



EDUC 298 Introduction to Education Practicum  
Instructor  
Spring 2014 - ONLINE  
Dakota College at Bottineau

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

|   |  |
|---|--|
| <b>Course Title:</b> Introduction to Education Practicum                            | <b>Instructor:</b><br>Tanya R. Mooney, MEd   |
| <b>Course Prefix/Number:</b> EDUC 298   | <b>Office:</b><br>Online   |
| <b>Class Location:</b><br>Practicum, Students perform in an approved school setting | <b>Office Hours:</b><br>Online   |
| <b>Lecture/Lab Schedule:</b><br>Practicum   | <b>Instructor Contact Information:</b><br><i>Phone: 480-696-0127</i><br><br><i>Email: Tanya.mooney@dakotacollege.edu</i> |
| <b>Credits:</b> 1   |  |
| <b>Pre-/Co-requisites:</b> EDUC 250 Introduction to Education                       |  |

### Course Description:

EDUC 298 is a pre-professional, observation of elementary and secondary teachers in action at an area school, accompanied by group seminar to discuss experiences.

**Relationship to Campus Theme:** This course explores the DCB campus theme—nature, technology, and beyond—through classroom observations. Learners see first-hand of how professions in education/caregiving affects learning and the world around us. The purpose of the Education and Human Development Discipline is to prepare students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

### Goals/Objectives:

Upon completion of this course, student will:

- Observe teachers in action as they deal with actual everyday issues in the classroom
- Observe how a diverse student population can alter the way material has to be presented
- Observe methods of classroom management
- Observe methods of discipline management



**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 forms                  |
| Follow instructions of the professional  | SEP9S2              | Evaluation forms                  |
| Act as a role model for individuals with exceptional learning needs  | SEP9S4              | Evaluation forms; Self-Assessment |
| Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator  | SPE9S6              | Evaluation forms; Self-assessment |
| Maintain a high level of competence and integrity  | SEP9S7              | Evaluation forms                  |
| Exercise objective and prudent judgment  | SEP9S8              | Evaluation forms                  |
| Engage in activities to increase one's own knowledge and skills  | SEP9S10             | Self-Assessment                   |
| Engage in self-assessment  | SEP9S11             | Self-Assessment                   |
| Accept and use constructive feedback   | SEP9S12             | Evaluation forms; Self-Assessment |
| Demonstrate ethical practices as guided by the CEC Code of Ethics and other standards and policies   | SEP9S13             | Evaluation forms                  |
| Foster respectful and beneficial relationships   | SEP10S3             | Evaluation forms                  |
| Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals | SEP10S5             | Evaluation Forms                  |

*CEC standards SEP9S7 through SEP9S13 are embedded in all coursework and practicum.*

**Required Textbooks and Materials:**

None



### Course Requirements:

| Description of Assignment/Assessment   | CEC Standard   | Points           |
|--|--|------------------|
| Discussion Forums: Complete four discussion forums <ol style="list-style-type: none"> <li>1. Before Going Out – Identify the school and class you will be observing, and the education meeting you will attend</li> <li>2. Learning Styles- Reflect on different learning styles you saw in the classroom</li> <li>3. In the Classroom – Informal reflection on the observation</li> <li>4. At the Meeting – Informal reflection on the meeting</li> </ol> | SEP9S10, SEP9S11   | 5pt each X 4 =20 |
| <i>Classroom Observation:</i> Student will observe a teacher's classroom for one entire day  | SEP3S1. SEP5S3<br>SEP9S7. SEP9S8<br>SEP9S10,SEP9S13<br>SEP10S5           | 20               |
| <i>Educational Meeting Observation:</i> Student will attend at least one education meeting (example: school board meeting)   | SEP9S7. SEP9S19<br>SEP9S13   | 10               |
| <i>Evaluation Forms:</i> Student will submit a signed teacher evaluation form, signed meeting attendance form and a self-assessment report   | SEP9S12  | 20               |
| <i>Written Reflections:</i> Student will submit two written reflection based upon each of these experiences and their relation to the student outcomes of the course.  | SEP3S1, SEP5S3<br>SEP9S7, SEP9S8<br>SEP9S10, SEP9S11<br>SEP9S13 ,SEP10S5 | 20               |
| Praxis Assignment: Explore the Praxis website. Locate information about state test requirements to become a licensed teacher. Identify the Praxis tests you will need to gain a specific licensure.  | SEP9S10  | 10               |
| Total points:  |  | 100              |

### 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    |



## **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.



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