



EDUC 101 Introduction to Paraeducation
Madison Junker
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Paraeducation	Instructor: Madison Junker
Course Prefix/Number: EDUC 101	Office: TH 203, Dakota College a Bottineau
Class Location: Online	Office Hours: Contact as needed
Lecture/Lab Schedule: Online	Instructor Contact Information: <i>Phone:</i> 701-228-5674 <i>Email:</i> madison.junker@gmail.com
Credits: 1	
Pre-/Co-requisites: None	

Course Description: This course provides an overview of the field of paraeducation. Topics include roles and responsibilities of a paraeducator, professional and ethical conduct, creating a positive and safe learning environment, understanding the diverse needs of students, interacting with families and working collaboratively as part of a team.

Relationship to Campus Theme: The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals and adult caregivers. The discipline provides coursework which transitions to higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instructional techniques.

Goals/Objectives: Upon completion of this course, student will be able to:

- Make connections between national and state laws and the field of paraeducation
- Identify specific standards related to the roles and responsibilities of a paraeducator
- Define supervision and management skills that are utilized in the classroom
- Recognize characteristics of special population learners and implement effective learning strategies
- Develop an effective communication strategy with families and other education personnel
- Explore career opportunities related to the paraeducation field



Student Outcomes:

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Purposes of programs for individuals with exceptional needs	SEP1K1	Progress Check U1L1-2 (#1)
Basic instructional and remedial strategies and materials	SEP4K1	Video Activity U1L1-2; Progress Check U1L3-4 (#4, 5)
Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs	SEP5K2	Progress Check U4L1-2 (#2); Discussion U4L5 (Example #1)
Rationale for assessment	SEP8K1	Progress Check U4L3-4 (#1); Progress Check U5L1-2 (#1)
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Progress Check U3L4-5 (#5, 6)
Roles of stakeholders in planning an individualized program	SEP10K2	Discussion U1L5
<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Use strategies for managing behavior as directed	SEP5S3	Progress Check U4L1-2 (#5)
Demonstrate basic collection techniques as directed	SEP8S1	Progress Check U4L3-4 (#7)
Demonstrate problem solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Progress Check U3L1-2 (#7); Progress Check U3L3; Video Activity U3L3
Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals	SEP10S5	Progress Check U1L5 (#5); Progress Check U2L3-4 (#8, 12)

Required Textbooks and Materials:

Morgan, R., Forbush, D., & Avis, D. *Enhancing skills of paraeducators* (2nd ed.). Logan, UT: Utah State University.



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Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points Possible
<i>Progress Checks:</i> Student will answer questions about the unit readings to demonstrate understanding of material	SEP1K1 SEP4K1 SEP5K2 SEP5S3 SEP8K1 SEP8S1 SEP9K2 SEP9S3 SEP10K2 SEP10S5	10pts each X 14 = 140pts total
<i>Video Activities:</i> Student will watch a video(s) which reflect the unit material and use both video and text to answer a series of questions.	SEP4K1 SEP9S3 SEP10S5	10pts each X 13 = 130pts total
<i>Discussion:</i> Student will be asked to reflect upon their own experience and opinions as they relate to the course material	SEP5K2 SEP10K2	10pts each X 4 = 40pts total
Total Points Possible:		410

Grades:

Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable



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Academic and Institution Policies:

Assignments and Participation

Students are required to complete assigned weekly readings, discussions, progress checks and video activities. Work must be submitted by **11:59 pm Sunday**.

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. 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.



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Tentative Course Outline *(Subject to Change)*

Week	Readings	Video	Progress Check	Video Activity	Discussion	Competencies / Standards
Week 1	Unit 1: Lesson 1 and 2	U1L1 U1L2	U1L1-2	U1L1-2		SEP 1K1 SEP4K1
Week 2	Unit 1: Lesson 3-5	U1L4 U1L5	U1L3-4 U1L5	U1L3	U1L4 U1L5	SEP4K1 SEP10K2 SEP10S5
Week 3	Unit 2: Lessons 1-4	U2L1 U2L2 U2L3 U2L4	U2L1-2 U2L3-4	U2L1 U2L2 U2L3-4		SEP10S5
Week 4	Unit 3: Lessons 1-3	U3L1 U3L2 U3L3	U3L1-2 U3L3	U3L1-2 U3L3		SEP9S3
Week 5	Unit 3: Lessons 4 and 5 Unit 4: Lessons 1 and 2	U3L4 U3L5 U4L2	U3L4-5 U4L1-2	U3L4-5 U4L2		SEP5K2 SEP5S3 SEP9K2
Week 6	Unit 4: Lesson 3-5	U4L3-4 U4L5	U4L3-4 U4L5	U4L3	U4L4 U4L5	SEP5K2 SEP8K1 SEP8S1
Week 7	Unit 5: Lessons 1-4	U5L2 U5L4	U5L1-2 U5L3-4	U5L2 U5L4		SEP4K1 SEP8K1
Week 8	Unit 5: Lesson 5	U5L5	U5L5	U5L5		