



EC 297 Cooperative Education: Paraeducation
Brandi Rudland
Spring 2014
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Cooperative Education: Paraeducation Early Childhood	Instructor: Brandi Rudland
Course Prefix/Number: EC 297	Office: TH 1109
Class Location: Online	Office Hours: M 9:00-4:30; Tu -Th 8-4:30; Fri. 8-2:30
Lecture/Lab Schedule: Online	Instructor Contact Information: <i>Phone:</i> 701-228-5604 <i>Email:</i> brandi.rudland@dakotacollge.edu
Credits: 1-3 credits, upon advisor's approval	
Pre-/Co-requisites: Advisor approval	

Course Description:

Students combine course learning with practical, professional work experiences in their chosen field of study. The employer does an evaluation of the work experience; the faculty advisor and cooperative education coordinator supervise the students; the students are required to complete a project assigned by the faculty advisor. A minimum of 45 hours of work is required to earn one credit. A grade of satisfactory/unsatisfactory is given by the faculty.

Relationship to Campus Theme:

The goal of the Paraeducation program is to prepare professionals to work as a paraeducator and provide an educational continuum for degree advancement. The paraeducator program is committed to hands-on learning and uses field experiences in K-12 settings as common instructional techniques.

Goals/Objectives:

Upon completion of this course, student will experience:

- Hands-on learning through real world work experience in a K-12 paraeducation environment
- Implementation of effective paraeducator practices in an educational setting
- Student support concepts
- Appropriate practices according to student's growth and development
- Utilizing effective instructional strategies to serve students with disabilities in an integrated setting



Student Outcomes:

<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Evaluation Reports
Use strategies, equipment, materials and technologies, as directed, to accomplish instructional objectives	SEP4S1	Evaluation Reports
Assist in adapting instructional strategies and materials as directed	SEP4S2	Evaluation Reports
Use strategies as directed to facilitate effective integration into various settings	SEP4S3	Evaluation Reports
Use strategies that promote the learner's independence as directed	SEP4S4	Evaluation Reports
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Evaluation Reports
Establish and maintain rapport with learners	SEP5S1	Evaluation Reports
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Evaluation Reports
Use strategies for managing behavior as directed	SEP5S3	Evaluation Reports
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Evaluation Reports
Follow written plans, seeking clarification as needed	SEP7S1	Evaluation Reports
Prepare and organize materials to support teaching and learning as directed	SEP7S2	Evaluation Reports
Demonstrate basic collection techniques as directed	SEP8S1	Evaluation Reports
Make and document objective observations as directed	SEP8S2	Evaluation Reports
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Evaluation Reports
Follow instructions of the professional	SEP9S2	Evaluation Reports
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Evaluation Reports
Act as a role model for individuals with exceptional learning needs	SEP9S4	Evaluation Reports
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Evaluation Reports
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SEP9S6	Evaluation Reports
Maintain a high level of competence and integrity	SEP9S7	Evaluation Reports



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Exercise objective and prudent judgment	SEP9S8	Evaluation Reports
Engage in activities to increase one's own knowledge and skills	SEP9S10	Evaluation Reports
Engage in self-assessment	SEP9S11	Evaluation Reports
Accept and use constructive feedback	SEP9S12	Evaluation Reports
Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies	SEP9S13	Evaluation Reports
Assist in collecting and providing objective accurate information to professionals	SEP10S1	Evaluation Reports
Collaborate with stakeholders as directed	SEP10S2	Evaluation Reports
Foster respectful and beneficial relationships	SEP10S3	Evaluation Reports
Participate as directed in conferences as members of the educational team	SEP10S4	Evaluation Reports
Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals	SEP10S5	Evaluation Reports

Required Textbooks and Materials:

Course documents/paperwork are provided to the student at the beginning of the semester.

Course Requirements:

Description of Assignment/Assessment	CEC Standard
<i>Work Experience:</i> Students must work a minimum of 45 hours in an approved work environment to earn one credit.	<i>Practicum courses focus on demonstrating all CEC standard skills</i>
<i>Before Work Documents:</i> Students must submit an enrolment form and co-op learning agreement prior to starting work in the beginning of the semester	
<i>During Work Document:</i> Students must submit an hourly log of time worked, to be signed by supervisor	
<i>Post Work Documents:</i> Students must complete and submit two self-assessment documents; Students must obtain and submit two evaluation forms from their supervising teacher.	

Grades: A grade of satisfactory/unsatisfactory is given by the faculty.



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Academic and Institution Policies:

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that:

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together on valued assignments without authorization.
- Students should have high ethical standards and conduct themselves in an appropriate manner.

Cheating and/or plagiarism may include: using unauthorized assistance on any exam, paper or project; presenting the work of someone else as your own without acknowledging the source; taking exams or course material from an instructor or student; submitting the same academic work for credit more than once without consent. Violations will result in a “zero” on the assignment or exam, even if cheating is suspected by the instructor.

View the *Plagiarism Tutorial-Pearson Education* to learn more about plagiarism, citing sources, etc.

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.