PSTL 5196  
Supervised Practicum for Multicultural College Teaching and Learning  
3 credits

Instructor: Tabitha Grier-Reed, Ph.D., L.P.  Meetings: W 4:40-6:20pm, 227 BUH  
Office Location: 258 Burton Hall  Telephone: 612 624-2089  
Office Hours: W 3:30-4:30  Email: grier001@umn.edu

Course Description: Students will get practical postsecondary teaching experience in supervised settings for 200 minutes per week in addition to participating in a weekly group supervision session for 100 minutes per week. Practicum settings will include classroom experiences, learning centers, and other postsecondary teaching and learning venues.

Course Purpose: The purpose of this course is to provide opportunities for practical application of theoretical and pedagogical perspectives introduced in other courses in the PsTL graduate curriculum. Participation in the practicum will also enable master’s students to make a more informed decision when committing to an internship site and to explore potential topics for classroom-based research. This course differs from other practicum experiences in that it focuses on postsecondary settings and the integration of multicultural content and pedagogy to ensure inclusion for students with diverse social identities.

Required Texts


Course Objectives
1. Learn how multiculturalism can be embedded effectively throughout the learning process and environment.
2. Engage in reflective teaching and learning practice, including the intentional application of theory to practice in the practicum setting.
3. Understand multiple attributes of today’s college student through active engagement with peers and faculty and staff who teach and/or work in learning support and other settings in multiple kinds of postsecondary education institutions.
4. Engage challenges in the learning environment in a productive manner (including challenging students and situations).
5. Build communities of learners and educators as appropriate for the practicum site.
Course Expectations and Requirements
1. Attendance and participation in weekly group supervision meetings is expected. Students who miss more than 3 of the 15 weekly meetings will automatically earn an N in the course unless documentation of extenuating circumstances is provided, in which case the student will make up missed meetings individually with the instructor in order to earn an S.
2. As part of this course students will complete a total of 50 hours of service at the practicum site, including individual supervision with the on-site supervisor. Students will be expected to maintain a log to document their hours, to be reviewed by the on-site supervisor on a weekly basis, and by the course instructor every 5 weeks. Students must maintain an average of 200 minutes per week throughout the semester. Students who fall 200 or more minutes behind will be given a maximum of 2 weeks to make up missing hours. No incompletes will be assigned except in the case of documented extenuating circumstances.
3. Timely completion of all course assignments is expected and required, including course readings, papers, and presentations.
4. Timely completion of all practicum documents is expected and required, including completion of the learning contract, time logs, and practicum evaluations.

Assignments
Forms: Learning Contract, Time Logs, & Evaluations
Learning Contract: One of your first assignments is to complete and turn in the Practicum Learning Contract found in your Student Handbook and on the Moodle Course Website. Due: 2/2

Time Logs: You are required to log the hours spent at your site using the Practicum Time Log Form found in your Student Handbook and on the Moodle Course Website. Due: 2/16, 3/30, & 5/4

Evaluations: You will be evaluated by your site supervisor at mid-term and at the end of the semester using the Evaluation of Practicum Student Form found in your Student Handbook and on the Moodle Course Website. Due: 3/9 & 5/4.

At the end of the semester you will complete an evaluation of your practicum site using the Evaluation of Practicum Site Form found in the Student Handbook and on the Moodle Course Website. Due: 5/4.

Weekly Reflective Writings
Your reflective writings should be 1-2 pages in length, typed and double-spaced with 1 inch margins. Reflective writings are designed for you to reflect on your practicum site each week, i.e., How did you feel about the week’s activities? In your papers address each of the following areas:

1. What went well this week (highlights)? You may also, consider the activities this week that you found particularly satisfying at your site.
2. What did not go as well (lowlights)? You may also, consider the activities this week that you found least satisfying or engaging at your site.
3. Summarize your challenges. Discuss the challenges that you experienced this week and ways that you did or could have more productively engaged challenges.
4. Look ahead to next week. Discuss how you plan to move forward over the next week.

Class Presentations
You are required to conduct two formal presentations over the course of the semester.
1. The first will be a power point presentation in which you describe your practicum site, learning goals, and role along with how you see multiculturalism as embedded in the learning environment. You should upload your powerpoint to the Moodle site by no later than 4:30pm on the day you present.
   - To describe your practicum site, include background/contextual information such as the location, attributes of students served, name of the institution and office in which you work, as well as the stated mission and values. Your description of institutional context should include information derived from interviews with staff, administrators, and stakeholders at your site.
   - Based in your learning contract, describe your learning goals over the course of the semester, and how you believe your site will help you meet these goals. Also discuss the challenges you foresee and how you will productively engage these challenges.
   - Discuss what role you will play at your practicum site, including specific activities you will engage in to gain skill and competency in multicultural college teaching and learning. Again, use your learning contract as a basis.
   - Finally, discuss how you see multiculturalism as effectively embedded in the learning process and environment at your practicum site.

2. An important objective of this course is to help you explore ways to integrate theory and practice. The second presentation will involve you facilitating a class discussion of an academic article of your choosing that has implications for practice. You will submit your article to me by the stated deadline (3/23).

