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Office hours: Monday and Wednesday 1:00 to 4:00 pm, other times by appointment
Please call Ms. Anita Middleton at 229-3084.

I. Course Number: EDT 109

II. Course Title: Personal Aspects of Teaching

III. Terms Offered: First

IV. Catalogue Description:
This course is a candidate's general introduction to education as a profession, and to the University of Dayton. Candidates' personal values, goals, motives and strengths will be identified and reflected upon in relation to the qualities and dispositions necessary to be an effective teacher. This course serves as an introduction to the different program areas (AYA, MCE, ECE, IS and multi-age), to technology in education and to various educational issues. EDT 109 is waived for those candidates who transfer to the University.

V. Academic Credit: 1 semester hour

VI. Prerequisites: None

VII. Course Goals:
This course fits within the broad framework of the University of Dayton’s Vision 2015, the First Year Experience themes of Catholic Marianist Identity, Academics, Learning in Community, Moral and Ethical Development, Building Learning Skills and Developing Your Talents, and the School of Education and Allied Profession’s theme of “Building Learning Communities Through Critical Reflection”. The goal for the faculty in the School of Education and Allied Professions is to become a learning community of its own, model that learning community and mentor others in their quest for a learning community. This can happen when we model that educators work with the human services within the larger communities of public, Catholic and private learning institutions.

The University of Dayton's Department of Teacher Education has adopted a theme that is integrated throughout our entire program of study. The theme of “Teacher as Reflective Decision Maker in a Pluralistic Society” is an appropriate choice, considering the complex needs of students in our society, which demand that teachers have as much preparation for this challenge as possible. These learning needs are impacted by children’s backgrounds of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographic area.

The department adopted this theme in accordance with the University’s Marianist Mission Statement, which encourages candidates to take an active role in improving the state of the larger community. This attitude is encouraged when professors and teachers embrace and model qualities of character embodied in the Marianist tradition. These values, found in effective student centered classrooms include respect, acceptance, empathy, authenticity,
service, compassion, a sense of humor, expectancy of good, concern for the total development of students, and a commitment to be professional minded.

As an introduction to the University of Dayton, this course will provide information to the first semester, first year student regarding general education courses, the School of Education and Allied Professions, the Department of Teacher Education, university services and activities, cultural opportunities on campus and within the larger community, and the Marianist tradition.

The course is also designed to assist candidates in making an informed choice about teaching as a profession, by exploring personal considerations (goals, motives, values, and strengths), and balancing those with the necessary dispositions and expertise for effective teaching at different grade levels.

Finally, candidates will explore issues of time management, skills necessary for academic success, service learning and program plans.

Three underlying themes guiding the objectives and activities are: 1. an introduction to the university, 2. personal and professional development, and 3. exposure to teachers of various grade levels and student populations.

**VIII. Course Objectives:**
The following knowledge, performances, values, and dispositions are based upon the professional knowledge base, the Marianist tradition, the First Year Experience, the department theme – “Teacher as Reflective Decision Maker in a Pluralistic Society”, the School of Education and Allied Professions conceptual framework – “Building Learning Communities Through Critical Reflection”, the Praxis III/Pathwise professional development framework and the INTASC (Interstate New Teacher Assessment and Support Consortium) principles.

**The candidate will be able to:**

**Knowledge**

**Introduction to the University**
1. understand the unique nature, mission, and structure of the University of Dayton and the School of Education and Allied Professions as Catholic and Marianist.

**Personal and Professional Development**
2. understand the nature of a university curriculum, including the meaning and worth of liberal arts courses and how they are important in the teaching profession.
3. explain the Department theme, “Teacher as Reflective Decision Maker in a Pluralistic Society” and the School’s conceptual framework, “Building Learning Communities Through Critical Reflection” and utilize them as a means to clarify his/her rationale for teaching.
4. begin to understand similarities and differences in a variety of educational settings by age and grade levels.
5. define service learning.

**Performances**

**Introduction to the University**
1. understand the graduation requirements for the University of Dayton and the School of Education and Allied Professions, as well as the expectations for the state of Ohio teacher licensure.

Personal and Professional Development
2. develop a plan to coordinate and integrate expected coursework with the candidate’s interests, goals and extra curricular activities in mind.
3. appreciate the importance of time management, critical thinking skills, and the preparation necessary for academic success in collegiate work.
4. identify the university and personal resources available to achieve academic and professional success.
5. incorporate the use of technology in assigned course work (e-mail, word processing, library access, professional use of the Internet….).
6. select a program of study within the department of Teacher Education / or begin to explore other professional opportunities.
7. complete registration for the second semester and develop a four year plan of study.
8. post an initial resume on the Place Pro website.
9. articulate a rationale for reflective decisions on class discussion, empirical resources, and observations from the field and in class clinical experiences.
10. seek out opportunities for professional growth by locating and utilizing professional literature, organizations, resources, and experiences to inform and improve practice.
11. develop a plan for a service learning activity to be completed prior to graduation.

