

**DINÉ COLLEGE**  
**CDTE MASTER COURSE SYLLABUS**

**COURSE NUMBER** ECE 235  
**COURSE TITLE & CREDITS** K'é, Ádaa Ákohwiinidzin, Social Development, and Community (3 credits)

**SEMESTER**  
**CLASS MEETING TIME(S)**  
**LOCATION**  
**INSTRUCTOR**  
**OFFICE LOCATION**  
**OFFICE PHONE NUMBER**  
**E-MAIL**  
**OFFICE HOURS**  
**BEST CONTACT METHOD**

**PREREQUISITE (if any)** ECE 111 or instructor's permission

**COURSE DESCRIPTION**

This course examines the structure of healthy Navajo communities by focusing on clan and extended family systems. Structures are expanded and related to other institutional support systems that provide for the welfare of children and their families. Classroom management strategies are explored, as well as assessing, monitoring and reporting children's progress. The course is taught in Navajo. It can be applied toward CDA Subject Areas 3, 4, and 7 (supporting children's social and emotional development, building productive relationships with families, and observing and recording children's behavior). It also counts toward an Arizona ECE endorsement.

**The language of instruction will be 60% Navajo.**

**COURSE OUTCOMES**

*The pre-service teacher...*

**Nitsáhákees:**

- Understands Navajo and multicultural child development theories
- Understands K'é as a system for building relationships with students, families, and colleagues

**Nahat'á:**

- Designs culturally supportive and developmentally appropriate learning experiences
- Creates systems for organizing productive learning environments (e.g., rules, management plans, and layout schemes)
- Integrates K'é into curriculum and instructional practices

**Iiná:**

- Implements learning experiences that support place-based, collaborative, and active learning and engagement
- Collaborates with colleagues, faculty, families, school personnel, and community members to ensure learners' support and growth
- Applies K'é with students, families, and colleagues

**Sih hasin:**

- Demonstrates self-direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóó t'áá hó ájít'éego hózhóqgo oonish
- Values K'é as a system for building relationships with students, families, and colleagues

**InTASC STANDARDS**

<b>Learner and Learning</b>
#2 <i>Learner Differences.</i> 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. #3 <i>Learning Environment.</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
<b>Content Knowledge</b>
#5 <i>Application of Content.</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>Professional Responsibility</b>
#9 <i>Professional Learning and Ethical Practice.</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. #10 <i>Leadership and Collaboration.</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**ESSENTIAL QUESTION**

How does kinship (k'é) apply to a healthy community?

**SUGGESTED TEXTS AND RESOURCES**

**COURSE AND PROGRAM ASSESSMENTS**

Retell Diné teaching by video or Elder presentation.

**GRADING POLICY**

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

## **SCHEDULE (Optional)**

### **ATTENDANCE POLICY**

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

### **DISABILITY SUPPORT SERVICES**

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaile and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaile (928) 724-6856 or Shiprock (505) 368-3627.

### **ACADEMIC INTEGRITY**

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.