



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

**Number of Credits:** 2

**Course Description:**

A study of teaching as a profession including the historical, philosophical, social, and psychological foundations of education.

**Pre-/Co-requisites:** None

**Course Objectives:**

- Develop a lesson plan
- Explain components of SIOP (Sheltered Instruction Observation Protocol)
- Demonstrate how to differentiate a lesson for diverse learners (Universal Design for Learning)
- Develop a classroom management system
- Set up a portfolio (from this class) including a resume and example of a letter of inquiry
- Explain components of MTSS (MultiTiered System of Support)
- Write a SMART goal
- Differentiate between summative and formative assessment and how each guides instruction.
- Explore national and state level assessments and standards
- Discuss and explain how to use various instructional models and strategies in instruction.
- Explore the PRAXIS site and understand what is required in taking the CORE

**Instructor:** Erika Hamilton, Ed.S.

**Office:** Thatcher 203

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

**Phone:** 701-228-5425

**Email:** Erika.hamilton@dakotacollege.edu

**Lecture/Lab Schedule:** Tuesday/Thursday 1:00-1:50, Thatcher 2212

**Textbook(s):**

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

**Course Requirements:**

Grading is based on the standard college curve, where students earn a grade based on the total number of points possible. Quizzes and assignments completed during class time may not be made up. There is a one week grace period to make up any missed assignments or exams. Any assignment or exam not made up

within 1 week will be given a zero. It is the responsibility of the student to schedule make up work during a time that is workable for both student and instructor. Letter grades are based on the following:

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

**Tentative Course Outline:** This course weeks' focus will correspond to chapters in the text. The final weeks of the course will focus on projects.

- Week 1: Ch. 1- The Nature of Teaching
- Week 2- Ch. 2- Developing Your Stance Toward Education
- Week 3- Ch. 3- Students and Families: Teambuilding
- Week 4- Ch. 4- Providing Inclusive and Responsive Instruction
- Week 5- Ch. 5- Planning for Instruction
- Week 6: Ch. 6- Advice on Instruction: COME IN
- Week 7: Ch. 7- Instructional Models and Strategies
- Week 8: Ch. 8- Student Assessment
- Week 9: Ch. 9- Managing the Learning Environment
- Week 10: Ch. 10- Classroom Discipline
- Week 11: Ch 11: Growing Your Profession
- Weeks 12-16: Film Study and Special Projects including creating your own Philosophy of Education

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

- Employ industry specific skills in preparation for workplace readiness
- Combine general education and vocational skills curriculum

**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:**

- Be respectful of other students, instructors, and guests
- Regular attendance and participation is required

**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	<ul style="list-style-type: none"><li>• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.</li><li>• 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.</li><li>• 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.</li></ul>
Faculty	<ul style="list-style-type: none"><li>• Determine if the use of generative AI could enhance student learning in any assignment or project.</li><li>• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.</li><li>• If allowable, give specific parameters for how and when generative AI may be used.</li><li>• 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.</li></ul>