



United Tribes Technical College

EDU 250 Introduction to Education Syllabus

EDU 250 A Fall 2019

Instructor and Class Information

Instructor Name	Lezlie McElwee
Email	lmcElwee@uttc.edu
Phone	(701) 255-3285
Mobile	(701) 400-6782
Office Location	Science and Tech 142
Office Hours	Wednesday & Friday 2:00 PM - 5:00 PM
Section Number	A
Start Date	8/26/2019
End Date	12/13/2019
Meeting Times	Tuesday & Thursday 1:00 PM - 2:30 PM
Location	Science and Tech Room 136

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
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Textbooks

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

External Standards

Title Elementary Education

Sponsoring Organization ND ESPB NTASC

Target Standards

Standard 9: Professional Learning and Ethical Practice

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.**

A. Grading Scale

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

B. 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.

C. Attendance Policy

Class attendance is very important for academic success of all students enrolled at UTTC. Instructors are required to report student attendance into UTTC's Jenzabar data management system on a daily basis during

census period (the first two weeks of fall and spring semesters, and the first week of summer semester) and throughout the academic semester. Students can track and monitor their own attendance, per class, on the Learning Management System (LMS) found at my.uttc.edu.

UTTC recognizes particular circumstances may arise that affect the student's ability to attend class; therefore, it is important students communicate with their instructors regarding any emergencies that cause them to miss class (i.e. medical, family emergency). Regardless of the circumstances, the student is responsible for obtaining any information, such as assignments, handouts, and any course changes or announcements that he or she may have missed because of the absence. The student may refer to the course assignments in my.uttc.edu, contact another student enrolled in the course, or set up a meeting with the course instructor to get the missing information.

Attendance, completion of assigned readings and assignments, and engagement is the equivalent of participation since the student's engagement with classmates contribute to everyone's understanding and achievement. Student grades will be impacted by the frequency and quality of participation in class.

Faculty members are required to report student non-attendance during the Census period at the start of each academic term in compliance with federal regulations pertaining to financial aid.

Instructors will initiate an academic attendance "Early Alert" using the Jenzabar retention tool using the Attendance Policy & Withdrawal guidelines found in the Academic Affairs section of the College Catalog.

D. Participation/Class Engagement

UTTC prepares students for the workforce by holding high academic expectations for all students. The implementation of participation points requires students to be mentally and physically present and engaged during class sessions. Participation points may be utilized to measure students' ability to be on time, to refrain from external distractions (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students should refer to the participation/class engagement section of course syllabi for the instructors' expectations for participation/class engagement in each course.

E. Policy for Late Assignment Submission

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor.

***Teacher Education course assignments will receive half credit up to the five (5) business days which the assignment was initially due.**

F. Missed Tests, Exams and Quizzes (Formal Assessments)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment.

Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

***Presentations will follow the same policy.**

G. Early Alert System

UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

H. 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.

I. 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.

J. 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.

K. 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 at (701) 255-3285, ext. 1516.

L. Title IX Statement

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. Faculty members are considered "mandatory reporters" and are required to report incidents of sexual misconduct and relationship violence to the Title IX office on campus. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, you can find the appropriate resources on the UTTC campus and in the community. These resources include:

- UTTC Title IX Office: (701) 221.1591
- UTTC Campus Safety & Security: (701) 221.1700
- UTTC Academic & Personal Counseling: (701) 221. 1764

- UTTC Domestic Violence Advocate: (701) 221. 1764
- Abused Adult Resource Center Crisis Line: (866) 341.7009
- ND Helpline: 211

M. Summit Participation

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 9:00 am to 3:00 pm daily (Tuesday - 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 UTTC Events Week 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.

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

ND ESPB Elementary Education INTASC	Assessment (Taskstream Documents)	Program Outcome	Assessment (Taskstream Documents)
Standard 9: Professional Learning and Ethical Practice	Disposition Reflections	Professional Partnership: To develop effective communication skills so that viable partnerships between colleagues, students, and can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standard 7, 9 and 10).	Philosophy of Education

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	In Class Topic	Assignment/ Project
Week 1	Chapter 1- Why Teach?	Introductions What will your legacy be as an educator? Read Chapter 1 Video Reflection Clips (page 7)
Week 2	Summit Conference	Summit Reflection Paper
Week 3	Chapter 2- What Is a School and What Is It For?	Read Chapter 2 Pause and Reflect Questions Video Reflection Clip
Week 4	Chapter 4- How Do Social Issues Affect Students?	Read Chapter 4 Field Trip Disposition Reflections
Week 5	Chapter 5- What is Taught?	Read Chapter 5 Chapters 1-4 Assessment Disposition Reflections
Week 6	Chapter 6- What Makes a Teacher Effective?	Read Chapter 6 Pause and Reflect Questions Video Reflection Clips
Week 7	Chapter 7- What Should Teachers Know about Technology and Its Impacts on Schools? Midterms Week	Read Chapter 7 Final Disposition Reflections
Week 8	Chapter 8- What Are the Ethical and Legal Issues Facing Teachers?	Read Chapter 8 Field Trip Ethical Dilemma Case Studies/ Court Cases
Week 9	Chapter 9- What Are the Philosophical Foundations of American Education?	Read Chapter 9 Chapter 5-8 Assessment

Date/Session	In Class Topic	Assignment/ Project
Week 10	Chapter 10- What Is the History of America's Struggle for Educational Opportunity?	Read Chapter 10 Philosophy of Education
Week 11	Chapter 11- How Are Schools Governed, Influences, Financed?	Read Chapter 11 Video Reflection Clip Field Trip
Week 12	Chapter 12- How Should Education Be Reformed?	Read Chapter 12 Home Schooling Articles Video Reflection Clips
Week 13	Chapter 13- What Are Your Job Options in Education?	Read Chapter 13 Philosophy in Education Rough Draft
Week 14	Chapter 14- What Can A New Teacher Expect?	Read Chapter 14 Key Educational Terminology Assessment
Week 15	Chapter 15- What Does It Mean To Be a Professional?	Read Chapter 15 Research Professional Teacher Organizations
Week 16	FINALS WEEK	Philosophy in Education Final Draft

EDU 250 Intro to Education Course Information

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

**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.

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.

- **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. 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 schools.

🌀 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.