

Education 352: Culturally Diverse Practicum
Spring Semester, 2014

Instructor: Dr. Gary Thompson

Course Purpose: Culturally Diverse Practicum is designed to provide clinical practice teachers an experience in a culturally diverse classroom. This experience will enable the teacher to be better prepared to meet all students' needs and develop a greater understanding of how to work with students from various backgrounds and socioeconomic levels.

Course alignment in the Professional Education Sequence Curriculum:

EDUC 352 – Cultural Diversity Practicum

Curriculum alignment with ND State Standards, InTASC Standards, VCSU University Abilities, and Teaching for Learning Capstone (TLC)

50015.2a – Field Experience working with different cultures

InTASC Standard #2 Learning Differences: Pre and Post Test Evaluations

InTASC Standard #3 Learning Environments: Cultural Diversity: Evaluation

InTASC Standard #10 Leadership and Collaboration – Learn about respecting cultures

InTASC Standard – Human Relations and Cultural Diversity: Pre and Post Test and demographic chart on Central Assessment System

University Ability: This course meets the Global Awareness Ability: Level 5 – Project Includes a reflection paper on what candidates learned from their 25 hour Experience and the pre and post survey results. The paper will be added to the their myefolio.

Major Course Objectives: Upon successful completion of the course, preservice teachers will have had an opportunity to:

- Understand the changing United States and world demographics regarding ethnicity, race, culture, religion, language, and socioeconomic status.
- Understand the cultural, ethnic, social class, gender, emotional, intellectual, and physical aspects of human differences.
- Understand the proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse, ethnic, racial, gender, and socioeconomic groups in classrooms and schools.
- Understand the role of diversity and equity in the teaching and learning process.
- Complete a 25 hour practicum in a culturally diverse setting.
- Reflect on their observations and practices in working with students from diverse, ethnic, racial, and socioeconomic groups.
- Prepare a 4-6 page paper that reflects what was learned from the 25 hour field experience and how the experience enhanced their knowledge about diversity.

- Meet the Global Awareness Ability for the electronic portfolio for graduation.

Special Course Projects:

- Enrollees will be required to share their reflection on the discussion board after the 25 hour field experience.
- Enrollees will be required to reflect and keep a daily log of their experiences in the classroom.
- Enrollees will be required to complete a 4-6 page paper that describes what they have learned from their practicum experience.

InTASC Standards

This course meets the following InTASC Standards:

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.

Project: Candidates will write a reflection paper describing what they learned about meeting the needs of diverse learners.

Candidates will also submit a diversity pre and post observation survey. This survey is a way to determine how this practicum impacted the students' understanding of diversity.

The survey addresses the following questions:

- a. The demographics of your classroom impact the lessons you teach?
- b. You will be able to exhibit an attitude of fairness and respect towards all learners in your classroom?
- c. You will adapt instructional materials to match student needs?
- d. You will manage your classroom to promote equity and tolerance?

Human Relations and Cultural Diversity

This course also helps meet the ESPB licensure requirement that addresses multicultural education and human relationships.

Course opportunities and arranged meeting times: The following are examples of culturally diverse settings that will be available during fall semester.

- Native American Schools (Four Winds, Circle of Nations, United Tribes, Standing Rock)
- Elementary, Middle and High Schools in the Minneapolis/St Paul area
- A school of your choice provided it is culturally diverse.

The course will involve communication via email or phone before the practicum. Issues covered include:

- Covering the goals and requirements for the Culturally Diverse Practicum.

- A description of the attributes of the possible school sites to travel to for the experience.
- A decision on which school the teachers choose to travel to.
- Discussion about observation techniques so candidates on the trip can better focus in the classroom. (Students need to make their own discoveries. The experience is to be learner-centered and must allow for personal discovery.)

Instructions for the Daily Log: The completed daily log will list the dates and hours of participation at the school. Utilize the log to describe some of the details you want to remember later on as you construct your Field Experience Paper. Write down some crucial details you would like to learn from in regard to classroom management and motivation. Identify some lessons or methods you think are valuable to put into your own philosophy. The log contains quick thoughts that grasped you at the moment. You will create a paper that synthesizes all the ideas and thoughts you have gathered.

