**EDUC 312: Cultures, Diversity & Educational Ethics Practicum**

**Salish Kootenai College**

**Spring 2016**

**3 credits**

**Course Syllabus - 1**

**Instructor:** **Michael Munson**

Evelyn M. Stevenson Building, 132

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Secondary Science Education Center (SSEC)

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**Meeting Time** To Be Arranged

**& Location:** Will either be week of May 16th or 23rd

**Office Hours:** Mondays: 10:00 – 11:30 – SSEC

Tuesdays & Thursdays – 1:00 – 4:00 – SSEC

I’ll be in my EMS Office most of the time, except during the first two weeks of school this quarter. I will be in the SSEC most of the time those first two weeks.

Feel free to contact me and we can make arrangements, if necessary.

**Required Materials**

* Handouts available from the instructor

**Course Description:**

**Diversity in Education Practicum** provides teacher candidates with 1-2 days of field experience in observing and teaching diverse learners. Candidates will explore topics of diversity as they work with learners from various backgrounds.

**Relation to the Conceptual Framework**

***Central principles and beliefs of the SKC Teacher Education Program relative to this course:***

A. Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity; D. The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched.

**Course Objectives:**

1. **General Course Objectives**

This course will provide students with hands-on experiences in regards to the application of course material from the cultural diversity and special education courses.

1. Students will explore various aspects of diversity through observations and reflections of a diverse educational setting and program;
2. Students will assist and teach a lesson relative to Indian Education for All at the Montana School for the Deaf and Blind.
3. **Cultural Relevancy**
4. Candidates will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication skills, relationship building, and teaching strategies.
5. **Critical Thinking**
6. Candidates will enhance their knowledge of Montana Indians in order to teach IEFA lessons;
7. Candidates will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and cultural issues.
8. **Citizenship**
9. The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others.
10. The candidate has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

**InTASC/PEPP Standards:**

**2(b)** The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

***NAEYC Standard 1****:* **Promoting child development and learning**

Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for all children: 1a) knowing young children’s characteristics and needs; 1b) understanding multiple influences of development and learning; 1c) using developmental knowledge to create learning environments.

**Course Expectations**:

Everyone in our learning community has something to contribute and can be successful. Please don’t hesitate to share and communicate. Remember, new understandings are only easy after you have learned them. Learning can be hard. Playing with an idea and critically questioning what you are taught facilitates the learning, stressing about not understanding does not help, generally. Play with something you don't understand, discuss it, apply your unique experiences to it, treat it as a puzzle, and dance with it. You will be exposed to diverse ideas, philosophies, perspectives, etc. **You are not expected to agree with or master everything the first time, but you are expected to respectfully ask questions, so do not be shy.**

Please, also, let me know when difficulties arise—I cannot provide the support necessary for your success if I do not know you need support. It is not a shame to have questions or need support, it shows strength to be able to advocate for yourself and your success. Showing you care enough and are willing to make the efforts necessary to be successful makes all the difference in the world. Remember that your success in Education has the potential to benefit many, many people in your community. Please also remember that Tutors are available if you need one, so let me know if you feel you would benefit from a Tutor.

Teaching and learning are about sharing understandings to gain an ever-increasing perspective about a topic or discipline. As a result, the most effective way to learn is for everyone to participate fully. The idea that you are responsible for your own learning is not a new concept, but the idea that is being presented here goes beyond that idea. Being responsible for your own learning also includes facilitating others to participate and be responsible as well. We are a community of learners now; over the quarter we will become a learning community. The difference between the two lies in the interconnectedness. The more interconnected we become, the more everyone, including myself, will benefit from the course. I look forward to learning with you and building a learning community together.

Learning only occurs through active involvement. Learning communities are created to support the active involvement of each group member in the exploration of topics, issues and their connections. However, they are maintained by each member of the group, following a set of accepted standards that will be adopted by the group as a whole. To enhance the learning experience for everyone within this learning community, I request that each student meet the following standards:

