



**Course Prefix/Number/Title:** EDUC 298 Introduction to Education Practicum

**Number of Credits:** 1 Semester Credit

**Course Description:**

EDUC 298 is a practicum which requires the student to complete observations of elementary and secondary teachers teaching in their classroom setting. It is accompanied by a group seminar to discuss the student's experiences.

**Pre-/Co-requisites:** EDUC 250 Introduction to Education

**Course Objectives:**

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

- Identify everyday issues that teachers deal with in the classroom setting.
- Discuss how a teacher presents material to meet the needs of a diverse student population
- Discuss classroom/ behavior management methods observed in the classroom setting.

**Instructor:** Ms. Jackie Migler, MS

**Office:** Thatcher 2213

**Office Hours:** Tuesday and Thursday, 8:00-12:00, Monday, Wednesday, Friday 8:00 – 4:00

**Phone:** 701-228-5672

**Email:** [jacalyn.migler@dakotacollege.edu](mailto:jacalyn.migler@dakotacollege.edu)

**Lecture/Lab Schedule:** This class will be conducted on Blackboard Collaborate.

**Textbook(s):** None required

**Course Requirements:**

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. 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:**

<b><u>Description of Assignment/Assessment:</u></b>	<b><u>Points:</u></b>
<p><b>Discussion Forums:</b> Complete two discussion forums on Blackboard:</p> <ol style="list-style-type: none"><li>1. Before going out - Identify the school and class you will be observing. Identify the educational meeting (type and date) you will attend.</li><li>2. Universal Design for Learning- Write a reflection on what you observed in the classroom setting and how the teacher adapted their teaching to meet the individual needs of the students.</li></ol>	5 points for each forum = 10 points
<p><b>Classroom observation:</b> Observe in a teacher's classroom/learning environment for thirty hours. It is your responsibility to secure your observation site(s). Remember to arrive on time, dress appropriately and be respectful of the teacher and their classroom.</p>	100 points
<p><b>Educational Meeting observation:</b> Student will attend at least one educational meeting such as a school board meeting and write a reflection discussing what topics were discussed and your personal reflection of the workings of the meeting.</p>	20 points
<p><b>Documentation Forms:</b> Student will submit a signed teacher documentation form of</p>	20 points

observation day and signed educational meeting form.	
<b>Written Reflections:</b> Student will submit five written reflection papers based on each of their observational experiences.	50 points
<b>Praxis Assignment:</b> Explore the Praxis website. Locate the information about the state/province test requirements for you to become a licensed teacher. Identify the Praxis tests you will need to take in order for you to receive your license in your area.	5 points
<b>Interview:</b> Interview a school administrator, teacher or paraprofessional.	20 points

Course requirements are tentative and may change at the instructor's discretion.

**CTE Competency/Department Learning Outcome(s):**

**Goal:** To observe various instruction and instructional strategies in an educational setting.

**Objective:** Students will develop an understanding of the educational setting by observing in the classroom, an educational meeting and by interviewing someone in the educational setting.

**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:**

- Do not bring your cell phone, iPod, or other technologies into your observation.
- Be respectful of students, technicians, instructors, and guests.
- Arrive on time, appropriately dressed and conduct yourself as a professional when in the schools.

**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. Contact me if you need accommodations.

### **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.