



UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

EDU 250 Introduction to Education Syllabus

EDU 250 A Fall 2017

Instructor and Class Information

Instructor Name	Leah Hamann
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Phone	701-221-1380
Office Location	Education Building, Office #112
Office Hours	By Arrangement
Section Number	A
Start Date	8/22/2017
End Date	12/8/2017
Meeting Times	Tuesday/Thursday from 10:30-11:50
Location	Education Building, Room B02

Course Information

Course Number	EDU 250
Course Title	Introduction to Education

Course Description

This course is a study of teaching as a profession, including historical, philosophical, and psychological foundations of education. The course explores how children differ, how society and schools respond to children's differences, and how the social and political contexts of schooling affect children's education. Students will participate in a field experience with an area school or community organization. Consideration of cultural diversity, particularly Native American, and special needs will be emphasized in the course content.

Total Credits	3.00
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Textbooks

Cooper, R. (2013). Those Who Can, Teach 14th Edition. Wadsworth Cengage Learning. ISBN13 978-0-8400-2878-5

Course Objectives

1. Explore teaching as a profession and career, and identify the professional responsibilities of teachers.
2. Demonstrate an understanding of the historical, philosophical, social, and psychological foundations of American education.
3. Examine the structure and functions of local education systems and state education systems, and the role of the federal government in education.
4. Identify major issues associated with diversity and multiculturalism and explore basic concepts related to teaching a diverse student population.
5. Demonstrate an understanding of the impact of major laws, legal rulings, state policies, and federal policies on educational practice.
6. Identify major issues and trends dealing with curriculum and instructional practices.
7. Participate in an early field experience to gain practical experience in areas such as observing teaching, participating in small instructional groups, correcting assignments, assisting with record keeping, assisting with technology, and other activities assigned by the cooperating teacher.

1.Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

50% Projects & Assignments

30% Course Participation

20% Assessments

State Standard and Program Outcomes

State Standard -

50015.5 Professionalisms - 5a: Practices and Behaviors of Developing Career Teachers

Program Outcome -

5: Reflective Practice: To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 6 and 9).

2.Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

3.Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

4.Summit Attendance

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the "Communities – Stronger Together" theme. Include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

5.Policy for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

6.Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

7.Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

8.Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

9.Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan: **"Preparing Competent, Caring Teachers"**
- Instructor's name

Your Name Title of Assignment Due Date Introduction to Education Preparing Competent, Caring Teachers Leah Hamann
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**When typing use Times New Roman, Arial, or Courier text style size 12.

**Double-spacing the body of your assignment is a must with deduction of points if not followed.

**Include a reference page if necessary.

**Points will be deducted from assignments that do not have a cover page and the required information.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

Comprehension Questions

Comprehension questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings.

Reflective Educator Journaling

Over the course of your teacher preparation program you will be asked to reflect on your own experiences, readings, and classroom observations. In the introduction course to elementary education you will begin the journey of documenting your reflections.

Disposition Reflection Papers

Candidates will submit a disposition reflection paper that relates to a specific reading assignment/class discussion. Please see the last page of your course syllabus for the dispositions and reflection focus questions.

Assessments

Periodically teacher candidates will be assessed of their understanding of information related to the course.

☉ **Conference Attendance**

To support the UTTC motto, “Leadership Begins Here”, all students are required to participate in the United Tribes Technical College Tribal Leader Summit & Trade Show September 6 – 8, 2016 at the Bismarck Event Center. Students are expected to be at the Summit from 1 PM – 3 PM on Tuesday and 9 AM – 3 PM on Wednesday and Thursday. Bussing to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. Bussing to and from the campus will be provided.

For each session attended, the student is expected to write 3-4 sentences that connect the presentation to the “Tribal leadership” theme. Include the name of the presenter, a brief description of the content presented, presenter style, and a session-related reflection connecting the theme to something you learned. Visiting the exhibit hall can be included as a session. The reflection paper is considered an assignment for each one of the students’ courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

- ☉ **Observation/Observation Logs** Candidates will observe in preschool and elementary education classrooms. You will be observing children of different age levels and teachers with diverse teaching styles. Observation criteria will be established and disseminated to you prior to each observation. **Three field trip** observations will take place when a time is suitable that meets the schedule of the course participants.

Candidates will observe teachers and students in various classroom settings in the Bismarck/Mandan school. Observations will take place in the following educational settings:

1. Montessori
2. Parochial
3. Public

☉ **Teacher Dispositions Self-Evaluations – Portfolio Artifact**

Each candidate will complete a disposition self-evaluation at the beginning of the semester. Candidates will critically reflect upon the assessment tool to set disposition goals.

☉ **Philosophy of Education – Portfolio Artifact**

Candidates will hand in a final paper stating their overall philosophy of education. The criteria for this paper will be distributed to learners after midterm. The paper will be due during finals week. Date due will be announced later in the course.

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

Elementary Education Program Outcomes	Assessment
50015.5 Professionalisms - 5a: Practices and Behaviors of Developing Career Teachers	Philosophy of Education
Program Outcome - 5: Reflective Practice: To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 6 and 9).	Disposition Reflections

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Class Schedule

Date/Session	Topics
August	Introductions Meet Dalton Sherman – What will your legacy be as an educator? Chapter 1
September	Chapters 2-4 Field Trip Disposition Reflections Chapters 1-4 Assessment
October	Chapters 5-8 Field Trips Disposition Reflections Chapters 5-8 Assessment
November	Chapters 9-12 Disposition Reflections Philosophy of Education – drafts
December	Chapters TBA Dispositions Reflections Chapters 9-12 Assessment Philosophy of Education - final

SYLLABUS SIGNATURE PAGE

Course Title: Introduction to Education

Course Number: EDU 250

Credit Hours: Three (3)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student's Printed Name

Student Signature

Date