



Course Prefix/Number/Title: EDUC 101: Introduction to ParaEducation

Number of Credits: 1

Course Description:

This course will provide the students an overview of the field of paraeducation. Topics include roles and responsibilities of a paraeducator, professional and ethical conduct, federal and state educational policies, creating a positive and safe learning environment, understanding the diverse needs of students, interacting with families, and working collaboratively as part of a team.

Pre-/Co-requisites: None

Course Objectives:

Upon completion of this course, students will be able to:

- Understand the characteristics of students with various disabilities
- Discuss the role of IDEA in the education of students with disabilities
- Define the roles and responsibilities of a paraeducator
- Identify interventions to strengthen behavior
- Develop an effective communication strategy with families and school personnel
- Identify the principles of effective instruction
- Understand the principles of inclusive education

Instructor: Erika Hamilton

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Office Hours: M-F 11:00-12:00

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Lecture/Lab Schedule: Wednesday 12:00- 12:50, Thatcher 1108
THIS IS AN 8 WEEK COURSE!

Textbook(s): Required

The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms
by Julie Causton and Kate MacLeod. (2021). There will also be articles to read and various videos to view.

Course Requirements: Grading will be based on standard college curve, where student earn a grade based upon the percent of total points possible. Students will earn points for questions answered about unit reading, reflections on videos watched, and participation in discussion forums. Final letter grades are based on the following criteria:

A- 90-100% B- 80-90% C- 70-80% D 60-70% F <59.5%

Tentative Course Outline:

Week 1: Syllabus Overview, class policies

Week 2: Ch 1: The Paraprofessional

Week 3: Ch 2: Inclusive Education

Week 4: Ch 3: Special Education

Week 5: Ch 4: Collaborating with Others

Week 6: Ch 5: Rethinking your Students: Presuming Competence

Week 7: Ch 6: Providing Academic Supports

Week 8: Ch 6: FINAL DURING CLASS TIME

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication.

Relationship to Campus Focus: 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 education 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 instruction techniques

Classroom Policies:

- Regular attendance and participation is mandatory
- Learning activities will require internet connectivity.
- All work must be original

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those

designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	• Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.