



# UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

## EDU 290 Multicultural Education Syllabus

### EDU 290 A Fall 2017

#### Instructor and Class Information

<b>Instructor Name</b>	Leah Hamann
<b>Email</b>	lhamann@uttc.edu
<b>Phone</b>	701-221-1380
<b>Office Location</b>	Education Building Office #112
<b>Office Hours</b>	By Arrangement
<b>Section Number</b>	A
<b>Start Date</b>	8/21/2017
<b>End Date</b>	12/8/2017
<b>Meeting Times</b>	MWF 10:00-10:50
<b>Location</b>	Education Building, Room B-02

#### Course Information

<b>Course Number</b>	EDU 290
<b>Course Title</b>	Multicultural Education

#### Course Description

This course examines how cultural diversity presents major opportunities and challenges in schools today. It focuses on interpersonal and school-wide relations that maximize resources and empower teachers interacting with students, families and communities from a wide variety of cultural backgrounds. The course will focus on diversity consciousness, communication, teaming, motivation, and behavior management in the context of an increasingly diverse school population. Students will be expected to interact with the “real world” around them and relate concepts from the course to not only their own lives, but to current events in their local, national, and international communities. A module on the Essential Understandings of Montana and South Dakota (Indian Education for All) is included within the context of this course.

<b>Total Credits</b>	3.00
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## Textbooks

Bucher, R. D. (2015). Diversity Consciousness (4th Ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-501463-9.

## Course Objectives

1. **Become knowledgeable about the social constructions of race, gender, sexual orientation, socioeconomic status, and ability within society.**
2. **Think critically and articulate current issues of diversity in today's society.**
3. **Explore in depth your personal beliefs, values, and attitudes concerning culture, race, ethnic, and other identities.**
4. **Use web tools to develop a platform to educate and create change for addressing issues of diversity.**
5. **Review the history of Native Americans and issues of tribal sovereignty and treaty rights and apply it to the current state of affairs.**
6. **Develop diversity consciousness related to your own life experiences and future goals.**

## 1.Grading Scale

### Grading Scale:

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

50% Projects & Assignments  
30% Course Participation  
20% Assessments

## State Standard and Program Outcomes

*State Standard -*

50015.5 Professionalisms - 5a: Practices and Behaviors of Developing Career Teachers

*Program Outcome -*

6: Professional Partnerships: To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7,9, and 10).

## 2.Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account

regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

### **3.Attendance Policy**

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

### **4.Summit Attendance**

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the "Communities – Stronger Together" theme. Include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

### **5.Policy for Late Submission**

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

### **6.Cell Phone**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during

class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

## **7.Student Behavior**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

## **8.Plagiarism and Academic Integrity**

Plagiarism is the term for taking credit for work that is for not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

## **9.Students with Disabilities**

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

## Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

Elementary Education Program Outcomes	Assessment
<b>50015.5 Professionalisms - 5a:</b> Practices and Behaviors of Developing Career Teachers	Self-Assessment Survey Post-Test Reflection Paper
<b>Program Outcome - 6:</b> <b>Professional Partnerships:</b> To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7,9, and 10).	Service Learning –Community Volunteer Reflection Paper

### United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

**Relatedness** is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

**Relevance** is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practicums in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

**Respect** is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

**Responsibility** is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

## Description of Assignments

**Current Events:** Each student will be required to share one current event article from a mainstream news source. You must provide a copy of the article. Each class will start with a discussion of these events as they relate to our understanding of multiculturalism from a global perspective.

**Autobiography - Digital Story:** You are required to create an autobiographical account reflecting on your place in society and examining your cultural roots. The key question to explore is "How have I come to be who I am?". Consider the influence of broad factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors. An additional question to consider is "How have my experiences of diversity influenced my identity?". To what extent have you experienced privileges of the dominant culture or marginalization based on some aspect of your identity? How will your cultural identity and experiences with differences such as race, culture, class, gender and sexual orientation influence your teaching? Your story will be presented to the class as a PowerPoint presentation.

**Assignments from the Text:** You will be responsible for completing assignments from the text on a weekly basis. Some of the assignments will be completed during class time so it is important that you are present. If you are absent from class, and miss an assignment that is completed during class time, you will not be able to make it up and will not receive any points for the assignment. "Where I'm From" Poem: Using a template, you will create a poem using descriptive language that will describe where you come from. The premise is we have to know where we come from in order to know where we are going in life. The template will guide you through the process. A rubric for this assignment is included in this syllabus.

**Self-Assessment Survey:** You will complete the self-assessment at the beginning of class to measure your knowledge about topics related to racism, biases, and so on. This is the "pre-test". At the end of the semester, you will take the same self-assessment and then measure your growth in each of the areas. This is the "post-test".

**Diversity Topics Blog:** Using one of the blog templates available at [www.blogger.com](http://www.blogger.com), you will create a blog with posts about diversity topics that you can use as a resource in all of your education courses as well as after you graduate. A rubric for this assignment is included in this syllabus. American Indian Essential Understandings: There will be a featured guest speaker during a number of class periods. Attendance at these sessions is mandatory and your participation will be graded. If you are not able to attend class on the day of a presentation, you will not receive credit and it cannot be "made up."

**Service Learning - Community Volunteer:** You will participate in one service learning project during the fall semester for a community-based event. A one-page paper reflecting your experiences will be submitted as an artifact.

## Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

### Writing Style

*All reports and presentations are required to be typed and have a cover page indicating:*

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

*At the lower portion of the cover page include:*

- The name of the course
- Add the Teacher Education Department slogan: **"Preparing Competent, Caring Teachers"**
- Instructor's name

Your Name Title of Assignment Due Date  Introduction to Education Preparing Competent, Caring Teachers Leah Hamann
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\*\*When typing use Times New Roman, Arial, or Courier text style size 12.

\*\*Double-spacing the body of your assignment is a must with deduction of points if not followed.

\*\*Include a reference page if necessary.

\*\*Points will be deducted from assignments that do not have a cover page and the required information.

## Class Schedule

Date/Session	Themes
August	Introductions Diversity - Overview
September	Diversity Consciousness and Success Personal and Social Barriers to Success
October	Developing Diversity Consciousness Communicating in a Diverse World
November	Social Networking Teamwork
December	Leadership Preparing for the Future

**SYLLABUS SIGNATURE PAGE**

**Course Title:** Multicultural Education

**Course Number:** EDU 290

**Credit Hours:** Three (3)

**Instructor:** Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date