Dispositions
Introduction to the University
1. value the opportunities for academic, personal, and professional learning at the University of Dayton through course instruction and various university activities.

Personal and Professional Development
2. value the academic, moral, social and ethical dimensions of teaching as a profession.
3. value the importance of the human quest for understanding, both individual and social, especially as it affects teaching and learning.
4. understand and abide by the fair and ethical use of the technology policy established by the University of Dayton.

IX. Course Topics:
The Conceptual Framework of the School of Education and Allied Professions
The Department of Teacher Education Theme
The Marianist Traditions
The University Mission Statement
University Resources
Self Assessment
    Stress Management
    Personal Safety
    Cultural Experiences
Career Choices and Planning
Resume Development
Academic Planning
  Time Management
  Winter Registration
  Four Year Plan
  Service Learning Plan
  Portfolio
  Study Skills
In class clinical experiences for the various educational settings
The Ethics and Utilization of Technology

X. Teaching Methods:
  Lectures by faculty, guest speakers, and candidates
  In class reflective practicums via video tapes
  Large and small group discussions
  Web based learning

XI. Instructional Technology:
  Word processing, using web text and electronic reserve readings, creating a web based resume, researching on the internet, and utilizing email

XII. Student Evaluation Criteria:
  1. Attendance at all classes is mandatory. One absence may be excused provided the candidate presents proper documentation. An e-mail about the absence and a doctor’s note are examples of proper documentation. A second absence automatically results in a drop of the final grade by one full letter grade. A third absence results in failure of the class.
  2. Candidates are expected to post their resume on the Career Placement website.
  3. Candidates are expected to select a program of study and complete a 4 year plan. A peer advisor in education should sign the plan.
  4. Candidates are expected to complete registration for the winter semester.
  5. Candidates will investigate opportunities for service learning and compose a personal service learning plan.
  6. Candidates will visit virtually, four different educational settings and complete personal and professional reflections for each opportunity.
  7. Candidates will explore information on technology in education. Via technology, the students will keep a class journal which will include reflections several topics identified by the faculty member.

Grading Scale
  This course is a university requirement, therefore is required of all majors.
  A detailed grade sheet is included on the Assignment Sheet and Calendar.

XIII. In Class Practicum Experiences:
Candidates will participate in opportunities to explore the four different educational settings; early childhood, middle childhood, adolescent to young adult and intervention specialist (special education). Candidates will participate in discussions and reflect upon these experiences. *All of these in class practicum experiences must be completed in order to receive credit for the course.*
XIV. Textbook – *First Year Experience Educational Planning Portfolio*
http://portfolio.udayton.edu

XV. Supplementary Resources:
None required

XVI. Disabilities Statement
Please note: To request academic accommodations due to a disability, please contact the LEAD Office, 002 Albert Emanuel Hall, (937) 229-3684. If you have a self-identification form from the Office for Students with Disabilities indicating that you have a disability which requires accommodation, please present it to me so we can discuss the accommodations you might need in class.

XVII. Benchmark Policy
*Undergraduate Program Benchmarks and Benchmark Flags:* The following benchmark requirements are in effect for all teacher licensure candidates. Failure to meet a benchmark listed below results in a candidate being withdrawn from a licensure program. The candidate can be re-admitted after the benchmark has been met, with approval from the Program Coordinator or Chair of the Department of Teacher Education.

1. GPA: Below 2.5 GPA cumulative, in professional education courses and/or in concentration courses (when applicable)
2. PRAXIS I: Failure in any or all sections
3. Grade of “D” or lower in an EDT course
4. Unexcused absences in a Teacher Education course cannot exceed 13% in any given course (University policy for FY students is 13%)

Two or more flags may constitute a Benchmark failure.

1. Feedback which includes a “not met” or “one” in a competency on the field observation forms
2. A “C-” in an EDT course
3. Poor evaluation from a course instructor
4. Inappropriate attendance, participation and/or professional disposition on campus or in the field, as determined by the program faculty. This includes exceeding excused or unexcused absences of 13%.

XVIII. Date of Syllabus Revision
August 10, 2005

XIX. Plagiarism
Plagiarism is defined in the University of Dayton Student Handbook. Plagiarism involves:

- Quoting directly from any source of material including other students' work and materials from research consultants without appropriately citing the source and identifying the quote
- Knowingly citing an incorrect source
• Using ideas (other than information that is common knowledge) from any course of material including other students' work and materials from research consultants without citing the source and identifying the borrowed material/ideas
• Faculty may establish additional guidelines for plagiarism -

Ignorance is no excuse for plagiarism. Students should be aware of their own responsibilities in appropriately quoting and citing sources used.

Additional information on plagiarism is available through the U.D. Roesch Library website (http: library.udayton.edu/faqs/howto/plagiarism.php).

Students should be aware that the University has access to software designed to detect plagiarized passages and work. This software will be applied randomly or at the instructor's discretion. Detection of plagiarized passages or work can result in disciplinary action.