

**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 Liberal Arts AA - Teacher Preparation Specialization and the Social Science AS - Teacher Preparation Specialization. While not required for the Science AS - 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.

**Course Prerequisites and Co-requisites:**

None

**Student Learning Outcomes:**

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 21<sup>st</sup> Century

**Date Created/Updated (Month, Day, and Year):** January 25, 2019