   As part of facilitating class discussion, you should be prepared to:
   - Critically evaluate the article as it relates to your practicum position.
   - Share the implications for practice that you see as relevant to your practicum site and help others do the same.

Midterm Self-Analysis Paper: Due 3/9
In this paper, you should discuss your strengths and growth edges in terms of multicultural college teaching and learning. Your paper should be 5-8 pages in length, typed and double-spaced with 1 inch margins, and you should address the questions below:
   - How have you progressed in terms of your learning goals?
   - What have been your strengths and growth edges regarding teamwork and collaborative projects?
   - What feedback from your supervisor has been particularly helpful?
   - How will you focus your energy during for the rest of the semester?
o How can you better integrate theory and practice in your setting?
o In terms of ideas put forth by Raider-Roth, how can you develop the four features of a
trustworthy teaching and learning relationship at your site? These include developing
your capacity to be connected to students, your ability to nurture students’ own ideas,
your ability to create a space of collaborative inquiry, and your ability to create a safe
environment.

**Integrative Final Paper: Due 5/4**
In this paper you are expected to reflect on your progress this semester. Your paper should be
10-12 pages in length, typed and double-spaced with 1 inch margins, and you should address the
questions below:
o How does who you are as a professional reflect who you are as a person—your values,
worldview, and personal history?
o How have you moved toward the learning goals you put forth?
o How have you engaged challenges productively?
o In the spirit of lifelong learning, how do you see yourself continuing to move in this
direction?
o How have you integrated theory and practice at your site?
o How have you developed in terms of multicultural competence over the course of the
semester?
o How have you found passion and inspiration in your professional role?

**Student Conduct**
The University of Minnesota Student Conduct Code governs all activities in the University,
including this course. Students who engage in behavior that disrupts the learning environment
for others may be subject to disciplinary action under the Code. This includes any behavior that
substantially or repeatedly interrupts either the instructor’s ability to teach or student learning.
The classroom extends to any setting where a student is engaged in work toward academic credit
or satisfaction of program-based requirements or related activities. The Student Conduct Code is

**Disability Accommodations**
Reasonable accommodations will be provided for students with disabilities on an individualized
and flexible basis. Disability Services determine appropriate accommodations through
consultation with the student. See the instructor for information about contacting Disability
Services or call DS Student Services at 626-1333.

**Harassment**
The University of Minnesota is committed to providing a safe climate for all students, faculty,
and staff. All persons shall have equal access to its programs, facilities, and employment without
regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public
assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously,
and there are individuals and offices available for help. Contact the Department Chair, 206
Burton Hall, 626-8705, or the Office of Equal Opportunity and Affirmative Action, 419 Morrill
Hall, 624-9547.
Complaints Regarding Teaching/Grading
Students with complaints about teaching or grading should first try to resolve the problem with the instructor involved. If no satisfactory resolution can be reached, students may then discuss the matter with the Department Chair, 206 Burton Hall, 626-8705, who will attempt to mediate. Failing an informal resolution, the staff in the PSTL departmental office will facilitate the filing of a formal complaint.

Complaints Regarding Advising
Students with complaints about advising should first try to resolve the problem with the advisor involved. If no satisfactory resolution can be reached, students take the matter to CEHD Student Professional Services, 360 EdSciences, 625-3339.

University Grading Standards
A - achievement that is outstanding relative to the level necessary to meet course requirements.
B - achievement that is significantly above the level necessary to meet course requirements.
C - achievement that meets the course requirements in every respect.
D - achievement that is worthy of credit even though it fails to meet fully the course requirements.
S - achievement that is satisfactory, which is equivalent to a C- or better.

F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see below).

I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization) a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Scholastic Dishonesty
Scholastic dishonesty is defined by the Office for Student Conduct and Academic Integrity as “submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement”. Scholastic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Plagiarism
Plagiarism occurs when students turn in work that is not their own. According to the Office of Student Conduct and Academic Integrity, when you “present the ideas, words, and work of someone else as your own, you have plagiarized. Any information, data, or expressions coming from someone else or another source must be properly cited by you. If there is any doubt in your mind regarding what needs to be cited, it is your responsibility to seek clarification from the instructor.” More information on plagiarism is available at http://www1.umn.edu/oscai/integrity/student/index.html.
Credits and Workload Expectations
For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week necessary for an average student to achieve an average grade in the course. For example, a student taking 15 credits should require approximately 45 hours of work each week.

Absence for Religious Observance
The University of Minnesota permits absences from class for participation in religious observances. Students who plan to miss class must:
1. Inform instructors of anticipated absences at the beginning of the semester;
2. Meet with instructors to reschedule any missed labs or examinations; and
3. Obtain class notes from other students.
Instructors are required to assist students in obtaining course materials and assignments distributed during class sessions and to make arrangements for taking missed examinations.

Mental Health
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at http://www.mentalhealth.umn.edu.
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<td>Syllabus &amp; Course Overview</td>
<td>Raider-Roth: Forward, Identity Experiential Acknowledgments, The Author, Prologue, &amp; Introduction</td>
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<td>No Class</td>
<td>Raider-Roth Chapters 1 &amp; 2</td>
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*Note: Due dates and assignments are subject to change.*