

MEDT 7494**EDUCATIONAL WORKSHOP**

3 Semester Hours

Semester/ Year

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Distance Support: WebCT Home Page
<http://webct.westga.edu> ,
WebCT Help & Troubleshooting
<http://www.westga.edu/~distance/webct3/main/help.html> ,
UWG Distance Learning
<http://www.westga.edu/~distance/> ,
Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/> ,
Ingram Library Services
<http://westga.edu/~library/info/library.shtml> ,

COURSE DESCRIPTION

Prerequisite: Consent of department chair.

These workshops allow a student to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization.

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

To be determined at the time of workshop is approved.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: No required textbook. This will be determined by the instructor of the selected workshop.

References: Texts and readings will vary according to the selected workshop.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

This course will provide students with an opportunity to pursue an area of professional interest in greater depth and issues and new developments in the field of specialization. Students will acquire knowledge through a workshop setting. As students progress through the workshop, they are expected to demonstrate achievement in several areas related to the College of Education conceptual framework. Students will demonstrate they are decision makers who can select workshops related to their interests. They will also demonstrate their leadership in disseminating timely information to others in the field to facilitate school improvement. As students progress through their workshop they will demonstrate their commitment to life-long learning.

Activities and Assignments:

Assignments will vary with the workshop.

Evaluation Procedures:

Evaluation procedures will vary with the nature of the workshop.

Grading Policy:

Grades will be assigned according to the following standards:

A = 100-92%; B = 91-82%; C = 81-70%; and F = below 70%.

CLASS OUTLINE

Week 1	Introduction to the workshop.
Weeks 2-15	Workshop meetings
Week 16	Final evaluation as scheduled

PROFESSIONALISM

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones, beepers.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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 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 Connection and Student Handbook, Undergraduate Catalog, and Graduate Catalog.

Disciplinary procedures described in the latest State University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

