



Course Prefix/Number/Title:  
ED 250 – Intro to Education

Number of Credits:  
2 Credits

Course Description:  
This course examines historical, philosophical, social, and psychological foundations of education. Students will be introduced to different learning styles of learner and how to accommodate those, laws regarding education and special populations, classroom management techniques, instructional strategies and models, Every Student Succeeds Act guidelines, and student assessment. The students will also write their own educational philosophy from the learning in this class.

Pre-/Co-requisites:  
None

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

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

Instructor: Hattie Albertson

Office: Thatcher 203

Office Hours: Mondays: 11am – 12:00pm, 2:00pm – 3pm. Tuesdays: 11:00am – 12:50pm. Wednesdays:  
11am – 11:50am

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Lecture/Lab Schedule:  
Tuesdays and Thursdays 1:00-1:50  
TH 1108

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 a standard college curve, where students earn a grade based upon the percentage of total points possible. Drop quizzes or assignments completed in class may not be made up. There is a one-week grace period to make up any missed exams or assignments. Any missed exam/work not made up within the allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor. Final letter grades are assigned 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:

This course will follow a weekly structure corresponding with the chapters in the text. The final weeks of the course will focus on special projects.

- Week One: Chapter One – The Nature of Teaching
- Week Two: Chapter Two – Developing Your Stance Toward Education
- Week Three: Chapter Three – Students and Families: Teambuilding
- Week Four: Chapter Four – Providing Inclusive and Responsive Instruction
- Week Five: Chapter Five – Planning for Instruction
- Week Six: Chapter Six – Advice on Instruction: COME IN
- Week Seven: Chapter Seven – Instructional Models and Strategies
- Week Eight: Chapter Eight – Student Assessment
- Week Nine: Chapter Nine – Managing the Learning Environment
- Week Ten: Chapter Ten – Classroom Discipline
- Week Eleven: Chapter Eleven – Growing in Your Profession
- Week Twelve – Sixteen: Film Study and Special Projects including creating your own Philosophy of Education

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, technicians, instructors, and guests.
- Regular attendance is required whenever possible
- Participation in class discussion is essential.

#### 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.