EDU 290 Multicultural Education

Sandra Starr

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

This course examines how cultural diversity presents major opportunities and challenges in schools today. The course will focus on diversity consciousness and culturally responsive teaching in the context of an increasingly diverse school population. Students will be expected to relate concepts from the course to not only their own lives, but to current events in local, national, and international societies. Exploration of the North Dakota Native American Essential Understandings is included within the context of this course. The WIDA English Language Development Standards framework will be incorporated to address the needs of English Language Learners.

Credits: 3

CLASS INFORMATION

Section Number:

Term: Spring   Year: 2025   Start Date: 1/15/2025   End Date: 4/29/2025

Meeting Times: Mon, Wed, Fri- 9:00-9:50

Delivery Mode: Face to Face

INSTRUCTOR

Sandra Starr

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Office Location: Education Bldg. 119

Office Hours:

Mon- 10-12, 2-3; Tues- 2-3; Wed. 10- 12, 2-3; Thurs. 2-3; Fri. 10-12.

TEXTBOOKS

Hollie, S., & Allen, B. (2018). *Culturally and linguistically responsive teaching and learning responsive teaching and learning; classroom practices for Student Success*. Shell Education. ISBN: 978-1425817312

INSTITUTIONAL LEARNER OUTCOMES

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

PROGRAM OUTCOMES

Recognize diversity in learning and developmental processes.

Demonstrate understanding of central concepts to connect with and advance student learning.

EXTERNAL STANDARDS

Council for the Accreditation of Educator Programs (CAEP) Standards

Target Standards
CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels.

InTASC Standards

Target Standards
InTASC Standard #2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards

InTASC Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard #9: Profession Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

North Dakota Program Approval and Teacher Education Standards

Target Standards

50015 Elementary Education:

STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

Components

50015.1b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

Components

50015.3f Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.

COURSE OBJECTIVES

1. Discuss the social constructions of race, gender, sexual orientation, socioeconomic status, and ability within society.

2. Compare and contrast issues of diversity in today's society.

3. Explore your personal beliefs, values, biases and attitudes concerning culture, race, ethnic, and other identities.

4. Examine culturally responsive practices and teaching strategies.

5. Identify culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing.

6. Recognize the history of Native Americans including historical trauma, sovereignty, and education utilizing the Native American Essential Understandings.

7. Identify North Dakota English Language Development Standards and strategies to offer English learners opportunities to develop their English language skills while also learning academic content (ELL).

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

A. GRADING SCALE

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

B. COMMUNICATION

Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

C. ATTENDANCE

Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in My.UTTC.edu, contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

D. LATE ASSIGNMENT SUBMISSIONS

UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are

outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)

Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

F. THUNDER ALERT SYSTEM

UTTC's Thunder Alert System (TAS) is a proactive, communication-driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The Thunder Alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused on the best interest of UTTC students.

Academic-related concerns such as attendance, missing assignments, or classroom behavior will result in a Thunder Alert being issued by faculty. When a Thunder Alert is issued, the student will receive an email requesting them to make arrangements to follow up with the instructor and/or their academic advisor. Students receiving a Thunder Alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

G. ACADEMIC HONESTY

Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to Academic Affairs policies and procedures handbook for further information.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Use of generative AI is subject to individual course instructor discretion. Instructors have the authority to:

- Authorize or restrict AI assistance partially or fully
- Define specific limits for individual assignments
- Establish course-wide AI usage policies
- AI use must be explicitly defined and approved by course instructors.

- Generative AI should not:
    - Replace original student work
    - Compromise the evaluation of student learning outcomes
    - Undermine the academic integrity of assignments

Misuse of AI will be considered plagiarism and is subject to consequences outlined in the Student Academic Honesty policy. Examples of AI misuse include:

- Generating entire writing assignments (essays, discussion posts) using AI
- Completing mathematical calculations using AI when computational skills are a learning objective
- Claiming credit for AI-generated content (art, music, program code)
- Using AI in ways not explicitly authorized by the instructor

When in doubt, students are encouraged to consult directly with their course instructors regarding the appropriate use of generative AI.

