



EDU 250 Introduction to Education

Sandra Starr

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This course introduces the field of education (K-12). Students explore a variety of careers in education and prepares them for future studies in the field. Topics covered include: historical, philosophical, and political influences; qualities and dispositions of effective teachers; pathways to becoming a teacher; curriculum and standards; classroom instruction, management, and assessment; and teaching multicultural/multilingual and special needs students.

Credits: 3

CLASS INFORMATION

Section Number:

Term: Fall Year: 2024 Start Date: 8/27/2024 End Date: 12/13/2024

INSTRUCTOR

Sandra Starr

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Office Location: Education Bldg. 119

Office Hours:

Mon- 8:30-11; Tues. 8:30-9;10:20-11:00; Wed-8:30-11; Thurs.- 8:30-9;10:20-11:00;2:30-3:30; Fri- 8:30-11

TEXTBOOKS

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

ONLINE COURSE Needs this book also:

Reyhner, J., Eder, J. (2017). *American Indian Education (2nd ed.)*. University of Oklahoma Press. ISBN: 9780806157764

INSTITUTIONAL LEARNER OUTCOMES

Communication: Exhibit effective oral and written communication.

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Recognize diversity in learning and developmental processes.

Identify aspects of a supportive and safe learning environment.

Display dispositions necessary for being successful in for an education setting

EXTERNAL STANDARDS

InTASC Standards

Target Standards

InTASC Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

North Dakota Program Approval and Teacher Education Standards

Target Standards

50015 Elementary Education:

STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

Components

50015.1a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.

COURSE OBJECTIVES

1. Discuss the diversity of today’s students, including differences in student cultures, learning styles, demographics, and language.
2. Demonstrate knowledge of state standards for students and teachers.
3. Identify the qualities and dispositions of effective teachers and other educational professionals.
4. Compose a philosophy of education.
5. Compare and Contrast rewards and challenges of various careers in the field of education.
6. Examine instructional resources of various modalities.

A. GRADING SCALE

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

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

SUMMIT PARTICIPATION - FALL 2024

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit on September 4 - 5, 2024 at the Bismarck Event Center. Students are expected to be at the Summit all day Wednesday and Thursday. Transportation to and from the campus will be provided. Students will check in at the registration tables at the Event Center upon arrival and check out again at departure. Your instructors will provide a conference session summary form that you will fill out with information from each one of the sessions you attend. You will make copies of this form and turn it into the instructors for each one of your courses. Breakfast, lunch and snacks will be provided at no cost for students on both days.

Online students who do not live in the Bismarck/Mandan area will not be expected to attend the Tribal Leaders Summit and will have class as scheduled.

D. LATE ASSIGNMENT SUBMISSIONS

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. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, 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.

F. 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.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

H. 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 Support Services 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) 221-1456 or email at dss@uttc.edu.

I. 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. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

COURSE CALENDAR

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Activities and Assessment
1 Aug 27 - 30	Why Do You Want to Teach?		Introductions What will your legacy be as an educator? Digital Footprint.
2	Labor Day Sept 2 (College Closed)		Tribal Summit Review

Sept 2 - 6	Family Day at Powwow Sept. 6 (No Classes)		Assignment
	Tribal Leaders Summit Sept. 3 - 5		
3 Sept 9 - 13	Founders Day Sept. 9 (College Closed)	Ch. 1	Ch. 1 Video reflection clips TED Commitment Forms Mandatory Reporters
	Ch. 1 Why Teach?		
4 Sept 16 - 20	What is a School and What is it for?	Ch. 2	Ch. 2 Pause and Reflect Questions Video Case
5 Sept 23 - 27	Who are Today's Students in a Diverse Society? How Do Social Issues Affect Students?	Ch. 3 & 4	Ch. 3 & 4 PBS Reframed Social Issues
6 Sept 30 – Oct. 4	What is Taught?	Ch. 5	Ch. 5 A Class Divided Disposition Reflections
7 Oct 7 - 11	What Makes a Teacher Effective?	Ch. 6	Ch. 6 Quiz and Video Case
8 Oct 14 - 18	Indigenous Day Oct. 14 (College Closed)	Ch. 7	Ch. 7 Quiz and Video Case Multiple Intelligences Websites/Apps
	Midterm Grades Due 10/18		
	What should Teachers Know About Technology and its Impacts on Schools?		
9 Oct 21 - 25	What are the Ethical and Legal Issues Facing Teachers?	Ch. 8	Ch. 8 Model Code of Ethics Ethical Dilemma Case Studies/Court Cases
10 Oct 28 – Nov 1	What are the Philosophical Foundations of American Education?	Ch. 9	Ch. 9 Quiz and Video Case Disposition 1 & 2 Reflections
11 Nov 4 - 8	What is the History of America's Struggle for Educational Opportunity?	Ch. 10	Ch. 10 Disposition 3 & 4 Reflections
12 Nov 11 - 15	Veterans Day Nov 11 (College Closed)	Ch. 11	Ch. 11 Quiz and Video Case Field trip – Christ the
	How are Schools Governed,		

	Influenced, and Financed?		King School Montessori School
13 Nov 18 - 22	How Should Education Be Reformed?	Ch. 12	Ch. 12 Home Schooling Articles Ron Clark Academy Video
14 Nov 25 - 29	Thanksgiving Break (Nov. 27 No afternoon classes) Nov. 28 – 29 No classes	Ch. 13	Ch. 13 Philosophy of Education Rough Draft
	What are Your Job Options in Education?		
15 Dec 2 - 6	What Can a New Teacher Expect?	Ch. 14	Ch. 14 Quiz and Reflection New Teacher panel/video
16 Dec 9 - 13	Philosophy in Education Final Draft	FINAL	FINAL
GRADES DUE	Grades DUE December 16, 2024		