1. **Be present for our learning community**—physically and mentally, for our classes Please see the attendance policy below.
2. Class attendance and project-related attendance IS MANDATORY.
3. Please do not miss class unless there is an extenuating circumstance (a death or a major health issue with a doctor’s note are examples of what constitutes an extenuating circumstance).
4. Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she must inform the instructor at the beginning of class. I will make every attempt to be fair. If you contact me, I will work with you. If you fail to do so, points will be adjusted accordingly.
5. Every class is worth 5 points. You will be deducted one point for up to every 15 minutes you miss class for being late or leaving early, even if you have discussed your absence with me previously. You can earn one of the five available points for notifying me that you will not be in class ahead of time.
6. Please make arrangements if you know you will have a conflict ahead of time. You will not be able to submit assignments we do in class unless you make specific arrangements with me about your absence ahead of time.
7. Please be wise about making appointments, doctor’s or otherwise, for yourself or your child/ren. Ultimately, it is a choice to attend class, if you need to make an appointment, please try to make it for a time other than when it will get in the way of your attendance.
8. **Be prepared for class**—Take responsibility for your learning by bringing necessary materials to class, reading all required and any supplemental materials ahead of time.
9. **Submit assignments on time**—Complete and submit all assignments prior to the date and time they are due, which is at the beginning of the class on the due date that has been discussed/posted. You can earn up to 90% of the total points if an assignment is submitted late.
10. **Do the best you can in everything you do**—Do your very best work for all assignments and discussions. In order to differentiate for each student’s optimal learning, I will learn what your best work looks like and grade each student accordingly. I do understand that some days, in some situations, your best work may not be what is normally considered your best work. Remember that I will do my best to help you do your best, if you communicate with me. ☺
11. **Neatness and Academic Integrity**—Type all projects in 12-point font, be sure that papers are (double-spaced for final projects), have one-inch margins. Use APA Citations to cite any ideas, writings or people you have used information from. Please submit all papers to me electronically so I can provide the best feedback back to you. I will set up a Moodle account for you to access resources and submit papers (I will not record your grades here).
12. **Respect**—All students are expected to exercise self-discipline and respect for the rights of yourself and others at all times. Please show respect to your classmates, myself, as the instructor, and yourself at all times. This includes refraining from having side conversations or interrupting while others are talking, but it is also an expectation that you will not use your cell phone during class (Respect).
13. **Safety and harassment**—Additionally, should a student feel harassed, threatened, or otherwise made to feel uncomfortable by another student, a faculty member or any member of the staff at SKC, it must be reported so that the situation may immediately be corrected. Please report any such incidents to me or another faculty member you feel comfortable with immediately. Sexual harassment or harassment based upon age, ethnicity, race, religion, national origin or disability cannot and will not be tolerated.

**Class and Study Time Expectations:**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 1 credit course will require attendance at a field experience event for 7 hours with an additional 3 hours of group planning. Three hours of outside work will be required for lesson preparation and reflection.

**Academic Honor Code:**

All coursework shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. Ultimately, it affects your learning, their learning and our learning community. **Plagiarism** involves the taking of someone else’s words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school. Please see the SKC Plagiarism Policy, found on the SKC website, for specifics.

**Reasonable Accommodation of Students:**

Linda Pete, and The Access Office provide information and services to students with any documented disabilities who are attending SKC. The Access Office is located in Room 111 of the Bookstore Building and can be reached by calling 406-275-4968. If you are registered with the Access Office, please let me know at the beginning of the quarter so we can make the accommodations necessary for your success in this course.

Occasionally, situations arise that temporarily disable a student or prevent the completion of a given task or requirement. Reasonable accommodations will be made provided three conditions are met. First, the situation must be discussed with the instructor as soon as the student foresees the issue. Second, a reasonable accommodation can be made without compromising the academic standards for this course. And finally, a reasonable accommodation can be made without impacting the learning of others.

**SKC Student Success:**

The SKC Student Success Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Student Success Team, includes a team of professionals hired to assist students with their success, as well as each of your faculty and all of the staff who are here. Our aim is to help you to be successful in reaching your educational goals. You can find support through this program by visiting with other faculty and staff or myself if you are having difficulties that may affect your success at SKC.

**Other:**

Policies regarding Appropriate Behavior, Course Transferability, Course Responsibilities, etc. can be found in the Salish-Kootenai College Student Handbook.

**Course Requirements:**

1. Students will participate in a class field experience, including the 200 pts.

planning, travel, and implementation of lessons.

1. Students will complete a “Reflection paper on experiences with 200 pts. students with special abilities” for the TEP II Portfolio.

**Total 400 pts.**

**Grading Scale:**

A 400-360

B 359-320

C 319-280

D 279-240

F Below 240 is Not Passing

**Assessment Rubric:**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Unacceptable (0)** | **Developing (1)** | **Proficient (2)** | **Exemplary (3)** |
| **Standard 2. Learning Differences**  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.  Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.  Guiding Principle: D | Candidate shows no evidence of making appropriate modifications for individual students with learning differences/needs. | Candidate provides a brief written reflection of experiences in observing and teaching learners with varying needs and abilities. The reflection supports the candidate’s developing ability to discover individual learner needs and provide relevant instruction based on such assessments. | Candidate provides a detailed reflection of experiences in observing and teaching learners with varying needs and abilities. The reflection contains information about the candidate’s skills in assessing learner needs, details about the goals and rationale for the lesson, and the results of the lesson with reflections on how it might be improved. | Candidate demonstrates the skills described as “proficient” at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others. |