DAKOTA COLLEGE AT BOTTINEAU

COURSE SYLLABUS

Course Prefix/Number/Title: EDUC 250 Introduction to Education

Number of Credits: 2

Course Description: This course examines historical, philosophical, social, and psychological foundations of education. Students will be introduced to different learning styles of learner and how to accommodate those, laws regarding education and special populations, classroom management techniques, instructional strategies and models, Every Student Succeeds Act guidelines, and student assessment. The students will also write their own educational philosophy from the learning in this class.

Pre-/Co-requisites: None

Course Objectives:

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

- Develop a lesson plan
- Explain the components of SIOP (Sheltered Instruction Observation Protocol)
- Demonstrate how to differentiate a lesson for various learners (Universal Design for Learning)
- Develop a classroom management system that they can utilize in their classroom
- Design a Classroom Model
- Explain the components of a Multi-Tiered System of Support (MTSS)
- Write a SMART goal
- Differentiate between summative and formative assessment and how they will use each to guide their instruction.
- Explore national and state level assessments, standards
- Discuss and explain how to use various instructional models and strategies in their instruction

Instructor: Hattie Albertson

Office: Online

Office Hours: Online

Phone: 701.263.1364

Email: hattie.c.albertson@und.edu

Lecture/Lab Schedule: Online

Textbook(s): Guillaume, A. (2016). K-12 Classroom Teaching: A Primer for New Professionals (5th ed). Boston, MA: Pearson.

Course Requirements:

- Students must submit all assignments by the posted deadlines and be able to maintain self-motivation throughout the semester.
- All written responses must fully address the prompt, meet the length requirement, and demonstrate engagement with the assigned readings/videos.

Tentative Course Outline:

- Week One: Chapter One/Chapter Exercises
- Week Two: Chapter Two/Six Word Memoir or Word Cloud/School Mission Statement
- Week Three: Chapter Three/"I am From" Poems
- Week Four: Chapter Four/Top Five List/ Learning More Assignment
- Week Five: Chapter Five/Planning Self-Reflection/Lesson Structure Assignment
- Week Six: Chapter Six/PowerPoint/Connections Assignment
- Week Seven: Chapter Seven and Eight/Assignments Review
- Week Eight: "The Classroom Experiment"
- Week Nine: Chapter Nine/PowerPoint/Imagine Your Classroom
- Week Ten: "Before you Begin Reading"/Chapter Ten/Classroom Management Template
- Week Eleven: Chapter Eleven/Consider Your Future/Education Explore
- Week Twelve: Education Philosophies/Viewing Edutopia/Reflection
- Week Thirteen: Self-Reflection and Brainstorming
- Week Fourteen: Research and Exploration/Drafting
- Week Fifteen: Drafting/Writing/PowerPoint
- Week Sixteen: Final Submission/Reflection

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employ industry-specific skills in preparation for workplace readiness

Relationship to Campus Focus: This course addresses the campus theme by educating students for careers as paraeducators, teachers, early childhood professionals and adult caregivers.

Classroom Policies:

- Regular participation is expected to finish all requirements of the class
- Learning activities will require internet connectivity
- Work completed shall be your own

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 of 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.