

**AUBURN UNIVERSITY
SYLLABUS**

1. Course Number: CTSE 7910

Course Title: Practicum in Area of Specialization: Mathematics Education

Credit Hours: 1 semester hour (may be repeated for credit not to exceed 6 hours)

Prerequisites: Departmental Approval

Corequisites: None

2. Date Syllabus Prepared: April 21, 2014, revised August 12, 2015

3. Texts: Textbook and/or other resources (journals, research monographs, unpublished research, etc.)
Selected as appropriate to the individual practicum topics.

4. Course Description:

Provides individual students with experiences relating theory and practice, usually in a school setting.

5. Course Objectives:

Alignment of objectives with the Alabama Quality Teaching Standards (AQTS) is noted.

Upon completion of this course students will be able to:

The course is designed to:

- A. Provide experience closely relating theory and practice, usually in a school setting.
- B. Provide various and flexible-learning activities to afford the student the opportunity to achieve required or desired experience in an area of specialization.
- C. Submit evidence that demonstrates advanced teaching proficiencies.
- D. Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. **290-3-3-.42 (4)(b)1.**
- E. Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the *Alabama Course of Study: Technology Education* to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. **290-3-3-.42 (4)(b)2.**
- F. Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. **290-3-3-.42 (4)(b)3.**
- G. Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. **290-3-3-.42 (4)(b)4.**
- H. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. **290-3-3-.42 (4)(b)5.**

6. Course Content and Schedule:

In Mathematics Education the practicum will be used as a supplementary course for students to complete their advanced placement requirements and the professional work sample when they do not have their own classroom while they are working on a masters or an Ed.S. The course will be taken as a co-requisite with CTSE 7520. In this case CTSE 7560.

- A. The student is expected to spend a minimum of 30 hours of documented work or involvement for each hour of credit. Some learning experiences will required more hours than others;

- B. The assignments will be based on the co-requisite course assignments that involve work with secondary mathematics students.

7. Course Requirements/Evaluation:

- A. Schedule a minimum of six visits with the professor during the semester. (Checkpoints will be established for each meeting.)
- 1) Orientation meeting during Week 1
 - 2) Week 3 or Week 4
 - 3) Week 6 or Week 7
 - 4) Week 9 or Week 10
 - 5) Week 11 or Week 12
 - 6) Week 13 or Week 14
- B. Submit evidence of advanced teaching competencies.

8. Evaluation

The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be the following:

Course Requirements and Assignments

<u>Assignment</u>	<u>Points</u>
Professional Work Sample	200
CTSE 7560 Lesson Plan Assignments	

Final course grades will be assigned based on the percentage of possible points earned by students.

A	90% or above
B	80 % - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

9. Class Policy Statements

Participation: Students are expected to participate in all class discussions and in all exercises. Texts will be heavily used in class. **BRING TEXT EACH DAY.** Assignments are due on announced dates. Unexcused late assignments are unacceptable. Students are responsible for initiating arrangements for missed work due to excused absences as outlined in the *Tiger Cub*.

Attendance/Absences: Attendance is required. Please be on time. Those with more than one unexcused absence can receive no more than a “D” for the course. Three unexcused tardies are the equivalent of an absence. E-mail or phone and leave a message at my office number above if you are going to miss class. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the *Tiger Cub*. Arrangement to take a make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable excused absences from campus must be documented and cleared with the instructor **in advance**.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of class or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo, but need accommodations, make an appointment with The Program for Students with Disabilities in 1244 Haley Center as soon as possible. Telephone: 334-844-2096 (V/TT).

Honesty Code: The Auburn University Academic Honesty Code and the *Tiger Cub* Rules and regulations pertaining to Cheating and Plagiarism will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Justification for Graduate Credit

This course will allow individual graduate students to pursue in-depth study of advanced topics within their respective areas of specialization, usually in a school setting. Although guided by the professor at periodic checkpoints, the course requires independent work of the student to design, develop, and produce a product for presentation and evaluation.

Note: Beginning Fall 2009, candidates will complete and document an advanced field experience and a field-based professional work sample in one of the following ways:

- CTSE 7520 (3) if not previously completed and currently teaching
- CTSE 7520 (3) and CTSE 7910 (1) as co-requisites if not previously completed and not currently teaching.

Course Objectives	Course Assessments			
	Standards of Mathematical Practice Reflection	Issue Briefs	Technology Lesson Reflection	Reflection on a Professional Development Workshop
Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. 290-3-3-.42 (4)(b)1.	X		X	
Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the <i>Alabama Course of Study: Technology Education</i> to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. 290-3-3-.42 (4)(b)2.	X		X	
Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. 290-3-3-.42 (4)(b)3.	X		X	
Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies. 290-3-3-.42 (4)(b)4.		X	X	
Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. 290-3-3-.42 (4)(b)5.	X	X	X	X