ED 000 Education Graduate Program Orientation (Secondary Education and Instructional Leadership)

Spring 2012

Course Description: Required course for all graduate programs in Education. The purpose of ED 000 is to provide candidates with information concerning the College of Education Conceptual Framework and use of technology. Policies and procedures for graduate programs will also be reviewed. A grade of S (satisfactory) is given to candidates who complete the orientation. No credit is given for the course.

Course Objectives:

290-3-3-.03(5)(c)(i) Upon successful completion of this course, candidates will demonstrate knowledge of understanding of: Professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.

1) The Conceptual Framework;
2) the use of LiveText; and
3) policies, procedures and requirements for graduate programs.

Course Requirements:

- Writing Sample: Due in LiveText February 22, 2012 by 5:00 pm.
  Explain how your knowledge of the Conceptual Framework contributes to your professional growth. Length 150-200 words. Submitted via LiveText
- Self-Assessment of Dispositions: Forms (click Forms tab on Dashboard) to be launched April 1, 2012 and remain open until April 22, 2012. 290-3-3-.03(5)(c)(i)
- Professional Development Plan Due in Livetext February 22, 2012
- Filing of Fingerprints
- For Alternative A students only: Admission to the Teacher Education Program (with accompanying essay)
  A grade of S (satisfactory will be assigned when the self-assessments are complete, the writing sample is submitted and approved on LiveText and fingerprints are filed.

Course Overview:

Topics:
- Conceptual Framework
- Dispositions
- LiveText
- Self-Assessments
- Graduate Program Requirements

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to student with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact the Developmental Services prior to the
beginning of the semester to initiate the accommodation process and to notify the instructors in the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

All requirements for the course must be met to receive a grade of S for ED 000.
UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION AND HUMAN SCIENCES  

CONCEPTUAL FRAMEWORK  

“Engaging Learners,  
Inspiring Leaders,  
Transforming Lives”  

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –  

“Changing lives. Creating futures.”  

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education and Human Sciences prepares  

“Knowledgeable Practicing Professionals” who:  

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;  

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;  

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;  

4. Use technology to support assessment, planning and instruction for promoting student learning;  

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;  

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.  

Graduates of the University of North Alabama’s College of Education and Human Sciences are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students.