H. 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 Support Services 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 at (701) 221-1456 or email at dss@uttc.edu.

I. TITLE IX STATEMENT

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the Title IX website. you can find the appropriate resources on the UTTC campus and in the community

J. DIVERSITY AND EQUITY STATEMENT

United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

K. TECHNOLOGY REQUIREMENTS

To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

FACE-TO-FACE

PARTICIPATION / CLASS ENGAGEMENT

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (such as cell phone usage or holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class.

CELL PHONES and LAPTOPS

Cell phones are turned off during class times out of respect for the other students and the instructor. If a 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 the call is received during class time, the student will answer the call and quietly step out of the classroom. Students may not use class time to check social media accounts, voicemail, text messages and/or personal emails.

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.

BASIC NEEDS

Any student who faces challenges such as having enough food to eat or adequate housing and believes this may affect their attendance or performance in their courses is urged to contact the Wellness counselors for support. You can also notify your instructor for this course if you are comfortable doing so. Your instructor may be aware of additional resources that are available for you.

COURSE CALENDAR

Module/Week	Academic Topic Instructional Strategy	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
1 **Jan 14 - 17**	Course Introduction –	Syllabus,	Discussion What is Multicultural Ed? Web activity
2 **Jan 20 - 24**	*No School 1/20 MLK Understanding Mindset	Hollie: Chapter 1 The Journey to Responsiveness	Ch. 1 Review Questions Cultural Lens Cultural Map
3 **Jan 27 - 31**	Understanding Mindset	Hollie Ch. 2 The Pedagogy of Cultural and Linguistic Responsiveness	Ch. 2 Discussion Questions Autobiography: Digital Story
4 **Feb 3 - 7**	Cultural Interviews		Autobiography Presentations Interview discussions
5 **Feb 10 - 14**	What is my cultural story?	Template Rubric	I am From Poem Presentations Current event article
6 **Feb. 17 - 21**	No School 2/17 President's Day Foundations in Multicultural Education	Gollnick Chapter 1	Chapter 1 Review Questions
7 **Feb 24 – 28**	Pioneers of Equality and Social Justice for Children Building Skillsets	Reese Article Hollie: Ch. 5- Is My Academic Literacy Instruction Culturally Responsive?	Children's Literature Book Summaries Pioneers presentations
8 **Mar 3 - 7**	Midterm Grades Due 3/7 Accurate and Authentic Children's Literature	PowerPoint Template/Rubric	Authenticity Checklist Multicultural Children's Book Share
Mar 10 - 14 Spring Break – No Classes			
9 **Mar 17 - 21**	Boarding Schools		Native American children's Literature

10 **Mar 24 - 28**	Native American Essential Understandings Culturally responsive Novel study	NDNAEU SDNAEU MTNDNAEU	Novel Set up NDNAEU Lessons/Web search document
11 **Mar 31 - Apr 4**	Building Skillsets	Hollie: Ch. 7 Is my Learning Environment Culturally Responsive	Novel- Week 1 Story Elements Ch. 7 Discussion Questions
12 **APR 7 - 11**	English Language Learners (ELL)	TESOL WIDA	Strategies to support ELL learners Novel- Week 2- Characterization
13 **Apr 14 - 18**	No School 4/18 Good Friday Multiculturalism in Action	Love Them First Video	Novel- Persona Doll/Script Love Them First Discussion questions
14 **Apr 21 - 25**	Diversity Consciousness	4 Building Blocks of Diversity Conscious Leadership	Persona Doll/Script Self Assessment Comfort in Social Situations
15 **Apr 28 – May 2**	Finals Week Student teaching portfolio items Culturally Responsive Teaching Resources for Multicultural Classroom Multicultural Novel Summary		Final Novel Presentation/Paper
GRADES DUE	May 5, 2025		