

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER EDU 200
COURSE TITLE & CREDITS Foundations of Education (3 credits)
SEMESTER
CLASS MEETING TIME(S)
LOCATION
INSTRUCTOR
OFFICE LOCATION
OFFICE PHONE NUMBER
E-MAIL
OFFICE HOURS
BEST CONTACT METHOD
PREREQUISITE (if any) ENG 101; NAV 101 or 211

COURSE DESCRIPTION

This course covers the philosophical, socio-cultural, historical, and legal foundations of formal education. Students explore methods and materials, bilinguals and bicultural programming, and teaching careers, with particular emphasis on Navajo education.

COURSE OUTCOMES

The pre-service teacher...

Nitsáhákees

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

Nahat'á

- Integrates K'é into curriculum and instructional practices

Iiná

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

InTASC STANDARDS

The learner and learning
#2 <i>Learning 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.
Content
#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.
Professional responsibility
#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, to advance the profession.

ESSENTIAL QUESTION

Is teaching the right career for me?

SUGGESTED TEXTS AND RESOURCES

- Lomawaima, K. (2006). *To Remain an Indian: Lessons in Democracy from a Century of Native American Education.* New York: Teachers College Press.
- Ornstein, A., et al. (2014). *Foundations of Education, Twelfth Edition.* Belmont, CA: Wadsworth Cengage Learning.

COURSE AND PROGRAM ASSESSMENTS

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.