



Course Prefix/Number/Title EDUC 101 – Introduction to Paraeducation

Number of Credits: 1 Semester Credit

Course Description:

This course will provide the student 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 and working collaboratively as part of a team.

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 principles of effective instruction

Instructor: Ms. Jackie Migler, MS

Office: TH 2213

Office Hours: T/TH 8-12:00, W 8-4 (also available by phone, course message on Blackboard, or email)

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Lecture/Lab Schedule: Course offered online in Blackboard shell

Textbook(s):

There will be no text required for the class. The class will follow the modules set up by the Department of Public Instruction, North Dakota. Additional information will be used from a variety of sources. A variety of videos and internet links will be used as well.

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Students will earn points for questions answered about the unit

readings, reflection 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:

WEEK:	Discussion Topic and Activities:	Assignment/Readings:
Week 1	Who is a paraeducator? What are their roles and responsibilities? What's a job description? Confidentiality?	Powerpoint: Introduction to Para Training Assignments: Confidentiality discussion, student records, job description
Week 2	Background information on special education including a brief history, IDEA, 504, ADA, ESSA; Least restrictive environment, FAPE, inclusion and IEP (individualized education plan), parental rights	Powerpoint: State and Federal Educational Guidelines, more information on IEPs Assignment: Quiz
Week 3	Piaget and Erickson's model of stages of development in children	Powerpoint: Child Development Stages Assignment: Human development and students
Week 4	Mandated reporter training and Inclusion	Complete the Mandated Reporter Training, Read the powerpoint on inclusion, watch the Educating Peter video Assignment: Reflection on inclusion and on the Educating Peter video
Week 5	Examining each of the 13 disability categories, characteristics and instructional implications for each category	Powerpoint: 13 Disability categories Assignment: Disability summary

Week 6	Task analysis, prompting and fading support, modifying and accommodating instructional materials for students Read article on Helping or Hovering	Powerpoint: Instructional Strategies Assignment: Watch “How Difficult Can This Be? And write a reflection. Assignment: Reflection on Helping or Hovering
Week 7	Principles on Strengthening Behavior and Effective Limit Setting	Powerpoints on Behavior and Setting Limits Assignment: Strategy discussion
Week 8	Functional behavior assessment, positive behavior intervention plans, collecting data	Powerpoints: Collecting Data and FBA Assignment: Final reflections

Course Assignments and Assessments:

There are weekly readings and power points, videos to view with discussion questions, periodic progress checks, and discussion forums to participate in as presented in Blackboard.

Week 1	Get to know you	10 points
Week 2	Confidentiality discussion	20 points
Week 2	Student records	20 points
Week 2	Job description	20 points
Week 2	Quiz	40 points
Week 3	Developmental strategies	20 points
Week 4	Mandated reporter certificate	40 points
Week 4	Reflection on Peter	20 points
Week 4	Reflection on inclusion	10 points
Week 5	Disability	30 points
Week 6	Helping or Hovering discussion	10 points
Week 6	FAT city reflection	10 points
Week 7	Behavior strategies	20 points
Week 8	Final reflections	30 points
<u>Tptal</u>		<u>300 points</u>

CTE Competency/Department Learning Outcome(s):

Goal: Employ industry-specific skills in preparation for workplace readiness.

Objective: Students will demonstrate effective oral and written communication skills.

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:

Students will treat instructor and teacher with respect when posting or adding to the discussion board. The experiences or concerns shared by classmates during class time or on discussion boards should not be discussed outside of class. Respect confidentiality. This is part of the professional code of ethics.

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. Please let me know if you need an accommodation.

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.