

INS 500—Diversity Issues

Department: School of Graduate Studies

Course Number: INS 500

Course Title: Diversity Issues

Credit Hours: 1

Semester/Year:

Instructor:

Email:



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

Introduction

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description

INS 500 Diversity in Education (1 hour)

Diversity in Education is a course designed to give teacher candidates a strong background in the conceptual, theoretical and philosophical issues surrounding diversity in educational settings. Course content will offer the opportunity for students to adopt a philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and will explore notions of equity that will provide students with the information they need to create learning environments that are free of bias and provide a high quality education to all students.

Required Text:

none

Objectives:

The student taking Diversity Issues is expected to:

Develop an awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society ({1.1.1, 3.1.1}) [1.21, 1.22, 2.21, 3.12, 3.13, 3.14, 3.15] [[1, 2, 4, 5]]

Develop the ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and develop an awareness of the impact such biases have on interpersonal relations ({1.1.1, 1.1.3, 3.1.1, 3.1.3}) [3.15] [[1, 2, 3, 4, 5]]

Develop the ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students ({1.1.2, 1.1.3, 1.1.4, 1.1.5}) [3.32, 3.33, 3.35, 3.36, 3.37] [[1, 2, 3, 4, 5]]

Develop the ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials ({1.1.1, 1.1.2, 3.1.1}) [2.12, 3.21] [[1, 2, 3, 4, 5]]

Develop respect for human dignity and individual rights ({1.1.3, 1.1.5, 3.1.3}) [3.22, 3.23] [[1, 2, 3, 4, 5]]

Develop the ability to relate effectively to other individuals and to groups other than one's own in a pluralistic society ({1.1.3, 1.1.5, 3.1.3}) [3.22, 3.23] [[1, 2, 3, 4, 5]]

Note: Numbers in brackets inside parentheses above, ({ }), indicate the related components of the PSC Graduate Conceptual Framework. Numbers in single brackets, [], indicate the related components of the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards. Numbers in double brackets, [[]], indicate the related core propositions of the National Board for Professional Teaching

Standards (NBPTS). Education student are expected to become familiar with these sets of standards. (The INTASC Standards are available on the PSC web page for Student Teachers.)

Instructional Method/Mode of Delivery:

The following will be utilized extensively to achieve course objectives:

1. Class Discussion through Discussion Board
2. Slide Presentations
3. Posted Articles
4. Online Format
5. Individual Projects

Assignments:

All assignments are due by midnight on Sunday of the week there are assigned, unless noted otherwise. **Work submitted after its due date will be docked 10% per day overdue.** The following are brief descriptions of the assignments. For more detailed instructions, please see the Instructions for Assignments in the Assignments folder.

Assessment Method:

Grade points for this course are distributed as follows:

Assignment Type	Requirements	Points per wk.	Points per course
Discussion Board	Initial Post	15 pts. ea.	45
	Two Responses	5 pts. ea. (x 2)	30
Assignments	One per week	75 pts. ea.	225
	TOTAL	100 pts./week	300 pts./course

SPED500 Student Requirements:

In addition to the student requirement policies of Peru State College, students will be expected to meet the following expectations:

Attendance:

Students are expected to attend class regularly via Blackboard and to complete all assigned work. Attendance is a privilege and a responsibility represented by not only the student's investment, but also by a significant investment by the State of Nebraska.

Assignments are considered late if they are not submitted via the assignment link at, or prior to, the posted deadline. Assignments will lose 10% of the total grade for each calendar day they are late. No points will be given for late Discussion Board posts/responses. The instructor reserves the right to determine if there are special

circumstances that allow for an extension of the deadline; however, offering the respect of open communication is necessary.

Grading Policy:

A	90-100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D+	65-69%
D	60-64%
F	below 60%

Written Presentation:

While content of an assignment is crucial, consider that written presentation of assignments and activities should also be a priority, as it will be evaluated as well.

Assessment of written presentation will be as follows:

Capitalization Error	-1 point
Usage Error	-1 point
Punctuation Error	-1 point
Spelling Error	-See <i>Below</i>
➤ 1-2 spelling errors	-1 point
➤ 3-4 spelling errors	-2 points
➤ 5-6 spelling errors	-3 points
➤ 7-8 spelling errors	-4 points

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230. Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

Resources:

- Campbell, D. E. (2004). *Choosing Democracy: A practical guide to multicultural education*. Upper Saddle River, N.J.: Pearson Education, Inc.
- Editorial staff. (1999). *Staff workshop teacher handout: Helping children develop a sense of identity*. Retrieved February 5, 2010 from <http://www2.scholastic.com>
- Freeman, Y., Freeman, D., & Mercuri, S. (2003). Helping middle and high school age English language learners achieve academic success. *NABE Journal of Research and Practice*. 1(1) 110-122.
- Lindeman, B. (2007). *Speaking their language*. Retrieved February 2, 2010 from <http://www2.scholastic.com>
- Media Awareness Network (2009). *Media Stereotyping*. Retrieved February 1, 2010 from <http://www.media-awareness.ca/english/issues/stereotyping/>
- Oesterreich, L. (1995). *Insensitivity to physical, racial, or ethnic differences*. Reprinted with permission from the National Network for Child Care - NNCC. Oesterreich, L. (1995). Guidance and discipline. In L. Oesterreich, B. Holt, & S. Karas, Iowa family child care handbook [Pm 1541] (pp. 241-242). Ames, IA:Iowa State University Extension.
- Sobel, D. M., Taylor, S. V., & Anderson, R. E. (2003). Shared Accountability: Encouraging diversity-responsive teaching in inclusive contexts. *Teaching Exceptional Children*. 35(6) 46-54.