



## Course Number and Title: EDC 101 Introduction to Paraeducator Issues

**Campus Location:**

Georgetown, Dover, Wilmington

**Effective Date:**

2018-51

**Prerequisite:**

ENG 090 or ENG 091 or EAP 093, SSC 100 or concurrent

**Co-Requisites:**

none

**Course Credits and Hours:**

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

**Course Description:**

This introductory course examines the roles and responsibilities of the paraeducator, including professional, ethical, and legal aspects. The ability to communicate effectively with students, parents, and school personnel is emphasized. Topics include standards-based education, diversity issues, and career opportunities in education. Field experience/observation hours and documentation of ParaPro test scores are course requirements.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

None

**Schedule Type:**

Classroom Course

Online Course

**Disclaimer:**

This course requires 10 hours of observation at a school designated by the department. Students must provide their own transportation to and from their placement site. Students must also complete the ParaPro exam and show documentation of test scores.

**Core Course Performance Objectives (CCPOs):**

1. Analyze the roles and responsibilities of the paraeducator within the context of the education setting. (CCC 1, 2, 4; PGC 1)
2. Explain the values, ethics, and characteristics of effective paraeducators. (CCC 4; PGC 1, 4)
3. Demonstrate effective communication techniques in working with students, parents, and school personnel. (CCC 1, 3; PGC 1, 3, 6)
4. Discuss the professional vocabulary of education. (CCC 1, 5; PGC 1)
5. Explain the role of assessment in evaluating student performance. (CCC 1, 2; PGC 1, 5, 6)
6. Analyze issues related to the impact of social, economic, and cultural diversity on learning. (CCC 1, 2, 3, 5; PGC 1, 2, 3)
7. Analyze basic concepts of behavior strategies and techniques in working with students. (CCC 1, 2, 4; PGC 3, 6)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

### Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Analyze the roles and responsibilities of the paraeducator within the context of the education setting.
  1. Illustrate and explain the hierarchy within the school setting.
  2. Summarize the interaction of the teacher, the paraeducator, and the students after observing a K-12 classroom.
  3. Compare and contrast the roles and responsibilities of the paraeducator and the teacher.
  4. For a specific school district, discuss procedures and rules that relate to the roles and responsibilities of the paraeducator during situations such as fire drills, health emergencies, student fights, natural disasters, safe zones, and lockdown procedures
  5. Explain the relevancy of federal and state legislation that affects paraeducators and student learning and assessment.
2. Explain the values, ethics, and characteristics of effective paraeducators.
  1. Describe the characteristics exhibited by successful paraeducators, including honesty, loyalty, accountability, dependability, cooperation, and flexibility.
  2. Explain the values and ethics of effective paraeducators such as professionalism and positive regard for self and others.
  3. Demonstrate the problem solving skills necessary to resolve ethical situations such as those related to confidentiality, child abuse, and students involved in illegal activities.
  4. Identify professional organizations related to the field.
3. Demonstrate effective communication techniques in working with students, parents, and school personnel.
  1. Summarize the steps in active listening.
  2. Demonstrate conflict resolution skills.
  3. Employ accurate and grammatically correct language in both oral and written communications with a student, parent, and/or supervisor.
4. Discuss the professional vocabulary of education.
  1. Explain Bloom's Taxonomy.
  2. Identify prevalent education acronyms such as Individuals with Disabilities Education Act (IDEA), 504 Plan, Individualized Education Program (IEP), English as a Second Language (ESL), Elementary and Secondary Education Act (ESEA), Praxis, and ParaPro.
5. Explain the role of assessment in evaluating student performance.
  1. Identify different methods of assessment such as tests, checklists, rubrics, portfolios, interviews, and observations.
  2. Perform an Internet search to locate the standards for reading, writing, and mathematics on Delaware's Department of Education website.
6. Analyze issues related to the impact of social, economic, and cultural diversity on learning.
  1. Compare and contrast multiple intelligence and emotional intelligence.
  2. Explain special learners in terms of special needs children and gifted and talented children.
  3. Summarize how social, cultural, and economic factors may affect student learning.
7. Analyze basic concepts of behavior strategies and techniques in working with students.
  1. Describe techniques used to actively monitor student behavior.
  2. Compare and contrast how to respond positively to appropriate and inappropriate student behavior.
  3. Describe how effective instructional techniques are used to promote responsible student behavior.
  4. Explain techniques used for small group and one-on-one instruction.

### Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Final Course Grade:**

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Exams – Summative	20%
Summative Assessment	
-Blog (15%)	
-Film Review (10%)	45%
-Interview (15%)	
-Article Review (5%)	
Summative Observation Assignment	10%
Formative Assessments	25%
TOTAL	100%

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

1. Provide instructional support to K-12 students in literacy and mathematics in a professional, ethical, legal and effective manner under the supervision of a teacher.
2. Apply knowledge of the physical, social, emotional, cognitive and language development of all children in a classroom setting.
3. Demonstrate supportive classroom practices that utilize positive management techniques, foster character development, and promote a healthy and safe environment.
4. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
5. Access and implement educational technology.
6. Communicate information about student learning and behaviors in a collaborative manner with school, family, and community members.

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.