**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** EDUC 1010

**Course Title:** Orientation to Teacher Education

**Credit Hours:** 0 credit hours

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

**Co-requisites:** NA

1. **Term:** Spring 2017

**Day/Time:**

Section 1: Tuesdays at 4:00 PM in Haley 2370

Section 2: Wednesdays at 8:00 AM in Haley 2370

**Instructor:** Dr. Peggy Dagley

Director, Professional Education Services

**Office Address:** 3464 Haley Center

**Contact Information:**  334-844-4448

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

**Office Hours:** By appointment

**Graduate Teaching Assistant:**

JaLia Taylor

3474 Haley Center

Office Hours: By appointment

E-mail for this course: [jjt0018@auburn.edu](mailto:jjt0018@auburn.edu)

1. **Texts or Major Resources:**

Orientation Handbook

Download a copy of the Orientation Handbook which is available on Canvas and the college’s website. Bring the handbook to every class session.

1. **Course Description: Orientation to the teaching profession.**
2. **Student Learning Outcomes:**

Confirm decision to become a teacher.

Identify the requirements for admission to teacher education.

Identify where to go and whom to ask for assistance in completing College of Education program requirements.

Identify the ways in which the TK20 student data management system is used in the College of Education.

Demonstrate an understanding of the Alabama Educators Code of Ethics.

1. **Course Content Outline:**

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| **Sessions** | **Topic** |
| January 11 | **Wednesday’s section only**  **Introduction to the College of Education and the teaching profession**   * Overview of course requirements |
| January 17/18 | **Introduction to the College of Education and the teaching profession**   * Introduction of Academic Advisors * Overview of course requirements   **Navigating the COE Website**  **Assignment: Essay – “Why I want to be a Teacher”**   * Due on Feb. 7/8 |
| January 24/25 | **Program Area Advising**  *Location of advising sessions to be announced and posted in Canvas.* |
| January 31  February 1 | **Admission to Teacher Education**  **Admission to Internship/Clinical Residency**   * Understanding Eligibility Requirements * Completing the Application   *Read pages 8–10 prior to class* |
| February 7/8 | **Professional Behaviors and Ethical Conduct**  *Read pages 23–27 prior to class*  **Utilizing the Tk20 Student Data Management System** |
| February 14/15 | **Alabama Educator Certification Assessment Program**   * Overview of Basic Skills, Praxis I & Praxis II Assessments |

1. **Assignments/Projects:**
2. Five-hundred word essay on “Why I Want to Be a Teacher”.
   1. Essay must be at least 500 words in length. Paragraphs should be fully developed with a topic sentence, details, proper capitalization, and punctuation. Rating will be Satisfactory or Unsatisfactory. Essay is due on February 7/8. No late assignment will be accepted after February 14/15.
   2. This assignment must be completed to receive a satisfactory grade in this course.
3. Attendance at every session is mandatory.
   1. 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.**
   2. An unexcused absence will automatically result in a grade of U.
   3. Excused absences are defined below in the course policies section. For additional information, please refer to the [Student Policy eHandbook](file:///E:\PES\PES_Peggy-Dagley\Accessible%20Documents\Student%20policies%20hyperlink.docx).
   4. **Excused** absences must be made-up. Students with excused absences will be required to submit a paper on the content missed. The instructor will provide resources such as links to the website, ALSDE website, or printed materials for the makeup assignment.
   5. No assignment or excuse will be accepted after February 14/15.
4. **Class Policy Statements:**
5. 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.
6. **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.
7. **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).
8. **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).
9. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) 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.
10. 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.
11. 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