J. Sargeant Reynolds Community College
Course Content Summary

Course Prefix and Number: SDV 101 **Credits:** 2

Course Title: Orientation to Teacher Preparation

Course Description: Introduces students to the skills which are necessary to achieve their academic goals, to services offered at the college, and to teacher preparation. Covers topics such as the following: services and resources at the college; the library; counseling and advising; listening, test taking, and study skills; learning styles; career and personal development; and topical areas which are applicable to teacher preparation. Provides students an opportunity to conduct classroom observations. Lecture 2 hours per week.

General Course Purpose: SDV 101 - Orientation to Teacher Preparation is a requirement in the A.A. Liberal Arts Teacher Preparation Specialization and the A.S. Social Science Teacher Preparation Specialization. While not required for the A.S. Science Teacher Preparation Specialization, it is recommended. The course serves two main purposes: (1) it prepares students to successfully transition to college, and (2) introduces them to the career of teaching.
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Course Objectives:
Upon completing the course, the student will be able to:
a. Articulate three potential careers based on their interests, values, and abilities;
b. Select or confirm their preferred program of study based on their career exploration;
c. Articulate the step(s) they need to take in order to achieve their career goal(s);
d. Activate their student username and password;
e. Demonstrate competence in using the Student Information System;
f. Access Blackboard;
g. Activate their college email accounts;
h. Identify where they can access the College Catalog in print and/or electronic format;
i. Identify where they can access the Student Handbook in print and/or electronic format;
j. Identify three to five resources/services available in the college library;
k. Identify and describe three to five offices/services that are available to them (tutoring, disability services, financial aid, etc.);
l. Identify three to five of their responsibilities as members of the college community;
m. Identify at least two policies that affirm their rights as members of the college community (Student Grievance/Appeals; Statement of Rights and Responsibilities, etc.);
n. Articulate the College's criteria for good academic standing;
o. Distinguish between university parallel/transfer and applied programs;
p. Select the appropriate curriculum and electives within that curriculum based on their career goal(s);
q. Identify all courses required for completion of their program and understand both course and program prerequisites;
r. Develop an academic plan;
s. Review multiple learning styles and identify their preferred learning style;
t. Review two to three note-taking strategies and identify their preferred method of note-taking;
u. Identify three to five strategies for test taking;
v. Identify their optimal time, place, and setting for studying;
w. Identify three to five memory strategies;
x. Identify three to five strategies for managing reading;

y. Articulate three to five aspects of critical thinking;
z. Review two to three strategies and tools for managing time and articulate their preferred method;
aa. Articulate the benefits and risks of the three aspects (credit, savings, and budgeting) of money management;
bb. Articulate the steps in developing and implementing personal goals;
cc. Articulate three to five ways individuals are diverse and how diversity impacts society;
dd. Identify three to five elements of effective communication (active listening, verbal and non-verbal messages, etc.);
ee. Identify three to five techniques/strategies for managing anxiety/stress;
ff. Identify three to five challenges to making healthy life decisions and develop three to five strategies of how to manage each challenge;
gg. Identify symptoms of distress and mental illness and articulate two to three resources they can access for assistance;
hh. Identify three to five strategies to achieve and/or maintain a healthy physical lifestyle;
ii. Identify their career/degree path along with Virginia Teacher Licensure Regulations (including Praxis, VCLA, RVE, and Child Abuse and Neglect);
jj. Demonstrate appropriate teacher dispositions as identified by the InTASC Standards;
kk. Develop their personal philosophy of teaching;
ll. Reflect upon their personal motivation for teaching; and
mm. Reflect upon their field experiences in the following areas:
-Classroom management
-Diversity
-Professionalism
-Ethical and confidentiality issues

Major Topics to Be Included:
a. Time management and goal setting
b. Taking notes
c. Memory
d. Thinking critically and creatively
e. Building your skills and planning your next steps
f. What it means to be a teacher
g. Licensure requirements
h. The classroom environment
i. Teacher dispositions
j. Teaching in the 21st Century

Effective Date of Course Content Summary: October 9, 2015