**AUBURN UNIVERSITY**

**Syllabus**

**Course Number:** EDUC 1010

**Course Title:** Orientation to Teacher Education

**Credit Hours:** 1 semester hour

**Prerequisites:** Admitted into the College of Education

**Co-requisites:** NA

**Term Syllabus Prepared**: Spring 2014

**Day/Time/Location**

Section 1: Tuesdays at 4:00 PM in Haley Center 3195

Section 2: Wednesdays at 8:00 AM in Thach 112

**Course Instructor:**

**Dr. Peggy Dagley**  
Director, Professional Education Services  
**Office Address**

3464 Haley Center  
**Contact Information**

Phone: 334-844-4448

E-mail for this course:  [via](mailto:oriented@auburn.edu) Canvas

**Office Hours:** By appointment

**Graduate Teaching Assistant:**

Melissa McConaha

3358 Haley Center

Office Hours: By appointment

E-mail for this course:  Via [Canvas](mailto:oriened@auburn.edu)

**Texts or Major Resources:**

[Orientation Handbook](http://education.auburn.edu//files/file1625.pdf)

Print or download a copy of the Handbook available on Canvas and bring it to every class session.

**Course Description: Orientation to the teaching profession.**

**Student Learning Outcomes**

**As a student in the class you will:**

* Confirm your decision to become a teacher.
* Identify the College of Education’s mission and conceptual framework.
* Reflect on dispositions of a successful teacher.
* Use technology to become familiar with teaching practices, dispositions, and other ideas related to the teaching profession
* Identify the ways in which the TK20 student data management system is used in the College of Education.
* Identify the College of Education key assessments.
* Identify the requirements for admission to teacher education, internship, certification, and graduation.
* Identify where to go and whom to ask for assistance in completing College of Education program requirements.
* Self-assess your professional dispositions.

**Interact with the Alabama Quality Teaching Standards below:**

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| --- | --- |
| **(3)(c)3.(i)** | Knowledge of the role that mathematics plays in everyday life. |
| **(3)(c)3.(ii)** | Knowledge of the concepts and relationships in number systems. |
| **(3)(c)3.(iii)** | Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning. |
| **(3)(c)3.(iv)** | Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships. |
| **(5)(c)2.(ii)** | Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning. |
| **(5)(c)3.(i)** | Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) and their relationship to student achievement. |

**Course Content Outline**

The Teacher Education Orientation course is designed as a series of topics and workshops relevant to students entering the Teacher Education Program in the College of Education. The primary text is the *Orientation Handbook*.

Please complete the assigned readings in the *Orientation Handbook* (OH in the outline) prior to the corresponding date on the following outline. Bring to each class the handbook and any materials or assignments listed in the assignment column.

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| **Date** | **Topic** | **Assignment** |
| January 14/15 | Course Introduction: Overview of Course Requirements  *(Section 2: Tk20 – Submission of Documents)* | Review syllabus prior to class.  *Section 2: Asim Ali*  Written Assignment: Why I Want to Be a Teacher.  Due March 4/5 |
| January 21/22 | College Mission, Vision, Conceptual Framework  Introduction to Teacher Education | *OH: 5 – 8* |
| January 28/29 | Academic Advising: Understanding PES procedures | *OH: 17 – 20*  PES Advisors (April Colley, Kathryn Burnett, Colleen Fitzpatrick)  Announce Math Assessment |
| February 4/5 | Admission to Teacher Education: Applications, Deadlines, and Transitions Requirements  *(Section 1: Tk20 – Submission of Documents)* | *OH: 8 - 11*  *Bring to class copies of pre-teaching prompts.*  *Documents are available at*  *College of Education>Students>Teacher Education Information>Admission to Teacher Education*  *Section 1: Asim Ali* |
| February 11/12 *Class does not meet in regular classroom.* | Alabama Prospective Teacher Testing Program: Basic Skills Assessments | *OH: 12* |
| February 18/19 | Academic Program Advising  Location - TBA | English  Math  Science  Social Science  Special Education – Tuesday session only, Students enrolled in EDUC 1010.002 (Wednesdays) may attend or email Kelly Schwerk (Brumbeloe)[brumbka@auburn.edu](mailto:brumbka@auburn.edu) for an individual meeting. |
| February 25/26 | Field Experiences &  Making Connections:  Getting Involved;  Understanding Diversity in the Classroom | *OH: 21-22*  Jared Russell |
| March 4/5 | Alabama Prospective Teacher Testing Program: Praxis II | *OH: 12-13*  Director of Assessment (TBA)  ***Math Assessment Due*** |
| March 11/12 | *No Class* | **Spring Break** |
| March 18/19 | Watching a Model Lesson | ***Class does not meet in regular classroom.*** |
| March 25/26 | Evaluating Good Teaching Practices | *OH: 14- 16* |
| April 1/2 | Professional Behaviors & Ethical Conduct | *OH: 23 - 28* |
| April 8/9 | The Teaching Profession: Advice from Practitioners | *Demonstrate your professionalism by your prompt arrival for our guest speakers.* |
| April 15/16 | The Road Beyond: Professional Development | *Sandy Armstrong, EARIC Director* |
| April 22/23 | No Final Exam | Devote an hour to any pre-admission requirement that you have not completed (e.g., sign up for Basic Skills Assessment, fingerprinting, Application for Admission to Teacher Education. Students are not required to submit documentation regarding this assignment. |

**Course Requirements, Assignments and Grading**

The grading for the course is based on a U (Unsatisfactory) or S (Satisfactory). Criteria for earning a U or S are as follows:

1. **Attendance:** Attendance at every session is mandatory. More than one unexcused absence will automatically result in a grade of U. Excused absences are defined below in the course policies section For additional information, please refer to the Student Policy eHandbook; the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).
   * All absences will be considered to be “unexcused” until and unless the instructor is in possession of the appropriate documentation for that absence. Also, be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty subject to sanctions as spelled out in the AU Bulletin by the Academic Dishonesty Committee. **Any tardy in excess of ten minutes is considered an absence.** Documents for excused absences (more than three), make-up work will be required.
2. **Assignments and Assessments:** You must complete all assignments and assessments as outlined in the Course Schedule.

**Class Policy Statements**

1. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
2. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
4. **Disability 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. To set up the meeting, please contact the instructor 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).
5. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. 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

1. Student Responsibility with Communication: Students are encouraged to contact the instructor and graduate assistant regularly during class or via Canvas for additional support and assistance as well as clarification, if needed, on assignment requirements.
2. The University Email Account: Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using only their official university (TigerMail) accounts or through Canvas. Email originating from not-Auburn sources will not be opened by the instructors.
3. Communication Regarding Instructor Absence: If the instructor is absent from a class session for any reason (e.g., illness, family emergency, conferences) students will be notified through email of the contingency plan. In most instances, the graduate teaching assistant or a guest speaker will assume responsibility for class instruction. If neither is available, a contingency plan will be made available through Canvas.