

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.

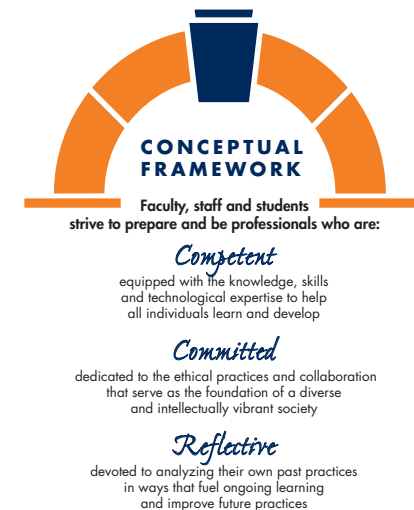
VISION

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



A Keystone in Building a Better Future for All



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.

DRAFT
CTSE 7970 Syllabus – Spring 2013

1. **Course Number:** CTSE 7970
2. **Course Title:** STEM Education Seminar – Responding to National Standards
Credit Hours: Hours may vary from 1-3; **Prerequisites:** None; **Corequisites:** None
3. **Date Syllabus Prepared:** January 15, 2013 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. Additional topics in STEM Education may be included depending on interest.
6. **Course Objectives:** This seminar has two major objectives:
 - We will review various documents and initiatives related to the Common Core State Standards for Mathematics and/or the Next Generation Science Standards
 - We will discuss on-going research related to STEM education presented by seminar participants.
7. **Course Content and Tentative Schedule:**

Date	Topics	Presenters
January 17 4:00-6:00 PM	Overview of the seminar and planning MTE-Partnership, Working Group 2	Strutchens
January 31 4:00-6:00 PM	Science Framework/Next Generation Science Standards	Chaudhury, Schnittka, others
February 7 4:00-6:00 PM	MTE-Partnership Design: Networked Improvement Communities Additional presentation	Martin TBA
February 14 4:00-6:00 PM	<i>Mathematics Education of Teachers II</i>	Stuckwisch Burton
February 28 4:00-6:00 PM	Research presentations	TBA
March 28 4:00-6:00 PM	Mathematician perspectives on mathematics education	Huang
April 11 4:00-6:00 PM	Research presentations	TBA
April 25 4:00-6:00 PM	Wrap-up session for the semester: Looking back, looking ahead	Martin
Open Thursdays 4:00-6:00 PM	Additional sessions related to science education	TBA

8. **Course Requirements/Evaluation:** Students enrolled in CTSE 7970 (1 CR), should:
 - Attend a minimum of six sessions.
 - Co-lead at least one session.
 - Prepare a final five-page paper summarizing what they have learned in the seminar.Students enrolled for more than 1 hour should negotiate additional requirements with Dr. Martin.
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: Each student is expected to attend all sessions as negotiated.
 - Unannounced Quizzes: There will be no unannounced quizzes.
 - Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
 - Honesty Code: The Student Academic Honesty Code (see Student Policy eHandbook) will be strictly enforced.

Students are encouraged to provide feedback on their experiences in the course using AU eValuate.