

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

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| COURSE NUMBER | EDU 499 |
| COURSE TITLE & CREDITS | Diné Education Seminar (2 credits) |
| SEMESTER | |
| CLASS MEETING TIME(S) | |
| LOCATION | |
| INSTRUCTOR | |
| OFFICE LOCATION | |
| OFFICE PHONE NUMBER | |
| E-MAIL | |
| OFFICE HOURS | |
| BEST CONTACT METHOD | |
| PREREQUISITE | Acceptance in the B.A. in Elementary Education program. Successful completion of courses EDU 496 and 498 or B.S. in Secondary Math/Science. |

COURSE DESCRIPTION

This is a capstone course in which pre-service teachers reflect upon their experiences in student teaching and review their commitment to a career in Elementary/Secondary Education. During this semester, the pre-service teachers, as cohort members, will share their experiences in schools – lessons learned, current dilemmas, and joys experienced. Pre-service teachers will create, complete, and present a professional portfolio. They will also conclude preparation for the NES Professional and Content Standards exams and show completion of or schedule a date for taking the tests.

The language of instruction will be 30% Navajo.

COURSE OUTCOMES

The pre-service teacher...

Nitsáhákees:

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

Nahat'á:

- Designs personal and professional plans for program and teaching success
- Integrates K'é into curriculum and instructional practices

Iiná:

- Applies K'é with students, families, and colleagues

Sih hasin:

- Self-assesses readiness in establishing effective learning environments
- Commits to lifelong learning

- Demonstrates self-direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóo t'áá hó ájít'éego hózhóqgo oonish

InTASC STANDARDS

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| Learner and Learning |
| <i>#3 Learning environments.</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. |
| Content Knowledge |
| <i>#4 Content knowledge.</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teacher and creates learning experiences that makes these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |
| Professional Responsibility |
| <i>#9 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. <i>#10 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 do I become an effective and highly qualified teacher?

SUGGESTED TEXT AND RESOURCES

COURSE AND PROGRAM ASSESSMENTS

Create a professional portfolio 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.