



EDUC 298 Introduction to Education Practicum
Mrs. Brandi Rudland
Fall 2014
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Intro to Education (Practicum)	Instructor: Brandi Rudland
Course Prefix/Number: EDUC 298	Office: Thatcher 1109
Class Location: ONLINE	Office Hours: M 8-4:30, T 10-2/4-4:30, W 8-3:00/4:4:30, TH 10-2:00 F 8-3:50 CALL OR EMAIL FOR APPOINTMENT
Lecture/Lab Schedule: ONLINE	Instructor Contact Information: <i>Phone:</i> 701-228-5604 office, 701-822-3112 cell <i>Email:</i> brandi.rudland@dakotacollege.edu Emails will be checked daily, if you need to contact me after hours feel free to call or text.
Credits: 1	
Pre-/Co-requisites: : 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"> 1. Before Going Out – Identify the school and class you will be observing, and the education meeting you will attend 2. Learning Styles- Reflect on different learning styles you saw in the classroom 3. In the Classroom – Informal reflection on the observation 4. At the Meeting – Informal reflection on the meeting 	SEP9S10, SEP9S11	5pt each X 4 =20
<i>Classroom Observation:</i> Student will observe a teacher's classroom for one entire day	SEP3S1. SEP5S3 SEP9S7. SEP9S8 SEP9S10,SEP9S13 SEP10S5	20
<i>Educational Meeting Observation:</i> Student will attend at least one education meeting (example: school board meeting)	SEP9S7. SEP9S19 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 SEP9S7, SEP9S8 SEP9S10, SEP9S11 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



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Academic and Institution Policies:

Class Policies:

- Regular participation
- Regular attendance (Lack of attendance and participation will effective final grade)
- Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.
- Communication with instructor and fellow students
- Be prepared when class starts.
- Follow campus ethics policy on written work.
- Campus Issued Email be used as primary email.

Academic and Institution Policies:

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity.

Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

Quality of Work:

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining coarse grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.

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



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CEC Standards for Professional Practice.

Help Desk:

For help with Moodle: 1-888-918-5623, 701-228-5623 or email heidi.hall@dakotacollege.edu

For Students with Disabilities and Special Needs:

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact Peggy Gregg at 701-228-5477 or email peggy.gregg@dakotacollege.edu