachers and administrators they have "instant credibility" with public school personnel, while working closely with classroom teachers in mentoring beginning teachers is one of the joys of working in the Dalton program. Faculty spend several days each week in school sites to supervise students, provide support and guidance to public school teachers, collaborate with teachers on research projects, and provide staff development. The time spent in public



Dr. Lelia Mullis and her "office on wheels"

school classrooms allows faculty to remain well-grounded in the application of theory into practice. Moreover, close communication with cooperating teachers and administrators provides immediate feedback regarding students' performances in schools.

Dalton faculty have had offices at a public school site and at Dalton State College. Additionally, faculty delivered course content at two public school sites as well as at the College. Further, they have supervised students at multiple sites throughout the area. Dalton faculty found that operating an "office on wheels" was the most efficient method of shuttling materials and resources between sites. The office on wheels will be replaced in December when faculty move to new offices at Dalton State College where all courses are now delivered.

The challenges and joys shared by Dalton faculty are unique to an off-campus program. A sense of humor is required! Laughing about the many challenges and frustrations and sharing the joys makes working in the off-campus program truly a unique experience.

Department of

COUNSELING AND EDUCATIONAL PSYCHOLOGY**New Faculty**

Within the past academic year, the Counseling and Educational Psychology Department has hired several faculty who have added a great deal of enthusiasm and vitality. Dr. C. Marie Jackson



Dr. C. Marie Jackson

joined the faculty last fall from Valdosta State University where she taught graduate classes and coordinated the school counseling program. Prior to that, she was an assistant professor and program coordinator for counselor education programs at Jacksonville State University in Alabama. Dr. Jackson has also regularly taught counseling courses at the University of Alabama and has extensive experience as a vocational counselor, school counselor, psychometrist, resource teacher for gifted students, consultant, vocational home economics teacher, as well as an English,

history, and science teacher. While at Jacksonville State, she received the faculty research award several times and received recognition as the "outstanding member" of the Alabama Counseling and Development Association. She is very active in state and national professional associations and is helping the department position itself as a national leader in the training of school counselors. She is a valued contributor to the efforts of the department in transforming school counseling and in developing a national model for doing so. Dr. Jackson's Ed.D. is in Counselor Education from the University of Alabama and her M.S. and B.S. degrees are from Jacksonville State University. Dr. John L. Nietfeld came to West Georgia this fall after completing his Ph.D. in Educational Psychology at the University of Nebraska. His M.A. degree is from the University of Iowa in Educational Psychology and his B. A. is from Eastern Illinois University in Psychology. While

at Nebraska, Dr. Nietfeld was the recipient of a university fellowship for high scholastic performance and accomplishments as a student scholar and also received the John A. Glover Research



Dr. John L. Nietfeld

Award in recognition of outstanding promise and achievement in research activities. He has experience as a teaching/research/graduate assistant, program evaluator, academic specialist, academic mentor, and an instructional developer. Dr. Nietfeld is actively involved in the department's educational psychology endeavors and teaching thus influences every student in teacher education at the State University of West Georgia. He has an active research agenda in areas such as general working memory, observation on text recall, and metacognitive awareness.

Transforming School Counseling Initiative

As a recipient of the largest competitive grant (\$450,000) from a private source (DeWitt Wallace-Reader's Digest Fund) in the history of the State University of West Georgia, the Department of Counseling and Educational Psychology is currently involved in transforming the school counseling program. Areas that are being refined include criteria for selection and recruitment of candidates, curricular content, methods of instruction, field experiences and practices, induction into the profession, working relationships with community partners, professional development for counselor educators, and school district/state

department partnerships. The department faculty have been working with colleagues from the Clayton County Schools (our partnership school district) in transforming the curriculum and field experiences to focus on six arenas: counseling, leadership, advocacy, brokering of services, effective use of data, and collaboration. The results of this initiative will be a "new vision" counselor who will be centrally involved with others in the schools to support the high academic achievement of all students and eliminate the achievement gap between minority and poor students and their more advantaged peers.



Department of
CURRICULUM AND INSTRUCTION

We Have a New Name!

We have a newly organized department entitled, "Department of Curriculum and Instruction." The new name and label (C&I) reflects the reorganization and merger of the Department of Early Childhood, Elementary and Reading Education and the Department of Middle Grades and Secondary Education. Throughout the history of the two departments, programs at both the undergraduate and graduate levels have been designed and implemented with the goal of developing the most effective teachers in public education. The faculty and

staff in the Department of Curriculum and Instruction will safeguard this cherished history. We will maintain the scope of our teacher preparation programs to be Pre-Kindergarten (four-year olds) through fifth grade, middle grades (4-8), secondary grades (7-12), and pre-kindergarten through twelfth (P-12) grades. In addition, we will continue to offer an endorsement program in the teaching of English to speakers of other languages (ESOL).

We Have New Faculty!

