

TEACHING DIVERSE POPULATIONS AND FIELDWORK
SJRCC St. Augustine Campus Fall Term 2005
EDG 2701 Section 10194 1:00 □ 3:45 p.m. W Room C0133

INSTRUCTOR	Dr. Ann Browning Masters
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OFFICE HOURS	Monday 11:00 a.m.-12:00 p.m.; Tuesday 1:30-4:30 p.m.; Thursday 10:00 a.m.-12:00 p.m. Other times available by appointment
TEXTS	Koppelman, K., and Goodhart, R. (2005) <i>Human Differences, Multicultural Education for a Diverse America</i> . Boston: Pearson Education. Takaki, R. (1993). <i>A Different Mirror</i> . New York: Little, Brown. Reserved Reading (at Library Main Desk): Farrington, K., (2001). See reading syllabus for assigned readings from <i>The History of Religion</i> . New York: Barnes and Noble. Fox, S. (1997). The Controversy over Ebonics. <i>Phi Delta Kappan</i> , November 1997. Freibert, J. (1996). A Mountain Legacy. <i>Teaching Tolerance</i> . Spring 1996. Sweet, S. (1998). A Lesson Learned About Multiple Intelligences. <i>Educational Leadership</i> , v. 51, no. 3, pp. 50-51.

See professor's information page at sjrcc.edu for a copy of this syllabus and reading syllabus.

I. COURSE SYMBOL AND TITLE

EDG 2701 Teaching Diverse Populations and Fieldwork (3 credits-3 hours)

II. CATALOG DESCRIPTION

PREREQUISITE: EDF 2005, Introduction to Education, with a grade of C or higher

A course designed to study multicultural education. Emphasis is on such dimensions of diversity as culture, ethnicity, race, language, social class, exceptionality, gender, age, religion, and sexual orientation and their implications for educational policy, curriculum, and methodology. The course will also provide a foundation for strengthening the understanding and skills needed to teach in a multicultural classroom.

THIS COURSE REQUIRES TWENTY (20) HOURS OF FIELD EXPERIENCE IN COMMUNITY AGENCIES AND TEN (10) HOURS OF PARTICIPATION/OBSERVATION/ATTENDANCE AT VARIOUS CULTURAL EVENTS AND CLASSROOM EXPERIENCES.

III. COURSE OBJECTIVES

Upon successful completion of this course, students will be able to demonstrate an understanding of the following:

1. The changing U.S. and world demographics regarding ethnicity, race, culture, religion, language and socioeconomic status;
2. introductory level knowledge of the foundations of multicultural education,

- including key terms, goals, principles, philosophical tenets, models of curriculum infusion, models of development stages, theory and research;
3. the cultural, ethnic, social class, gender, sexual orientation, emotional, religious, intellectual and physical aspects of human differences;
 4. their (teacher education candidates□) personal stage or level of development regarding assumptions and attitudes about diversity;
 5. a schema for learning about any culture;
 6. the use of a schema for learning about one or two local ethnic/cultural groups;
 7. the dynamics of bigotry based on race, culture, exceptionality, gender, and sexual orientation;
 8. their (teacher education candidates□) personal and cultural assumptions and attitudes regarding persons of other races, cultures, religions, gender, sexual orientation, and physical/emotional/learning capacities;
 9. the distribution of power in the U.S. society and the effects of diverse student populations on educational policies and practices such as standardized testing, ability grouping, curriculum tracking, segregated schools, inequitable school funding, school choice, vouchers, teacher expectations, and teacher-student interactions.

IV. COURSE CONTENT

- A. Diversity in the United States
 1. Changing American demographics
 2. Cultural diversity in the United States
 3. Democracy and meritocracy
 4. The role of legislation and courts regarding diversity
 5. Conflicting themes of assimilation and pluralism among ethnic minorities in the United States
 6. Prejudice and discrimination
- B. Multicultural Education
 1. Key concepts of multicultural education
 2. Multicultural schools
- C. Individual Differences that Affect Teaching and Learning
 1. Learning styles: interaction between culture and the individual
 2. Beyond learning style: an overview of other key individual differences in the classroom
 3. Educational concepts and teaching strategies for multicultural classrooms
- D. Strengthening Multicultural and Global Perspectives in Teaching
 1. Global and multicultural perspectives in the classroom
 2. Implementing the curriculum model guidelines and lesson plans
- E. Aspects of Diversity
 1. Human differences
 2. Schemas for learning about ethnicity/culture
 3. Developing understanding and skills for a multicultural society

V. REQUIRED SPECIAL ACTIVITIES/SUPPLIES

1. A volunteer practicum will be completed two hours per week for ten weeks.
2. Students will observe/attend/participate in one cultural experience.
3. A #2 pencil and a black pen will be used for all tests.
4. Black ink on white 3 X 5 note cards will be used for chapter and reserve reading discussion notes.

