



Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Introduction to Education	Instructor: Kaley Mills
Course Prefix/Number: EDUC 250	
Class Location: online	Office Hours: Monday-Friday: 4:30-6:30 *I will be available for email and phone conversations during this time.
Lecture/Lab Schedule: Blended Components	Instructor Contact Information: <i>Email: kaley.mills@dakotacollege.edu</i> Emails will be checked daily.
Credits: 2	
Pre-/Co-requisites: None	

Course Description: A study of teachings as a profession including the historical, philosophical, social and psychological foundations of education. Students will be introduced to different learning styles of students; laws concerning education and special populations; classroom management issues; No Child Left Behind guidelines; student assessment at local, state and national levels; and the requirements needed for becoming a certified educator.

Relationship to Campus Theme: This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.



Class Policies:

- Regular participation
- Regular attendance **(Lack of logging in and participation will effective final grade)**
- Complete all assignments, discussions, tests and quizzes in a timely manner and in the order they are assigned.
- Communication with instructor and fellow students
- Be prepared when class starts.
- Follow campus ethics policy on written work.
- Campus Issued Email be used as primary email.

Goals/Objectives: Upon completion of this course, student will be able to:

- Identify different learning styles of students
- Identify the laws concerning disabilities and special needs
- Explore classroom management issues
- Explore student assessment at local, state and national levels
- Identify the impact of diverse student populations on teaching and instructional strategies
- Discuss communication issues among teachers, students, staff, parents and administration

Student Outcomes:

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Basic educational terminology regarding students, programs, roles and instructional activities	SEP1K2	Education Terminology; Philosophy of Education
Rights and Responsibilities of families and children as they relate to individual learning needs	SEP3K1	Advice Column
Basic instructional and remedial strategies and materials	SEP4K1	Lesson Plan #2; Differentiation Project
Demands of various learning environments	SEP5K1	Classroom Set-up
Characteristics of appropriate communication with stakeholders	SEP6K1	Family Case Studies; Advice Column
Rationale for assessment	SEP8K1	Lesson Plan
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Advice Column
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Family Case Studies
<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Use strategies, equipment, materials and technologies as directed, to accomplish instructional objectives	SEP4S1	Classroom Management Plan
Follow written lesson plans, seeking clarification as	SEP7S1	Lesson Plan



needed		
Prepare and organize materials to support teaching and learning as directed	SEP7S2	Lesson Plan #1, #2 and #3
Demonstrate basic collection techniques as directed	SEP8S1	Lesson Plan
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Advice Column
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Advice Column
Maintain a high level of competence and integrity	SEP9S7	Philosophy of Education
Engage in activities to increase one's own knowledge and skills	SEP9S10	Philosophy of Education; Professional Plan
Engage in self-assessment	SEP9S11	Philosophy of Education; Professional Plan; Learning Styles Personal Case Study

CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.

Required Textbooks and Materials:

Guillaume, A. (2007). *K-12 classroom teacher: A primer for new professionals* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Course Requirements:

Description of Assignment/Assessment	Points
<i>Education Terminology:</i> Define and describe ten terms related to education	20
<i>Exams:</i> One midterm and one at the end of the course	50/each
<i>Philosophy of Education:</i> Develop your stance towards education. Describe what teaching means to you, how you think students learn, what your goals are, what you plan on implementing as a teacher and ways you plan on growing.	100
<i>Professional Plan:</i> Research the steps to becoming a teacher including further school and licensure	20
<i>Learning Styles Personal Case Study</i>	20
<i>Classroom Set-up:</i> Draw/describe the physical arrangement of your classroom. Pay attention to the demands of various learning environments	10



<i>Description of Assignment/Assessment</i>	Points
<i>Classroom Management Plan: Create classroom friendly guidelines for Early Childhood, Elementary or Middle, and High School</i>	10
<i>Philosophy of Education Draft</i>	20
<i>Lesson Plan: Standard and Activity</i>	20
<i>Accommodations for Lesson Plan</i>	15
<i>Differentiation Project: Differentiate your lesson to meet the needs of various learners.</i>	15
<i>Advice Column: Given different educational scenarios from different stakeholders, give advice based on what you know</i>	10/each
<i>Diversity Library</i>	20
<i>Characteristics of an Effective Teacher</i>	10
<i>Total</i>	470 pts.

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%	A	Target
80-89%	B	Acceptable-high
70-79%	C	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 expected that all students, as members of the college community, adhere to the highest levels of academic integrity.



Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

Quality of Work:

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

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.

For Students with 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 Jackie Migler at 701-228-5672.



Tentative Course Outline *(Subject to Change)*

Week	Discussion Topic	Readings Due	Homework Due
Aug. 23	Welcome		Introduction Advice Column 1 Due 8/30
Aug. 30	Issues in Education Today	Chapter 1	Education Terminology Advice Column 2 Characteristics of Effective Teacher Due 9/6
Sept. 6	Experience of Families	Chapter 3	Advice Column 3 Diversity in the Classroom Library Due 9/13
Sept. 13	What do you believe in?	Chapter 2	Advice Column 4 Due 9/20
Sept. 20	Your road in Education	Supplemental Reading	Philosophy of Education Draft Advice Column 5 Children of Darkness Reflection Due 9/27
Sept. 27	How we learn	Chapter 6	Classroom Procedures Due 10/4
Oct. 4	Learning Environment	Chapter 9 and 10	Learning Styles Project Due 10/4
Oct. 11	Relationships with Families	Supplemental Reading	Midterm Exam Due 10/13 Advice Column 6 Classroom Set Up Due 10/18
Oct. 18	Lesson Plans	Chapter 5	Advice Column 7 Due 10/25
Oct. 25	Instructional Strategies	Chapter 7	Lesson Plan Advice Column 8 Due 11/1
Nov. 1	Assessment	Chapter 8	Assessment Assignment Due 11/9
Nov. 8	Growing in Your Profession	Chapter 11	Advice Column 9 Cover Letter and Resume Due 11/15
Nov. 15	Chapter Review 5,7,8,11	Review Chapters 5,7,8,11	Exam Due 11/22



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Nov. 22	Differentiation	Chapter 4	Accommodations Assignment 11/29
Nov. 29	PRAXIS	Supplemental reading	Professional Plan Due 12/6
Dec. 6	Final Block Philosophy of Education		Philosophy of Education Paper Due 12/13