Dr. Letitia Bridges has B.S., M.Ed., and Ed.D. degrees. She has taught at the public school level for 18 years, the college level (graduate) for one year. She has successfully completed two years of nursing school, providing a strong academic science background. She has presented several staff development programs and is committed to supporting teacher mentoring through community educational systems and research. She taught as an instructor in the ECER Department this past year at UWG.

Dr. Donna M. Harkins has a B.A., a M.Ed., and an Ed.D. She has 11 years of public school teaching experience, three semesters as an adjunct instructor at the university level, and taught reading education courses at a community college. Her specialty is reading education.

Dr. Genell Harris has B.S., M.S., and Ph.D. degrees. She has 7 years of public school teaching experience and 4 years as an assistant professor at the college level. She was responsible for directing student teachers and teaching methods courses. Her specialty is curriculum and science education. She was previously an assistant professor in education at Cameron University in Lawton, OK (1997-1999).

Continued on page 11

C&I Helps Georgia Go Global

Dr. Frank Orr was instrumental in bringing an environmental education program to West Georgia. On September 16 & 17, 1999, Dr. Beheruz Sethna, Dr. Micheal Crafton, Dr. Glenn Novak, Dr. Angela Lumpkin, Dr. Johnny Waters, and Dr. John vonEschenbach welcomed forty five participants from school systems in the West Georgia region and greater metro Atlanta area to the GLOBE™ Program (Global Learning and Observations to Benefit the Environment). The GLOBE Program is an international initiative to monitor environmental conditions from a global perspective.

Five years ago, Vice President Al Gore commissioned the program to encompass a world wide network of K-12 students and teachers using specific scientific protocols to produce data that scientists from around the world utilize to support their research. GLOBE students, working under the leadership of a trained GLOBE teacher, collect a core set of environmental observations and measurements in their geographical region. Student findings are compiled and posted on the GLOBE Program website.

The Georgia Institute of Technology and the State University of West Georgia



Bill Ainsley (Georgia Tech/EPA Region IV) instructs GLOBE participants on proper soil protocol.

through a collaborative grant funded by the Eisenhower Higher Education Federal Grant Program are conducting a three-part workshop for in-service teachers. Visiting faculty from Georgia Tech and faculty from the College of Arts and Sciences and the College of Education at West Georgia are collaboratively helping teachers expand their knowledge in science.

Georgia joins more than 6,000 schools in the United States and more than 80 partner countries on all seven continents to assist students in reaching higher levels of achievement in science and math and in increasing the environmental awareness of all individuals while expanding their scientific understanding of earth.

Collaborative Schools Initiative: Partnerships to Improve Teaching and Learning

One of our most valuable and rewarding activities as educators at West Georgia is our work with area teachers and administrators. We see these collaborative activities as an essential part of our ongoing efforts to improve teacher preparation. Last year we took steps to make this collaboration more formal when we invited representatives from area school districts to become part of our Collaborative Schools Initiative. The purpose of this initiative is to form stronger connections among faculty at West Georgia and area schools in order to enhance and improve teaching and learning for all students.

On March 4, 1999, representatives from area school districts responded to our invitation to attend our first Collaborative Schools Committee meeting. At this initial meeting, participants were asked to discuss their personal perspectives on collaboration, how it can be mutually beneficial for them and university faculty and programs, and the most critical needs of students, parents, and schools they feel can be addressed through collaboration. During the 1999-2000 academic year, the following schools and districts will work with West Georgia faculty to develop and implement collaborative activities specific to each school's needs:

Bremen City	
Carroll County	Bay Springs Middle Bowdon High Central Elementary Central Middle Crossroads Academy Roopville Elementary Sand Hill Elementary Temple Elementary Villa Rica Elementary
Carrollton City	Carrollton Elementary Carrollton Junior High Carrollton High
Coweta County	Newnan Crossing Elementary
Douglas County	
Polk County	
Paulding County	
Rome City	



*Dr. Bob Hilliard and Sammy McClure (Paulding)
at the initial Collaboration Schools meeting.*

Conversations with districts and schools this fall have been very positive and a variety of potential collaborative activities have been discussed.

- West Georgia will sponsor integrated math and science workshops for teachers.
- Mentor teachers will assume more supervision responsibility of West Georgia students.
- West Georgia faculty are available as guest speakers in middle school and high school content classes.
- Public school teachers will be asked to serve as guest speakers in teacher education classes.
- West Georgia faculty will provide model teaching in classrooms.
- West Georgia faculty and public school teachers will work jointly to develop strategies to diagnose and remediate reading difficulties.

As discussions continue, Dawn Putney and Diane Boothe will work with the Collaborative Schools Committee and participating schools and districts to develop and implement individualized plans. Early in 2000, additional districts will be invited to join the Collaborative School Initiative.

The potential is tremendous for expanding collaboration as we work together to improve teaching and learning for all students.

Don't get in line! Get online at www.bookstore.westga.edu!

