

Course Prefix/Number/Title:

Educ 101 – Introduction to Paraeducation

Number of Credits:

1 Credit

Course Description:

This course will provide the students an overview of the field of paraeducation. Topics include roles and responsibilities of a paraeducator, professional and ethical conduct, federal and state educational policies, creating a positive and safe learning environment, understanding the diverse needs of students, interacting with families, managing behavior, collecting data on student progress, and working collaboratively as part of a team.

Hybrid Course Information:

- **What is a Hybrid Course:**  
EDUC 101 is a hybrid course. A hybrid course utilizes the online learning management system, Blackboard Learn, for learning activities completed outside of class. Typically in reducing the number of in class meetings. For this class we will meet in class for the typical hours; however, the class will be “Flipped”. In-class meetings are used for collaboration and discussion.
- **What is a “Flipped” class:**  
A flipped class is when students will review content and complete specific tasks on their own time and then be prepared for group discussions and activities during the in class meeting times.
- **Expectations for Work Online:**  
Although this course is “Flipped”, this course requires the SAME amount of work. Taking a flipped course demands a lot of discipline, self-direction, and time management skills. You are expected to do work outside of class so you are prepared for the in class discussions and activities.
- **Technical Requirements:**  
You will need regular access to a computer with reliable Internet access to complete assignments and tasks. If you have your own computer or are considering purchasing hardware, please refer to DCB’s [Recommended Computer Specifications](#).

Pre-/Co-requisites:

None

Course Objectives:

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

- Understand the characteristics of students with various disabilities
- Discuss the role of IDEA in the education of students with disabilities
- Define the roles and responsibilities of a paraeducator
- Identify interventions to strengthen behavior
- Develop an effective communication strategy with families and school personnel

- Identify the principles of effective instruction
- Understand the principles of inclusive education

Instructor: Hattie Albertson

Office: Thatcher 203

Office Hours: Mondays and Wednesdays 10AM - Noon

Phone: 701-228-5454

Email: [hattie.c.albertson@dakotacollege.edu](mailto:hattie.c.albertson@dakotacollege.edu)

Lecture/Lab Schedule:

Hybrid – F2F one day each week, Online one day each week  
 NSC 104 Wednesdays 12:00-12:50

Textbook(s):

The required text is “The Paraprofessional’s Handbook for Effective Support in Inclusive Classrooms by Julie Causton and Kate MacLeod. (2021). There will also be articles to read and various videos to view.

Course Requirements:

Grading will be based on standard college curve, where student earn a grade based upon the percent of total points possible. Students will earn points for questions answered about unit reading, reflections on videos watched, and participation in discussion forums. Final letter grades are based on the following criteria:

- A – 89.5 – 100% of the total points
- B – 79.5-, <89.5% of the total points
- C – 69.5 - <79.5% of the total points
- D – 59.5 - <69.5% of the total points
- F - <59.5% of the total points

Tentative Course Outline: (subject to change)

<b>Chapter</b>	<b>Discussion Topic and Activities</b>	<b>Assignment/readings/discussion</b>
<b>1</b>	<b>The Paraprofessional</b>	<b>Student questionnaire, confidentiality discussion, student records discussion</b>
<b>2</b>	<b>Inclusive Education</b>	<b>Inclusion discussion, video on Dea/discussion</b>

<b>3</b>	<b>Special Education</b>	<b>Procedural safeguards discussion</b>
<b>4</b>	<b>Collaborating with Others</b>	<b>Job description discussion, conflict resolution discussion</b>
<b>5</b>	<b>Rethinking Your Students: Presuming Competence</b>	<b>Quiz on fixed vs growth mindset (quiz and discussion)</b>
<b>6</b>	<b>Providing Academic Supports</b>	<b>Academic supports – assistive technology discussion</b>
<b>7</b>	<b>Providing Social Supports</b>	<b>Social stories – discussion, bring to class</b>
<b>8</b>	<b>Providing Behavioral Supports</b>	<b>Behavior supports discussion</b>
<b>9</b>	<b>Respectful Support for Developing Student Independence</b>	<b>Helping vs hovering article: discussion questions</b>
<b>10</b>	<b>Supporting yourself</b>	<b>Self-care plan, quick write on learnings and wondering</b>

There will also be a midterm exam on chapters 1-5 and a final exam on chapters 6-10.

CTE Competency / Department Learning Outcome(s):

Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication.

Relationship to Campus Focus:

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 education 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 instruction techniques.

Classroom Policies:

- Regular participation is expected in order 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.