

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

**COURSE NUMBER** EDU 360  
**COURSE TITLE & (CREDITS)** Special Education in Indigenous Classrooms (3 credits)

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

**PREREQUISITE (If any)** Acceptance into the B.A. Elementary Education program and successful completion of EDU 345-358 or Secondary Math/Science.

**COURSE DESCRIPTION**

This class facilitates and expands the knowledge and practical applications of skills and strategies needed in fulfilling the roles and responsibilities of general educators in meeting the diverse needs of learners from non-English-language backgrounds in general education classrooms, particularly on the Navajo Nation. Emphasis is on federal legislation and policies; identifying, assessing and implementing classroom learning for children with diverse needs; principles of classroom organization and management; and effective teaching strategies and methods. Course content includes lectures, readings, discussions, and projects focusing on pre-service teachers' knowledge and skills to meet the diverse needs of learners in a general education classroom and to develop strategies in differentiated instruction.

**The language of instruction will be 20% Navajo.**

**COURSE OUTCOMES**

**Nitsáhákees**

- Understands Navajo and multicultural child development theories
- Understands theories about learning styles and preferences in Navajo and multicultural contexts
- Understands real-world issues and challenges that affect communities, tribe, region, and world
- Understands multiple strategies for having learners demonstrate their knowledge through a variety of products and performances
- Understands laws, professionalism, and community expectations as they pertain to the teaching profession

Understands K'é as a system for building relationships with students, families, and colleagues

**Nahat'á**

Designs lessons based on how learners grow and develop  
Designs culturally supportive and developmentally appropriate learning experiences  
Integrates K'é into curriculum and instructional practices

**liná**

Differentiates instruction  
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**

Believes that all children can learn  
Demonstrates self direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóo t'áá hó ájít'éego hózhóogo oonish  
Values K'é as a system for building relationships with students, families, and colleagues

**InTASC STANDARDS**

<b>Learner and Learning</b>
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. . 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.
<b>Content Knowledge</b>
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>Instructional Practice</b>
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<b>Professional Responsibility</b>

. 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.

. 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**

### **COURSE AND PROGRAM ASSESSMENTS**

Develop generic classroom management plan

### **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 Tsaille and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaille (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.