**UNIVERSITY OF NORTH ALABAMA**  
**COLLEGE OF EDUCATION**  
“Engaging Learners, Inspiring Leaders, Transforming Lives”

**Spring 2012**

**ED 292 - Preprofessional Seminar and Laboratory Experience** (One Credit Hour)

Instructor: Ms. Felecia Harris  
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**Office Hours:** as available or by appointment

**Course Description:** Observation, participation, and orientation to the realities of the public school classroom. Seminars supplemented by classroom observations.  
*Note:* Scheduled class sessions will meet on site in P12 classrooms. Students are responsible for making transportation arrangements.

**Prerequisite:** Must have completed at least 45 hours of coursework before taking this course.

**Required Text:** College LiveText - Student Edition (available at bookstore or online @ www.college.livetext.com)  
*LiveText accounts must be purchased and activated no later than Wednesday, January 25, 2012. (When setting up your account: Use your full name, UNA portal email as primary email address, and 8-digit L-number as student ID)*

**Course Goals and Objectives:**
Upon completion of this course, the student will:
- Articulate the College of Education Conceptual Framework and describe the six commitments. (CF 1,2,3,4,5, &6)
- **Demonstrate knowledge of professional behavior and dispositions expected of professionals outlined in the Alabama Educator Code of Ethics (Appendix A) 290-3-3-.03(5)(c) 5(i).**
- Begin reflecting upon his/her desire and ability to become a teacher. (CF 6)
- Name many of the various roles that teachers portray during the course of each day.
- Describe the state teacher evaluation model. (CF 1,2,3,4, &6)
- Explain how the use of rules and procedures affect learning. (CF 1)
- Recognize the format of a lesson - including the objectives, the presentation, and the review.
- Recognize the important role of parents and community agencies. (CF 3)
- Understand the importance of teachers as role models. (CF 1)
- Identify current educational issues and trends. (CF 1 & 4)
- Send and receive e-mail messages and access the Internet for information. (CF 4)
- Understand the requirements for admission into and continuance in programs in the College of Education. (CF 1)
- Articulate a personal philosophy and its relationship to teaching practices (CF 1)
Upon completion of this course, the student will demonstrate knowledge of:

- The state course(s) of study applicable to his/her teaching field(s) and how his/her teaching field(s) relates to other teaching fields. (CF 1)
- How to use a wide variety of school and community materials and human and technological resources. (CF 1 & 4)
- Current educational issues and trends. (CF 1 & 4)
- Professional literature, research, organizations, and other resources for continuing professional development. (CF 1 & 4)
- Schools as organizations within the larger community and the operation of local schools, including basic knowledge of employment practices, finance, law, and governance. (CF1&3)
- Laws related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws. (CF 1)
- The importance of keeping accurate records, especially those related to federal, state, and district policies, and other records with legal implications. (CF 1)
- Appropriate professional behavior. (CF 1)

**Conceptual Framework:**

- Commitment 1 – Professionalism
- Commitment 2 – Assessment
- Commitment 3 – Collaboration
- Commitment 4 – Technology
- Commitment 5 – Diversity
- Commitment 6 – Reflection

**Professional Dispositions:**

- The candidate demonstrates commitment to professionalism.
- The candidate demonstrates commitment to ethical standards.
- The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.
- The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.
- The candidate demonstrates a commitment to using current technology for instruction and learning.
- The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.
- The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students.

**AQTS: EducateAlabama Evaluation Standards**
Standard 1: Content Knowledge
Standard 2: Teaching and Learning
Standard 3: Literacy
Standard 4: Diversity
Standard 5: Professionalism

The Alabama State Board of Education’s
EDUCATIONAL RULER:
Making & Measuring Progress Grade by Grade

Every Student Should Have:
Safe & Disciplined Schools — Character Education/Student Responsibility and Conduct Standards Parent and Community Involvement

Quality Teachers — Evaluations/Testing/Accountability Professional Development Outstanding Programs Preparing Teachers

Challenging Curricula — Alabama Reading Initiative Alabama Math, Science, & Technology Initiative Comprehensive Courses of Study/Technology Availability Career/Technical Programs Meeting International Business & Industry Standards