VI. EVALUATION

Academic Integrity (from SJRCC policy on Academic Integrity)

Students in this class must know, observe, and not compromise the principles of academic integrity. It is not permissible to cheat, to fabricate or falsify information, to submit the same academic work in more than one course without prior permission, to plagiarize, to receive unfair advantage, or to otherwise abuse accepted practices for handling and documenting information. The grade for this course includes the judgment that the student's work is free from academic dishonesty of any type. Violations or infractions will be reported to the Vice President of Student Affairs and may lead to failure of the course and other sanctions imposed by the college.

Grading System:

A.	Exams	50%	Grade Scale: 90-100	A
B.	Practicum performance	20%	80-89	B
C.	Practicum reaction papers and Integrative paper	10%	70-79	C
			60-69	D
D.	Participation	10%	below 60	F
E.	Cross-cultural experience	10%		

Tardiness, Absences, Timeliness of Assignments:

There will be no make-up tests or assignments due to unexcused absences/lateness. Late assignments will not be graded.

Excused absences will be discussed in the first week of class. Students who request an excused absence due to illness must present a doctor's note for the missed class no later than one week after the absence in order for this request to be considered. Notification to the professor should not be misinterpreted as an automatic excused absence.

Repeated tardy arrivals and/or absences may result in the student being withdrawn from class (see catalog) or final grade reduction. Any student who is absent four or more hours (from class and/or practicum site) before or after the final drop date will have his/her final grade reduced by one letter grade. The final grade will continue to be reduced by one letter grade for each additional three hours missed. Chronic tardy arrival will be counted as partial absences and upon accrual will result in final grade reduction or contribute to withdrawal from the course.

Please use good time management skills concerning written assignments. Everyone knows that computers have glitches and printers run out of ink. However, last minute preparation problems will cause your work to be late, and, therefore, not graded. Start early and be sure to save your work. Currently enrolled SJRCC students may use the computer labs to complete assignments, but do not wait until the last minute to find an available lab computer.

A. Exams

A mid-term and final exam will be given. To insure the highest possible success, students should begin to study for exams with reference to the chapters and reserved readings assigned in the Reading and Assignment Syllabus at the end of this document. Students will also be responsible for and tested on additional material presented in the professor's lectures, class activities, and class presentations. The final exam will include written portfolio page assignments for videos viewed in class, a portfolio page concerning religion and education, and other written assignments. See **Addendum D** for final exam religion and education portfolio page directions.

There will be no make up tests due to tardiness or unexcused absences. Excused make-up testing will use a different test format, usually an essay format. Notification to the professor should not be misinterpreted as an automatic excused absence.

A #2 pencil will be used for scantron exam answers and a black pen will be used for written exam answers.

B. Field Experience: Practicum

EDG 2701 is a pre-professional education course. It requires more work and study than other three credit hour classes. Students who enroll in EDG 2701 are called pre-service teachers. Pre-service teachers are expected to demonstrate professional behavior in order to obtain placement in fieldwork, to continue placement in fieldwork, and to be successful in this course.

The field experience will consist of a **20-hour volunteer practicum** in a community agency. All field experiences must be approved in advance by the professor. Students will complete a **weekly one-page typewritten reaction paper** for each site visit. Students will also keep a **log of practicum dates and hours** to be attached to the integrative paper. See reading syllabus for due date of integrative paper required at the end of the practicum.

The practicum will be completed in **weekly two-hour sessions**. Students are required to complete an in-class practicum orientation before beginning the practicum. It is the responsibility of the student to comply in a timely manner with agency screening procedures to secure a practicum placement. See reading syllabus for approved practicum beginning and ending times. No practicum may begin until the professor has received a signed student syllabus form, signed student field work form, and signed practicum sponsor form.

More information concerning the practicum is found in the Field Observation/Practicum information packet. Students should review this information and consult with the professor if there are any questions.

