UCCS Smart-Girl Academic Course Options

Smart-Girl Leadership Training Course (2 credits)

Smart-Girl Group Facilitation Course (3 credits)

Dr. Abby Ferber
Professor of Sociology, and Women’s and Ethnic Studies
University of Colorado, Colorado Springs
719-255-4139; aferber@uccs.edu

The Smart-Girl Leadership Institute consists of two courses designed to provide additional knowledge and in-depth exploration for individuals attending the Leadership Training, and/or working with a Smart-Girl (SG) Program. The Leadership Training has been widely recognized as an excellent program for anyone working with, or planning to work with, youth. Many individuals from a variety of youth serving organizations have completed The Leadership Training. These courses are designed to allow you to fully participate in the training and/or program, and reflect upon the new knowledge you learn there. The classes are designed to extend and maximize your learning experience, and provide you with an opportunity to connect the SG experience with research and best practices in the field, to apply your knowledge, and to further your own process of transformation. Students may enroll in either one or both of the courses.

This is an independent course experience built around the SG program. Participants must register for and be accepted to participate in the SG Leadership Institute (SGLI) before registering for the Smart-Girl Leadership Training course. The Group Facilitation course is designed for participants who, after completing the training, go on to work with a Smart-Girl or Smart-Guy group. Participants must be approved by SG and assigned to a group in order to receive academic credit. Course requirements must be completed by students and submitted to Dr. Ferber in order to receive credit for either course.

Questions about the Smart-Girl program, registering for SGLI and scholarship opportunities, should be addressed to Katie Boysen: kboysen@smart-girl.org.

Questions about registering for academic credit should be addressed to UCCS LAS Extended Studies: lases@uccs.edu

Questions about the academic course should be addressed to: aferber@uccs.edu

Required Resource for both classes:

Smart-Girl Curriculum and other required Smart-Girl resources
Requirements for Leadership Training Course: (2 credits)
The training will provide students with the knowledge and skills necessary to work with a Smart-Girl program, and more generally provides essential skills for all of those who work with or plan to work with youth. The SG training and academic course is open to all interested students. Students will attend all sessions, be actively involved in all activities and discussions presented in the training, become familiar with the curriculum, and meet all other requirements set forth by Smart-Girl for the training.

WEST 4900 Undergraduate Students: read 2 books (at least one from the list of recommended readings) and complete 2 page journal entries for each book; submit a three page reflection paper.
SOC 5010 Graduate Students: read 4 books (at least three from the list of recommended readings) and complete 4 page journal entries for each book; submit a five page reflection paper.

Grading:
1. Active participation in the full training: 50% (Students’ active participation in the training will be evaluated by the SG Trainers.)
2. Journal: 30%
3. Reflection paper: 20%

Requirements for Group Facilitation Course: (3 credits)
Not all students who complete the required training will be approved for the Group Facilitation internship experience to serve as a SG Guide. In order to enroll in this course for credit, students must be approved and assigned to a SG program. The internship will be completed through actual group facilitation of the Smart-Girl/Smart-Guy curriculum. Students will attend all sessions and debriefs, be an active and responsible guide or coach, and meet all other requirements set forth by Smart-Girl for Guides and Coaches.

WEST 4900 Undergraduate Students: read 2 books (at least one from the list of recommended readings) and complete 3 page journal entries for each book; submit a five page reflection paper.
WEST 5010 Graduate Students: read 4 books (at least two from the list of recommended readings) and complete 5 page journal entries for each book; submit a six page reflection paper.

Grading:
1. Active participation in the full training: 50% (Active participation in the training will be evaluated by SG)
2. Journal: 30%
3. Reflection paper: 20%

ALL assignments are due within 30 days of completing the training or internship. If this due date proves problematic for you, please contact instructor. Submit all class assignments to: aferber@uccs.edu

Requirements and Readings:

Journal: Participants must submit one journal entry for each book read.
Journals are comprised of two components: summaries and reflections. I ask that you provide a summary of each reading, which you may bullet point. However, if you prefer not to bullet point the summaries, limit them to one paragraph each.

Reflections: The focus of this class is relevant to all of our lives; your journal is your opportunity to relate what you are reading about and make it meaningful for you. You should use your entries to analyze issues raised in the selected readings. Focus on some issues in the readings which interest you, either because the ring true, trouble, disturb or shock you, amaze or surprise you, or impress upon you in some way. Try to be narrow and specific, providing examples. You may include brief quotes, but this is not necessary.

Questions to think about while writing your journals: How do the readings make me feel? Do I sometimes feel uncomfortable? Do the readings reflect my own experiences or the experiences of my friends or family in any way? Do they make me think about my experiences in a new light? Does the author raise issues I have never thought about before, or make me think about it in a new way? If I have not thought about these things before, why is that?

Reflection Papers: Attendees must submit a reflection paper at the end of the class. This paper should examine your own personal development and lessons learned in this course experience, as well as reflections upon the development/experience for the girls you worked with. You may discuss specific activities, challenges, incidents, dynamics among guides, among girls, etc. Has your own understanding of the issues facing youth changed? Has your understanding of your own life experiences changed in any ways? What has been most personally meaningful and transformative in the class for you? What did you learn about yourself in your training or internship experience?

Ethical Conduct: The responsibility for ethical conduct, academic honesty and integrity rests with each individual member of the UCCS community. The Student Codes and Academic Policies (which may be found at: [http://www.uccs.edu/~dos/studentconduct/index.html](http://www.uccs.edu/~dos/studentconduct/index.html)) are followed in this class. In general, academic dishonesty includes, but is not limited to, cheating on assignments or examinations, plagiarism (which means misrepresenting as your own any work done by another), misuse of academic materials, or interfering with another student’s work. Violations of the honor code may result in dismissal from the program.

Recommended Readings:


Optional readings:


*The following suggestions are published by Youth Communication. Youth Communication “Youth Communication has won dozens of awards for its publications and work with teens including: President's Committee on the Arts, and the Humanities, Parents Choice, Parents Guide, Association of Educational Publishers, Casey Journalism Center, Child Welfare League of America, Independent Press Association, National Mental Health Association, MacArthur Foundation (MacArthur Fellowship awarded to Executive Director and founder Keith Hefner)” (amazon.com). For more information visit www.youthcomm.org

Vicious: True Stories by Teens About Bullying. 2012.

Rage: True Stories by Teens About Anger

Different But Equal: Teens Write About Disabilities. 2005


Starting With "I": Personal Essays by Teenagers. 1997


Growing Up Black: Teens Write About African American Identity. 2005

Living a Lie: Teens Write About Surviving Sexual Abuse. 2006

Please contact Dr. Abby Ferber with any questions about these two courses: aferber@uccs.edu