

CONCEPTUAL FRAMEWORK

MISSION

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

VISION

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

PHILOSOPHY, PURPOSE AND GOALS

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.

COLLEGE OF EDUCATION



The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. It is the critical building block that enables individuals and societies to flourish in a global community.

SYLLABUS OUTLINE

AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** CTSE 7970
2. **Course Title:** Mathematics Education Seminar: Common Core State Standards for Mathematics
Credit Hours: Hours may vary from 1-3.
Prerequisites: None
Corequisites: None
3. **Date Syllabus Prepared:** January 8, 2012 by W. Gary Martin
4. **Texts or Major Resources:** Readings as assigned.
5. **Course Description:** The TEAM-Math mathematics/mathematics education seminar provides an opportunity for graduate students and faculty in mathematic and mathematics education to discuss research and issues related to the TEAM-Math project.
6. **Course Objectives:** This seminar has two major objectives:
 - a. We will review various documents and initiatives related to the Common Core State Standards for Mathematics.
 - b. We will discuss on-going research related to STEM education presented by seminar participants.

7. **Course Content and Schedule:**

Date	Article Topics	Presenters
1/12, 3:30-5:00 PM	Overview of the seminar and planning Review of the Mathematics Teacher Education Partnership Research on TPACK	Martin Garrett Martin
1/26, 3:30-5:00 PM	Continued review of the Mathematics Teacher Education Partnership	Martin
2/16, 3:30-5:00 PM	Research in mathematics and its impact on teacher preparation <i>Mathematics Education of Teachers II</i>	Albrecht Strutchens
3/8, 3:30-5:00 PM	<i>Mathematics Education of Teachers II</i> (cont.)	Strutchens
4/5, 3:30-5:00 PM	Research presentations	TBA
4/19, 3:30-5:00 PM	Research presentations	TBA

8. **Course Requirements/Evaluation:** Students enrolled in CTSE 7970, should:
 - Co-lead at least one session.
 - Prepare a final five-page paper summarizing what they have learned in the seminar.

9. Class Policy Statements:

- + Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.
- + Attendance/Absences: Attendance is required at each class meeting. 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 the 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 absences from campus must be documented and cleared with the instructor **in advance**.
- + Unannounced quizzes: There will be no unannounced quizzes.
- ++ Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, 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 at 1244 Haley Center, 844-2096 (V/TT).
- ++ Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
- ++ Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors 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
- + Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

10. Justification for Graduate Credit (for Graduate Credit Only)