Now students can order all of their textbooks, course packs, and class notes required for classes at West Georgia over the Internet. Just log onto the University Bookstore's Web site at www.bookstore.westga.edu. All orders will be filled with used books unless new books are specifically requested. So, why not order from the comfort of home and never wait in line again!

The University Bookstore Online accepts Visa and MasterCard for online orders. All orders will be delivered via UPS for a one-time cost of \$4.95 per order, regardless of the number of books ordered. Once the order has been shipped, an email message will be sent giving the UPS tracking number of the package. Orders received by noon will be shipped the same day. Orders received after noon will be shipped the next business day. Orders will be delivered two to five business days after the order is placed. Two-day and next-day delivery is available at an additional charge. If the textbook is currently out of stock, the customer will receive an email message indicating the shipping status of the book.

The Online Bookstore has been developed as a service to West Georgia students to simplify the purchases of the books and materials needed for class. Students will still be assured of obtaining all of the correct textbooks and materials. Ordering is safe because the site is guaranteed 100% secure. Returns and exchanges can be made either by shipping or at the University Bookstore at 120 Cunningham Drive. All refund and policies are the same as if the textbook were purchased in the Bookstore.

If course packs, materials, supplies or reference books needed for classes are not easily located by following the directions on the web site, please send an email to: bookstore@westga.edu. Every effort will be made to provide everything needed for classes. As this process is new, perfecting the textbook ordering system has been priority one. Ordering systems for all other class materials are under construction. In the near future, everything carried in the University Bookstore will be available online.

Leadership Academy

Continued from page 3

needs, concerns, and opportunities of their home communities.

Fall enrollment in graduate programs for the Department of Educational Leadership and Professional Studies is 486. Of that number approximately 20% are members of leadership cohorts.

School districts interested in organizing leadership academies should contact Dr. Lená Morgan, Department Chair, at (770) 836-6557.

Research into Practice

Continued from page 5

In terms of calories required, muscle tissue is expensive to maintain, and increases in muscle mass result in an increased resting metabolic rate. This means more fat will be burned when you are not exercising. This, in addition to the regular activity and a sound diet, will lead to a means for controlling weight and body fat throughout life. Perhaps mom was right when she said, "eat all your vegetables and go outside and play."

C & I Faculty

Continued from page 9

Dr. Clare Hite holds B.A., M.Ed., Ed.S., M.B.A., and Ph.D. degrees. She has public school teaching experience and experience as a university professor. She has been a program director, instructor, lecturer, and adjunct professor. She has been previously employed in West Georgia's Dalton External Degree Program during spring semester, 1999.

Ms. Terrie Kielborn has a B.A.E. and a M.A. She is currently in a doctoral program. She has experience as a middle school classroom teacher, a university adjunct professor, and a college instructor.

Ms. Jill Mizell has B.S., M.S. and Ed.S. degrees. She is currently in a doctoral program at U.G.A. She has 3 years of teaching experience: 1 year (public school) and 2 years (private school).

Ms. Doris G. Watkins has B.S. and M.E. degrees. She worked for five years as an administrator/instructor with Army Family Team Building in Heidelberg, Germany and taught for nearly 21 years in public schools. She has served on several committees and been a member of numerous associations and boards during her career. She has previously taught for one year as an instructor in the ECER Department at West Georgia.

The Professor's Blessing

By Lelia Mullis

*Assistant Professor of Curriculum and Instruction
Dalton External Degree Program*

I send you into the world in peace, that you may teach children to resolve conflict without violence.

I send you into the world with knowledge, that you may not be afraid to do things in a better and different way.

I sent you into the world with love, that you may give love to the loveless, the unlovable, and the ones loved by everyone.

I sent you into the world with hope, that you may teach with a sense of direction and always have a sense of purpose and meaning in your work.

I send you into the world with a sense of justice, that you may show fairness to every child.

I send you into the world with joy that you may let children laugh, dance, sing, and play.

I send you into the world with my prayer that you may always be loving, patient and kind as you help each child reach his or her potential.

I send you into the world with my everlasting promise that as long as I live I will be here to help you if you falter.

Go now and teach.

Alvis Harthern Returns to Serve as Interim Department Head



Although she retired from the College of Education at the end of June, 1998, Dr. Alvis Harthern has returned to serve as the part-time Interim Department Chair in the Department of Special Education and Speech-Language Pathology for 1999-2000. Dr. Harthern also served in this capacity for the spring semester of 1999 following the retirement of Dr. Suzanne Cobb. Dr. Harthern came to West Georgia in 1984 after several years as an elementary classroom teacher and a University professor and administrator in Alabama. From 1991-1996 she served as Department Chair for Early Childhood and from 1996-1998 as Associate Dean. Dr. Harthern recently returned from a trip to Africa where she and others led a women's conference associated with her extensive religious work. The faculty in the Department of Special Education and Speech-Language Pathology are delighted to have an experienced and supportive leader to help them during this transitional period.