Instructions for the Field Experience Paper: Compose a 4-6 page paper that reflects on what you have learned from the 25 hours of service that you have spent in a school setting and how the field experience was related to enhancing your knowledge about diversity in the school and your knowledge about key issues in multicultural education. The content of the paper requires addressing all of the following items:

- Describe the culturally diverse setting that you worked in. Describe the students and the staff with regard to aspects of diversity that were relevant to the setting (race/ethnicity, culture, social class/socioeconomic status, language, gender, age, etc.).
- Describe the influence of specific observations and experiences of the field experience on your thinking about diversity. Discuss how specific observations and experiences influenced (a) your knowledge about variables of diversity and (b) your disposition regarding the students with whom you worked. Include also the main things you learned from the experience.
- Describe "what you learned about yourself." Discuss (a) whether or not the experience contributed to your knowledge about the lives of culturally diverse students and (b) the ways you believe the field experience contributed to your growth as a future educator.
- Describe anything else you learned from the classroom, the atmosphere of the school or community.
- Evaluate your field experience with regard to suggestions that would improve the experience.

Student Evaluation: The Student Evaluation Form must be included for course credit. This evaluation form is completed by the classroom teacher regarding the work and disposition of our students and is crucial to the improvement of learners and learning for our Teacher Education Program. Honest feedback identifies strengths and weaknesses that help navigate areas of improvement in the Diversity Practicum and all areas of instruction.

Course Evaluation: The course is graded on an S/U scale. Students are required to attend all seminar sessions and complete 25 hours in a culturally diverse classroom. The 25 hours must be arranged by the university and with the classroom teacher. Attendance must be consistent. To receive a satisfactory grade, students must have a favorable evaluation from the classroom teacher and the university course instructor.

Online Office and Instructors Contact Hours:

You may email or call me at any time between 7:45 a.m. and 4:00 p.m. (CST). I am also available most emails to answer questions via email. I will try to respond to all questions within 24 hours.

Email address: gary.thompson@vcsu.edu

Phone Number: 701-845-7197

Policies: The following links will direct you to resources to support your learning experiences at VCSU.

Disability Support Services

Students with special needs are encouraged to inform the Director of Student Services, Jan Drake, of their needs. Once she has received documentation, faculty will work with students to make necessary accommodations, according to the students' needs.

Help Desk:

VCSU's Information Technology Center's vision "To provide an innovative technology environment and superior customer satisfaction."

The Center offers technical support to VCSU-issued computers and software such as Blackboard, Office 2010, and Mac OSX.

The Center does not offer support to course-specific software and apps such as Prezi, Blogster, or YouTube. Please contact your instructor for assistance in these areas.

For information about the Center, including operating hours, e-mail, and phone numbers, click [here](#).

Library:

Click [here](#) for the library's hours. Remember, though, that library resources are available 24/7.

Learning Center:

VCSU offers assistance in several academic areas, including writing. While the Learning Center will not write your paper for you, it does provide guidance on writing issues and style. Click [here](#) to access the Learning Center.

VCSU Bookstore:

Click [here](#) for the VCSU Bookstore's website where you can purchase textbooks, course materials, and other great VCSU gifts and apparel to wear to class.

Policies

The following links will take you to read more about specific policies that you should know.

V.406.1.2: Final Examination Policy

Every course has a final activity during Finals Week. This activity may be an exam, a presentation, or a project. This policy describes expectations of the students and instructors regarding the final exam.

V.530.1: Academic Integrity

Students are expected to complete their own work and cite outside sources when used by others. This policy describes what is considered a violation of academic integrity and the sanctions that occur when violated. Citation assistance can be found in several locations, such as the Library's Easy Bib or Purdue's Online Writing Lab.

V.530.2: Student Bill of Rights

Students have specific rights both in and out of the classroom. This policy describes these rights.

V.530.3 Scholastic Standing

This policy describes the meaning behind credits and grades. It also discusses the Incomplete Policy.

VI. Maximum Enrollment Per Section: 20
X

Completed by Gary Thompson
Spring Semester 2013