C. Written Assignments: Practicum Reaction Papers/Reading Discussion Note Cards/Cross-Cultural Experience Review/Integrative Paper

Students will complete:

- a **weekly one-page typewritten reaction paper** for the prior week's practicum work
- a legibly handwritten or typewritten **weekly reading discussion note card** with a question or point for discussion for each assigned reading (see **D.**)
- a **typewritten three-five page integrative paper**
- a **typewritten two-page cultural experience review paper** (see **E.**)

Reaction papers are due at the beginning of the first class of each week. Note cards are due at the beginning of class the day of the assigned reading(s). See Reading and Assignment Syllabus for cultural event review and integrative paper due dates. All work is due at the beginning of class.

The reading discussion note card must contain a question or point for discussion for each reading assignment. It must be completed using black ink on a white 3 X 5 note card. The reading discussion note card must be legible for grading. If a student is aware that his/her cursive writing is difficult to read, the note should be printed or typed. Illegible note cards will not be graded.

Practicum reaction papers, the cross-cultural event review, and the integrative paper must contain correct grammar, spelling, punctuation, and capitalization. The practicum reaction paper grade and the cross-cultural event review grade will be reduced by ten points for every two errors. The integrative paper grade will be reduced proportionately. The integrative paper will be weighted as two reaction papers. Please proofread carefully.

Please use good time management skills concerning written assignments. Everyone knows that computers have glitches and printers run out of ink. However, last minute preparation problems will cause your work to be late, and, therefore, not to be graded. Start early and be sure to save your work. Currently enrolled SJRCC students may use the computer lab to complete assignments, but do not wait until the last minute to find an available lab computer.

Practicum Reaction Paper/Cultural Event Review Paper/ Integrative Paper formats:

- White paper only
- Your name and practicum week must appear at the top right of the reaction paper
- Your name and cultural event/book/video name must appear at the top right of the cultural event review paper
- Your name must appear at the top right of the integrative paper. Do not use a cover page or place paper in any form of binder.
- Double-spaced
- Standard sized (10-12) print
- One-inch margins
- Reaction papers and cultural event review papers at least one page in length, but no longer
- Integrative paper stapled in upper left corner
- Illegible papers and papers not meeting the requirements above will not be graded.

Reaction papers must contain the following information:

Paragraph one: Set the scene. Identify the site, time, clients, activities or tasks performed.

Paragraph two: What did you learn? Integrate (connect) your activities and observations with assigned readings, class discussion, assigned activities, related current events, prior education course learning. Identify what you found to reinforce or found to contradict prior learning.

Paragraph three: What is your reaction? Record your reactions to your activities, tasks, clients, peers, supervisors, practicum site climate/organization, or your personal/professional insights.

Integrative Paper

The purpose of the integrative paper is to allow the student the opportunity to reflect on his/her practicum and course work learning experience in relation to his/her future career as a teacher. The integrative paper will be 3-5 typewritten pages and should follow written assignment format requirements above. Grammar, spelling, and punctuation errors will reduce the paper grade as described above. Lack of clarity and accuracy will also reduce the paper grade. The integrative paper will be weighted as two reaction papers.

All students will be required to address the following 9 points in their integrative paper:

Identify the most valued learning experience from:

1. class discussions
2. class activities
3. text/readings
4. videos
5. practicum
6. cross-cultural experience

Describe how you think this class will affect you

7. personally
8. professionally

9. Attach practicum log at end of the paper.

D. Participation

Learning in this class is experiential and cumulative. Experiential learning is derived from in-class assignments, discussion, and practicum oral reports. Therefore, attendance for the entire class period and active participation are required. Missed sessions, regardless of cause, reduce the opportunity for learning and will adversely affect performance in this class. Any student who does not remain for the entire class period will be marked absent.

The participation grade is composed of:

- presence in class
- informed discussion based on the readings
- a reading discussion note card with a comment or question concerning each assigned reading.

A failing participation grade for the day will be given if the student is unable to discuss the assigned reading or fails to complete/turn in participation assignments (including note cards) due that day. Informed discussion relies heavily on completing the required reading and thinking about the reading before arriving in class. Ideological philosophies and uninformed opinions do not count toward informed discussion.

There will be no make up tests or assignments due to unexcused absences/tardiness. No credit will be given for tests, assignments, homework, practicum oral reports, discussion, or papers if the student is not present for the entire class. Late assignments will not be graded.