Effective School Leaders — Emerging Leaders Principals Leadership Academy Superintendents Academy

= Students Prepared for College/Work/Adulthood in the 21st Century

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Course Requirements:
The student will be required to:

1. Register for the Alabama Prospective Teacher Test and provide documentation of registration. (Three (3)-Part Basic Skills Assessment $93.00) **Deadline: February 3**
   
   [http://www.act.org/alabamapttp](http://www.act.org/alabamapttp)

2. Apply for admission to Teacher Education Program. **Deadline: February 3**

3. Participate in Teacher Education Program (TEP) Interview process for admission to Teacher Education Program. Write a well-developed organized essay explaining, "Why you would make a good teacher". Linking the College of Education's Conceptual Framework and the Professional Dispositions to your explanation of why you would make a good teacher is encouraged. The TEP Interview will assess the candidate’s knowledge of appropriate professional behavior and dispositions5(c) 5(i).


Course Assessment Strategies:

5. Attend all classes (refer to Attendance policy) and participate in daily discussions and activities. You are responsible for signing in daily. Attendance is mandatory: Participation points deducted for all class absences and tardies. Reminder: Model professionalism by being punctual and prepared! (During class, turn off all electronic devices)

6. Utilize Portal: Check accounts daily and participate in required discussion activities. *(Reflected in Participation Grade)*

7. Observe and/or participate in 20 hours of public school or community activities/service. Document in your observation log and write detailed reflections pertaining to each individual observation experience. *(Appendix B)*

8. Examine the Alabama Code of Ethics and write a one page reflection comparing UNA’s COE professional dispositions 290-3-3-.03(5)(c) 5(i). *(Appendix A)*


10. Utilize LiveText: Complete designated assessments, assignments and develop a professional portfolio. Required portfolio documents include all course assignments in addition to:
   - TEP Essay (Why I would be a good teacher)
   - Code of Ethics Reflection
   - Philosophy of Education (Integrate dispositions and Conceptual Framework commitments)

11. Join a professional organization

12. Exam: 5(c)5(i)

Note: All course requirements must be completed to receive a final grade in this course. Any student that fails to meet all outlined requirements will receive a grade of Incomplete until all course requirements are met. **Incompletes must be removed by the end of the following term** – NO Exceptions!

Please Note: Late assignments will be accepted, with a (10 pt.) letter grade deduction per day.

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(NO Exceptions!!) Any assignment that is not submitted within 10 days of the assigned due date will result in a grade of zero. All assignments will be completed in LiveText with the exception of the Observation Log verification form.

**Grading System:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
<td>20 %</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
<td>20 %</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
<td>50 %</td>
</tr>
<tr>
<td>F</td>
<td>below 59</td>
<td>10 %</td>
</tr>
</tbody>
</table>

**Evaluation:**

**Attendance Policy:** Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible for absences and for making up work missed. Excessive absences and/or tardies will result in penalties including reduction in grades or ultimate dismissal from class with a failing grade.

Official excuses for absences are observed only for group absences incurred in connection with required regularly scheduled University-sponsored activities such as intercollegiate athletics (see *University of North Alabama Athletic Manual* for further requirements) and special performances. **Whenever a student’s cumulative absences for any reason - excused or unexcused - exceed the equivalent of four weeks (4 class sessions) of scheduled classes and activities, no credit may be earned for the course.** When extended absences are caused by illness or similar extraordinary conditions, the student has recourse to the official withdrawal procedure provided therein; otherwise, the grade reported will be F.

**UNA Academic Honesty Policy:** All members of the University community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty and graduates.

**UNA Policy for Students with Disabilities:** In accordance with the Americans with Disabilities Act (ADA), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact Developmental Services.

**Note:** Any special announcements or changes in schedule not made during class will be made via UNA Portal. All students will be responsible for checking their account on a regular basis. Students who do not have a functional Portal account should contact portal services as soon as possible. Student will receive a reduction in participation grade for returned emails due to full/over quota email accounts.
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 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 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 to learn.

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