

**Location:** SLC 205 and various schools

**Semester / Year:** Spring 2018

**Course Start / End Date:** January 8 2018 to April 27, 2018

**Professor Name:** A. Freier

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### **Course Description**

Culturally Diverse Practicum is designed to provide clinical practice to pre-service teachers with an experience in a culturally diverse classroom. This experience will enable the pre-service 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. This course also helps meet the ESPB licensure requirement that addresses multicultural education and human relationships.

**Standards:** This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and InTASC. These standards include:

ESPB:

**50015.1 Development, Learning, and Motivation.** The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

InTASC:

**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.

**Standard 10: Leadership and Collaboration:** 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.

### **Course Objectives**

Upon successful completion of the course, pre-service 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 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 3-5 page paper that reflects what was learned from the experience and how the experience enhanced their knowledge about diversity.

### Institutional Mission Statement

Trinity Bible College & Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see his love demonstrated.

### Spiritual Formation Statement

As Christians, we are commanded to love our neighbor, through this course, students will come to better understand how they can love and teach those whose backgrounds are different than theirs.

### Course Outline

This course will be primarily the field experience, but there will be class sessions with speakers who have taught or our teaching in a diverse setting. The field experience will be done at a culturally diverse school that will be arranged by the professor and the student. Dates for this will be given later.

### Methodology

Direct and Indirect instruction

### Course Requirements

- **Due to the nature of this course, the speaker sessions and field experience are required with make-up dates not given. In an emergency situation, you must arrange with the professor how you will make-up the course requirements.**
- Complete the Culturally Diverse Practicum. (50015.1, Standards 2 and 10)
- **Reflective Paper (50015.1)** Compose a 3-5 page paper that reflects on what you have learned from the practicum 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:

1. 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.).
2. 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.
3. 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
4. Describe anything else you learned from the classroom, the atmosphere of the school or community.
5. Evaluate your field experience with regard to suggestions that would improve the experience.

### **Grading Procedure**

The course is graded on an S/U scale. Students are required to attend all seminar sessions and complete the necessary hours in a culturally diverse classroom. The hours must be arranged by the college 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.

### **Addendums**

*This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expresses or implied, and is subject to change without notice.*

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