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;
c. 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;
k. 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

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