Notification to the professor should not be misinterpreted as an automatic excused absence. Always communicate directly with the professor to receive a confirmed excused absence/tardy. Excused absences will be explained in the first week of class.

E. CROSS-CULTURAL EXPERIENCE

Students will choose one unfamiliar area of cultural diversity to learn about. Students will:

- **read one cross-cultural book or view one cross-cultural video** from **Addendum A**, approved in advance by the professor
- **read/view/complete/attend one cross-cultural book, video, interaction, event or performance** from **Addendum A or B**, approved in advance by the professor; or **complete additional research** approved in advance by the professor
- deliver a three-five minute class presentation concerning the knowledge gained from completing the above
- complete a typewritten two-page cultural experience review paper.

See Reading and Assignment Syllabus for approval deadline and presentation due date for this assignment.

The cross-cultural experience grade will be based on:

- documented completion of the approved books/videos/events/research
- a typewritten two-page cultural experience review paper (See **Addendum C** for review questions.)
- quality and effectiveness of class presentation (Use **Addendum C** for presentation outline)

Documentation for the cross cultural experience should be attached to the review paper. Students will discuss this assignment in class and in the integrative paper. See Reading and Assignment Syllabus for these dates.

Cross-cultural events and performances are defined as experiences that inform the student about a social, cultural, or ethnic group different from his/her own. Examples include fine arts and dramatic performances, or exhibitions; religious programs, services, or ceremonies; ethnic programs, festivals, or celebrations; and instructor approved books or videos. The cultural event must be approved in advance by the professor, must provide new information or be a new experience for the student, and must be completed within the time frame designated in the reading syllabus. No credit will be given for late completion of the experience, experiences not documented on time, experiences completed outside of the term, repeating of prior experiences, cross-cultural experiences with which the student is already familiar, or changes in professor-approved experiences, without explicit professor approval.

VII. CONFERENCES

Students are advised to contact the instructor in a timely manner for clarification of any kind. Refer to office hours at the beginning of the syllabus. If the instructor office hours are not convenient, other conference times may be obtained by appointment. Voice mail and e-mail are also available. Students wishing to discuss personal matters that may affect class performance should privately communicate with the instructor. Please do not announce personal matters or requests aloud in class.

VIII. OTHER POLICIES

- A. Please remember that this class will provide students with a simulated experience of being employed as a teacher.

- B.** A variety of learning/instructional activities will be incorporated in this course. Students are responsible for reading text assignments before the class meeting to be able to benefit from additional information and activities. Please do not assume that the professor will simply lecture from the book. Students will be responsible for additional information and activities presented in class for testing purposes.
- C.** Professional respect, courtesy, and confidentiality concerning fieldwork are expected at all times.
- D.** Eating and drinking are not allowed in class. Your cooperation is greatly appreciated.

ADDENDUM A: Preliminary Cultural Event Reading and Viewing List:
Reading List

African-American:

Angelou, Maya: *When the Caged Bird Sings*
Hacker, Andrew: *Two Nations: Black and White, Separate, Hostile, Unequal*
Morrison, Toni: *The Bluest Eye*
Taulbert, Clifton: *When We Were Colored*

African-American/European-American:

McBride, James: *The Color of Water*

Australia:

Pilkington, Doris: *Rabbit-Proof Fence*

China:

Chang, Jung: *Wild Swans; Three Daughters of China*

European □ American:

Grisham, John: *A Painted House*

Holocaust:

Wiesel, Elie: *Night*

India:

Lahiri, Jhumpa: *Interpreter of Maladies; The Namesake*
Roy, Arundhati: *The God of Small Things*

Iran:

Satrapa, Marjane: *Persepolis; Persepolis II*

Irish-American:

McCourt, Frank: *Angela □s Ashes*

Latin American/Hispanic:

Cisneros, Sandra: *The House on Mango Street*
Esquivel, Laura: *Like Water for Chocolate*
Santiago, Esmeralda: *When I Was Puerto Rican*

Native American:

Alexie, Sherman: *The Lone Ranger and Tonto Fistfight in Heaven; Ten Little Indians*
Brown, Dee: *Bury My Heart at Wounded Knee*
Dog, Mary Crow: *Lakota Woman*

Socio-economic Class:

Ehrenreich, Barbara: *Getting By: Nickel and Dimed in America*
Grisham, John: *A Painted House*

