



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**INTRODUCTION TO PARAPROFESSIONALISM
EDU5520 3 Credit Hours**

Student Level:

This course is open to all students.

Catalog Description:

EDU5520 - INTRODUCTION TO PARAPROFESSIONALISM (3 hrs)

This course is designed to introduce students to the role of the paraprofessional. Topics will include laws governing special education, behavior modification, differentiated instruction to meet the needs of diverse learners, collaboration with faculty and staff, and how paraprofessionals support both students and teachers in a variety of educational settings.

Prerequisites:

EDU6281 Children with Special Needs

Controlling Purpose:

This course is designed to introduce students to the role of the paraprofessional. Topics will include laws governing special education, behavior modification, differentiated instruction to meet the needs of diverse learners, collaboration with faculty and staff, and how paraprofessionals support both students and teachers in a variety of educational settings.

Learner Outcomes:

The student will be able to describe the roles and responsibilities of the paraprofessional.

The student will develop instructional techniques to assist in the learning environment.

The student will learn to implement and evaluate effective behavior modification and classroom management techniques.

The student will recognize laws and regulations regarding special education and their role as paraprofessional.

The student will evaluate professional and ethical behaviors expected of the paraprofessional.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.

B = All major goals have been achieved, but the student has failed to achieve some of the

less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.

- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: BACKGROUND AND CONTEXT OF THE PARAPROFESSIONAL

Outcomes: The student will be able to describe the roles and responsibilities of the paraprofessional.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the overall purpose of the paraprofessional as well as various roles and responsibilities.
						Describe the expectations of the paraprofessional regarding instructional supervision in various educational settings.
						Outline the various service models within special education and the expectations of the paraprofessional. (i.e. full inclusion, pull-out, self-contained, etc)
						Identify characteristic of various disabilities, exceptionalities and learning styles.

UNIT 2: INSTRUCTION AND LEARNING ENVIRONMENT

Outcomes: The student will develop strategies to assist in instruction and learning environment.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Recognize critical components of effective instruction.
						Monitor and evaluate instructional effectiveness.
						Create strategies and techniques for organizing and managing the learning environment.
						Create instructional strategies which meet the needs of various learners and their unique needs and characteristics.
						Recognize the various collaborative teaching methods and the effective components of each. (i.e. team teaching, etc)
						implement effective communication skills with faculty, parents and students
						Understand the role of state and local standards and accepted modifications or accommodations to address instructional goals and student learning needs.

UNIT 3: STUDENT BEHAVIOR AND CLASSROOM MANAGEMENT

Outcomes: The student will learn to implement and evaluate effective behavior modification and classroom management techniques.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the role of the paraprofessional in behavior and classroom management.
						Recognize various influences on behavior patterns and characteristics. (i.e. characteristics of a disability or exceptionality, learned behaviors, setting, etc)
						Develop a resource of techniques and strategies for behavior modification, apply strategies in real world situations, and then evaluate the effectiveness of strategies used.

UNIT 4: PROFESSIONALISM

Outcomes: The student will demonstrate an understanding of the ethics of teaching and the laws and governance which guide special education practices and procedures.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain various federal, state and local laws and policies within special education and their role as support staff.
						Understand the procedures for student identification and the development of the Individualized Education Plan.
						Reflect on personal behaviors which might affect the learning environment or collaborative process in the instructional partnership.
						Demonstrate competency in the basic skills of reading, writing and math.

Projects Required:

Portfolio to include resources regarding various exceptionalities and disability, behavior and classroom management techniques, IEP procedure, laws and policies regarding special education, strategies and techniques for modifying instruction to meet student learning needs, and strategies for accommodations for various disabilities or exceptionalities.

Textbook:

Contact Bookstore or Instructor for current textbook.

Materials/Equipment Required:

Windows 7 or newer & Microsoft Office 2000 or newer, reliable Internet access, any additional items listed in the course syllabus and/or as required by the instructor.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus and in the Cowley College Attendance Policy.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format. The course will be organized as a 12, 16 or 8 week course as space allows in the current semester schedule. Students can expect to spend 48 hours on course instruction, either online or via face-to-face in a traditional classroom setting, with an additional 150 hours (approximate) on homework and project development to meet the expected outcomes for a 3 credit hour course.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.