



EDUC 101 Introduction to Paraeducation
Mrs. Brandi Rudland
Summer 2015 (online)
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

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|--|---|
| Course Title: Introduction to Paraeducation | Instructor: Mrs. Brandi Rudland |
| Course Prefix/Number: EDUC 101 | 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: Phone: 701-228-5604 office, 701-822-3112 cell Email: 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: None | |

Course Description: This course provides an overview of the field of paraeducation. Topics include roles and responsibilities of a paraeducator, professional and ethical conduct, creating a positive and safe learning environment, understanding the diverse needs of students, interacting with families and working collaboratively as part of a team.

Relationship to Campus Theme: 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 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 instructional techniques.

Goals/Objectives: Upon completion of this course, student will be able to:

- Make connections between national and state laws and the field of paraeducation
- Identify specific standards related to the roles and responsibilities of a paraeducator
- Define supervision and management skills that are utilized in the classroom
- Recognize characteristics of special population learners and implement effective learning strategies
- Develop an effective communication strategy with families and other education personnel



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- Explore career opportunities related to the paraeducation field

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.

| <i>The student will demonstrate knowledge of the:</i> | <i>CEC Standard</i> | <i>Evidence/Criteria</i> |
|---|---------------------|--|
| Purposes of programs for individuals with exceptional needs | SEP1K1 | Progress Check U1L1-2 (#1) |
| Basic instructional and remedial strategies and materials | SEP4K1 | Video Activity U1L1-2; Progress Check U1L3-4 (#4, 5) |
| Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs | SEP5K2 | Progress Check U4L1-2 (#2); Discussion U4L5 (Example #1) |
| Rationale for assessment | SEP8K1 | Progress Check U4L3-4 (#1); Progress Check U5L1-2 (#1) |
| Personal cultural biases and differences that affect one's ability to work with others | SEP9K2 | Progress Check U3L4-5 (#5, 6) |
| Roles of stakeholders in planning an individualized program | SEP10K2 | Discussion U1L5 |
| <i>The student will have the ability to:</i> | <i>CEC Standard</i> | <i>Evidence/Criteria</i> |
| Use strategies for managing behavior as directed | SEP5S3 | Progress Check U4L1-2 (#5) |
| Demonstrate basic collection techniques as directed | SEP8S1 | Progress Check U4L3-4 (#7) |
| Demonstrate problem solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences | SEP9S3 | Progress Check U3L1-2 (#7); Progress Check U3L3; Video Activity U3L3 |



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| Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of paraeducators and those of professionals | SEP10S5 | Progress Check U1L5 (#5); Progress Check U2L3-4 (#8, 12) |
|--|---------|--|

Student Outcomes:



Required Textbooks and Materials:

Morgan, R., Forbush, D., & Avis, D. *Enhancing skills of paraeducators* (2nd ed.). Logan, UT: Utah State University.

Course Requirements:

| Description of Assignment/Assessment | CEC Standard | Points Possible | Points Received |
|---|--|--------------------------------------|-----------------|
| <i>Progress Checks:</i> Student will answer questions about the unit readings to demonstrate understanding of material | SEP1K1 SEP4K1 SEP5K2 SEP5S3 SEP8K1 SEP8S1 SEP9K2 SEP9S3 SEP10K2 SEP10S5 | 10pts each X 14 = 140pts total | |
| <i>Video Activities:</i> Student will watch a video(s) which reflect the unit material and use both video and text to answer a series of questions. | SEP4K1 SEP9S3 SEP10S5 | 10pts each X 13 = 130pts total | |
| <i>Discussion:</i> Student will be asked to reflect upon their own experience and opinions as they relate to the course material | SEP5K2 SEP10K2 | 10pts each X 4 = 40pts total | |
| Total Points Possible: | | 410 | |

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:

Assignments and Participation

Students are required to complete assigned weekly readings, discussions, progress checks and video activities.

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 course 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 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



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Tentative Course Outline *(Subject to Change)*

| Week | Readings | Video | Progress Check | Video Activity | Discussion | Competencies / Standards |
|------|--|------------------------------|------------------|------------------------|--------------|------------------------------|
| 1 | Unit 1: Lesson 1 and 2 | U1L1 U1L2 | U1L1-2 | U1L1-2 | | SEP 1K1 SEP4K1 |
| 2 | Unit 1: Lesson 3-5 | U1L4 U1L5 | U1L3-4 U1L5 | U1L3 | U1L4 U1L5 | SEP4K1 SEP10K2 SEP10S5 |
| 3 | Unit 2: Lessons 1-4 | U2L1 U2L2 U2L3 U2L4 | U2L1-2 U2L3-4 | U2L1 U2L2 U2L3-4 | | SEP10S5 |
| 4 | Unit 3: Lessons 1-3 | U3L1 U3L2 U3L3 | U3L1-2 U3L3 | U3L1-2 U3L3 | | SEP9S3 |
| 5 | Unit 3: Lessons 4 and 5 Unit 4: Lessons 1 and 2 | U3L4 U3L5 U4L2 | U3L4-5 U4L1-2 | U3L4-5 U4L2 | | SEP5K2 SEP5S3 SEP9K2 |
| 6 | Unit 4: Lesson 3-5 | U4L3-4 U4L5 | U4L3-4 U4L5 | U4L3 | U4L4 U4L5 | SEP5K2 SEP8K1 SEP8S1 |
| 7 | Unit 5: Lessons 1-4 | U5L2 U5L4 | U5L1-2 U5L3-4 | U5L2 U5L4 | | SEP4K1 SEP8K1 |
| 8 | Unit 5: Lesson 5 | U5L5 | U5L5 | U5L5 | | |