See next page for **Addendum A, Video Viewing List**

ADDENDUM A: Preliminary Cultural Event Reading and Viewing List:
Viewing List

Amistad African-American

Bend It Like Beckham Indian/Irish/English

Blind Spot: Hitler's Secretary Holocaust

Children of a Lesser God Deafness

(The) Devil's Arithmetic Holocaust

Finding Forrester African-American, European-American

Hotel Rwanda Africa

La Familia (The Family) Latin American

Lakota Woman Native American

Nell Appalachia, Gender, Disability, Socioeconomic Groups

Real Women Have Curves Mexican-American, Gender

Schindler's List Holocaust

Skins Native American

Snow Falling on Cedars Japanese-American

Whale Rider New Zealand, Gender

Addendum B: Suggestions for Cultural Event/Experience

A second book/video from Addendum A may be used to meet this requirement. Please feel free to suggest other events for consideration.

Arrange an interview and tour with a counselor at the Florida School for the Deaf and Blind
See Dr. Masters; limited to two students.

Attend a worship service different than your faith/religious preference.

Attend local ethnic festivals: (examples)

Greek Landing Day, June

Lincolnton Festival, fall

Menorcan Cultural Society Festival, March or April

Native American Festivals, various times

Ft. Mose, first free black settlement in St. Augustine.

Greek Orthodox National Shrine, 41 St. George Street, St. Augustine

Information on the first mass Mediterranean (Menorcan, Greek, Italian) immigration to the New World. See Dr. Masters; limited to two-four students.

Interview someone from another country to learn about their education system.

See Dr. Masters for protocol.

Kingsley Plantation, Jacksonville plantation with remaining slave quarters.

Addendum C: Cultural Experience Review

In two typewritten pages, answer each of the following:

1. Briefly summarize the new knowledge gained from this experience.
2. Briefly describe themes that emerged in this experience. Provide an example for each theme
3. Regarding the literary or visual works of fiction used:
 - How realistic were the characters?
 - What bias or stereotypes, if any, were observed?
 - Did the stories convey any inaccuracies? If so, what?
4. Regarding non-fiction or research material used:
 - Was the information presented well documented and well researched? Provide examples to support your answer.
 - What bias or stereotypes, if any, were in the information? If so, provide an example.
 - Were inaccuracies conveyed or promoted? If so, what?
5. How does this experience encourage understanding of human differences?
6. How can this be useful to teachers or anyone in any work setting?

Addendum D: Final Exam Portfolio Page/Religion and School

After completing the assigned readings on religion and education, prepare a brief list of five points that, as a teacher, you want to remember concerning religion and school. The points should reflect good teaching practice and accurate legal policy concerning religion in school. For each point, cite the supporting teaching authority and/or current legal policy. The points may be presented in first or third person.

Example:

One point that I would like to remember is that Christianity is barely the world's largest religious group, followed closely by the Muslim religion (Schwartz and Conley, page 83). This means that there is more religious diversity in the world than I realized, and it is likely that this diversity will be reflected in my classroom.

Example:

Teachers must be alert to the distinction between teaching about religious holidays, which is permissible, and celebrating religious holidays, which is not.

Source: A Teacher's Guide to Religion in Public Schools, DOE website in syllabus

Teaching Diverse Populations Reading and Assignment Syllabus

SJRCC St. Augustine Campus Fall 2005

EDG 2701 Section 10194 1:00 □ 3:45 p.m. W Room C□0133

Tentative Syllabus/Changes will be announced in class.

Please adjust cell phones and pagers so that class is not disrupted.

Read assigned text and/or other readings before class. Use key words if web site addresses have changed since this printing.

