

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Education Practicum	Instructor: Madison Junker
Course Prefix/Number: EDUC 298	Office: Th 1109
Class Location: Online	Office Hours: M 8:00-9:50; Tu 2:00-3:50; Th 11:00- 11:50
Lecture/Lab Schedule: Online	Instructor Contact Information: Phone: 701-228-5604
Credits: 1 Pre-/Co-requisites: EDUC 250 Introduction to Education	Email: madison.junker@dakotacollege.edu

Course Description:

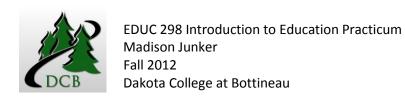
EDUC 298 is a pre-professional, observation of elementary and secondary teachers in action at an area school, accompanied by group seminar to discuss experiences.

Relationship to Campus Theme:

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:

The student will have the ability to:	CEC Standard	Evidence/Criteria	
Demonstrate sensitivity to the diversity of	SEP3S1	Evaluation forms	
individuals and families			
Follow instructions of the professional	SEP9S2	Evaluation forms	
Act as a role model for individuals with exceptional	SEP9S4	Evaluation forms; Self-	
learning needs		Assessment	
Demonstrate the ability to separate personal	SPE9S6	Evaluation forms; Self-	
issues from one's responsibilities as a		assessment	
paraeducator			
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	SEP9S10	Self-Assessment	
knowledge and skills			
Engage in self-assessment	SEP9S11	Self-Assessment	
Accept and use constructive feedback	SEP9S12	Evaluation forms; Self-	
		Assessment	
Demonstrate ethical practices as guided by the	SEP9S13	Evaluation forms	
CEC Code of Ethics and other standards and			
policies			
Foster respectful and beneficial relationships	SEP10S3	Evaluation forms	
Function in a manner that demonstrates a positive	SEP10S5	Evaluation Forms	
regard for the distinctions between roles and			
responsibilities of paraeducators and those of			
professionals			

CEC standards SEP9S7 through SEP9S13 are embedded in all coursework and practicum.

Required Textbooks and Materials:

None

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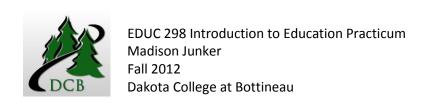
Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points
Discussion Forums: Complete four discussion forums 1. Before Going Out – Identify the school and class you will be observing, and the education meeting you will attend	SEP9S10, SEP9S11	5pt each X 4 =20
Learning Styles- Reflect on different learning styles you saw in the classroom		
3. In the Classroom – Informal reflection on the observation4. At the Meeting – Informal reflection on the meeting		
Classroom Observation: Student will observe a teacher's classroom for one entire day	SEP3S1. SEP5S3 SEP9S7. SEP9S8 SEP9S10,SEP9S13 SEP10S5	20
Educational Meeting Observation: Student will attend at least one education meeting (example: school board meeting)	SEP9S7. SEP9S19 SEP9S13	10
Evaluation Forms: Student will submit a signed teacher evaluation form, signed meeting attendance form and a self-assessment report	SEP9S12	20
Written Reflections: 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%	Α	Target	
80-89%	В	Acceptable-high	
70-79%	С	Acceptable-low	
61-70%	D	Unacceptable	
0-59%	F	Unacceptable	



Academic and Institution Policies:

Academic Integrity

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

- Students are responsible for submitting their own work. Student work must not be plagiarized.
- Students must not cooperate on oral or written examinations or work together one valuated assignments without authorization.
- Students should have high ethical standards and conduct themselves in an appropriate manner.

Cheating and/or plagiarism may include: using unauthorized assistance on any exam, paper or project; presenting the work of someone else as your own without acknowledging the source; taking exams or course material from an instructor or student; submitting the same academic work for credit more than once without consent. Violations will result in a "zero" on the assignment or exam, even if cheating is suspected by the instructor.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc.

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.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course 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.