- August 24 Introduction and Overview; Practicum Planning
Koppelman, Ch. 1, Understanding Ourselves and Others
Bring two \$.37 stamps to class August 31.
- August 31 Koppelman, Ch. 8, Rejecting Oppressive Relationships: The Logic of
Cultural Pluralism for a Diverse Society
Koppelman, Ch. 14, Pluralism in Schools: the Promise of
Multicultural Education
Takaki, Ch. 1, A Different Mirror
- September 7 **Practicum Orientation (required before beginning practicum)**
Koppelman, Ch. 3, Understanding Prejudice and Its Causes
- September 12 **Practicum period begins**
- September 14 Koppelman, Ch. 13, Ableism: Disability Does Not Mean Inability
Florida Exceptional Education Handout
- September 21 Learning Differences in the Classroom
Florida Exceptional Education Handout
Sweet (reserve), A Lesson Learned about Multiple Intelligences
Activity Assignment:
1. Complete multiple intelligences inventory at
McKenzie, W., It's Not How Smart You Are-It's How You Are Smart,
<http://www.surfaquarium.com/> and bring results to class;
2. Complete Neil Fleming's Learning Style Inventory Questionnaire at
<http://www.vark-learn.com/> and bring results to class.
(VARK= visual, auditory, reading, kinesthetic)
Deadline for approval of cultural experience.
Practicum reaction paper due
- September 28 Koppelman, Ch. 10, Sexism: Where the Personal Becomes Political
Koppelman, Ch. 11, Heterosexism: Transforming Homosexuality From
Deviant to Different
Practicum reaction paper due
- September 30 **Initial evaluation form must be mailed by today by practicum sponsor.**
- October 5 Koppelman, Ch. 2, Communication, Conflict, and Conflict Resolution
Koppelman, Ch. 4, Learning the Language of Prejudice
Takaki, Ch. 6, *Emigrants from Erin*
Fox (reserve), The Controversy over Ebonics
Freibert (reserve), A Mountain Legacy
Practicum reaction paper due

- October 12 Midterm exam
Theories for Understanding Culture
Practicum reaction paper due
- October 19 Koppelman, Ch. 6, Nativism: The Paradox of Xenophobia in a Nation of Immigrants
Koppelman, Ch. 9, Racism: Confronting a Legacy of White Domination of America
Jim Crow Museum field trip
Practicum reaction paper due
- October 26 Takaki, Ch. 3, The "Giddy Multitude"
Takaki, Ch. 5, No More Peck o' Corn
Takaki, Ch. 13, To the Promised Land
Practicum reaction paper due
- November 2 Takaki, Ch. 7, Foreigners in Their Native Land
Takaki, Ch. 12, El Norte
Final Exam Video Portfolio Page due
Practicum reaction paper due
- November 4 Last day for student or instructor initiated course withdrawal with a "W"
- November 9 Takaki, Ch. 8, Searching for Gold Mountain
Takaki, Ch. 10, Pacific Crossings
Practicum reaction paper due
- November 16 Koppelman, Ch. 5, The Roots of Oppression: The Subjugation Of Native Americans
Takaki, Ch. 4, Toward the Stony Mountains
Takaki, pp.225-227, The End of the Frontier
Takaki, Ch. 9, The "Indian Question"
Final Exam Video Portfolio Page due
Practicum reaction paper due
- November 18 **Last day to complete final week's practicum hours**
Final evaluation forms must be mailed by today by practicum sponsor
- November 23 Koppelman, Ch. 7, Religious Diversity: The Struggle for Religious Freedom
Takaki, Ch. 11, Between "Two Endless Days";
Harrington, (reserve), Buddhism; Islam; Sufism, Sikhism;
A Teacher's Guide to Religion in Public School,
<http://ed.gov/inits/religionandschools/index.html>
Final Exam Video Portfolio Page due
Practicum reaction paper due
- November 30 Takaki, Ch. 14, Through a Glass Darkly
Final Exam Portfolio Pages due
Cultural experience presentation and review paper due
- December 7 Integrative Paper due

Complete and return this form to your instructor.

- I have completed EDF 2005, Introduction to Education, with a grade of C or higher.
- I understand that by enrolling in this class I will become a pre-service teacher and will be expected to demonstrate professional behavior in this class and at field sites. I also understand that failure to demonstrate professional behavior can result in sanctions ranging from a lowered grade to removal from practicum.
- I have read the syllabus for EDG 2701 and will comply with its requirements. I understand that the EDG 2701 Fieldwork Information Packet is an addendum to this syllabus.
- I understand that it is my responsibility to seek any needed clarification in a timely manner.

Print Name

Signature

Date

INFORMATION SHEET
Teaching Diverse Populations

NAME _____ Term/Year _____

Address/City/Zip Code _____

Telephone # _____ Email _____

Area of interest in education _____

Teaching Experience _____

Other Work Experience _____

Short-term Professional Goals _____

Long-term Professional Goals _____

Experience/Education/Training/Personal Attributes that will allow you to make a unique contribution
to this class _____

List two things that you would like from this class _____
