# Mayville State University

## EDUC 581 Human Relations and Cultural Diversity

Summer 2025
3 Credit Hours

## Course and Instructor Information

**Instructor Name:** Dr. Kelli Odden, Professor

**Contact Information**: Office: Education 116D

Email: kelli.odden@mayvillestate.edu

Phone: 701-788-4867

**Hours of Availability:** Please email and set up a time to meet.

**Instruction Mode:** Online Asynchronous

**Time Zone**: All times indicated throughout this syllabus reflect Central Time (CT).

**Meeting Times and/or Location:** Online Asynchronous, Blackboard

**Zoom Link-** Be sure to email me requesting to schedule a meeting, and we will use this link to meet.

**Please review and reflect:** Summer is an excellent option for completing coursework to earn your degree. However, summer also comes with many plans, distractions, and job responsibilities. You have chosen to take a summer course and are expected to plan your daily work and adhere to timelines despite the "summer distractions". If you know you will be taking a vacation, plan accordingly.

## Course Materials and Technologies

**Required**

Casas. J. (2017). *Culturize: Every student. Every day. Whatever it takes.* San Diego, CA: Dave Burgess Consulting Inc.

The following Documentaries are required: The link to both documentaries is posted in the Blackboard shell. *Oyler* can be streamed on Amazon for $2.99. *Paper Tigers* can be streamed on Amazon for $3.99.

**Required Technologies:** No specific technologies are required.

### Course Description

This course engages students to analyze the socio-cultural dimensions that influence the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical area, and particularly the Native American tribes of North Dakota. Aiming to better understand the socio-cultural behaviors and characteristics of different cultural and ethnic groups to provide a supportive educational environment. This course meets the Education Standards and Practices Board (ESPB) Native American Studies requirement for teacher certification.

## Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the InTASC Standards as adopted by ND ESPB:

1. Teacher Candidates analyze insights into the perspectives and experiences of students with an emphasis on learning styles, language, culture, community values, and instructional opportunities of learners, creating learning experiences that make learning meaningful to all students. (InTasc 2, NDECS

1, NAEYC 4, CEC 2, SLO 1)
2. Teacher Candidates examine knowledge, concepts, strategies, and resources needed to integrate content about students of differing populations across the curriculum. (InTasc 1,3,4, NDECS 7,8, NAEYC 4, CEC 2, SLO 1)
3. Teacher Candidates investigate & report how students' achievement is affected and influenced by school policies and biases. (InTasc 1,3,4, NDECS 7,8, NAEYC 2,4, SLO 1)
4. Teacher Candidates explore and reflect on one's awareness, attitude, actions, and sensitivity to cultural diversity. (InTasc 1,3,4, NDECS 7,8, NAEYC 3,4, SLO 1)
5. Teacher Candidates demonstrate the ability to establish an anti-bias learning environment by providing a positive social interaction environment for all students in the classroom. (InTasc 3, NDECS 1, NAEYC 4, SLO 1)

**Standards Alignment** (InTASC Standards as adopted by NDESPB):

- o Standard #2: Learning Differences-The program requires candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.
- o Standard #5 Applications of Content-The program requires an understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- o Standard #9: Profession Learning and Ethical Practice-The program requires candidates engage in ongoing professional learning and use 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.

## Course Expectations

**Timeliness is an expectation.**

**Writing Expectations:** This course holds very high regard for the ability to express one's thoughts clearly and well. Individuals considering positions in education must be able to convey information and ideas verbally and in writing. Education is a profession, and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or access The Writing Center for assistance with their writing.

- • **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that include research references must consist of internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/

**Email/Response Time:** I expect full communication between the student and myself. If the student has a concern or a question, they are expected to communicate their needs. I answer all emails and phone calls **within 24 hours of receiving them**. Feel free to contact me via email or phone or stop by my office.

**Student Email:** Students are accountable for all academic communications sent to their Mayville State University email address.

### Assignments and Assessments

Students are responsible for accessing the information, assignments, and assessments as they are presented on Blackboard.

> **Assignments & Assessments- All directions are listed within Blackboard under the Documents and Information Panel.**

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|---|
| Introduction Discussion (Enrollment Verification Assignment) |
| Diversity Grid, Checkpoint 1 |
| Diversity Grid, Checkpoint 2 |
| Teacher Interview |
| Diversity Grid, Checkpoint 3 |
| Diversity Grid, Checkpoint 4 |
| Cultural Experience |
| Diversity Grid, Checkpoint 5 |
| Diversity Grid, Checkpoint 6 |
| Diversity Grid, Checkpoint 7 |
| Philosophy of Diversity |

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## Evaluation and Grading

**Grading Policies:** The goal of evaluation is to assess whether students gained the knowledge, skills, and dispositions that will increase their competence as educators in a diverse and inclusive classroom.

It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.

**Grading Turnaround Time:** You can expect to see your grade for each assignment within 10 days of the due date. For example, if an assignment is due July 1st, your grade will be posted no later than July 10th.

**Late Work:** You are better off handing in something late than not handing it in at all.
- Late work **drops 1 point per day after the due date**. Late work is determined by the Blackboard Dropbox date. The date assignments are submitted are highlighted on the dropbox and this is the method used to determine if an assignment is late. Timeliness is a teacher disposition.
- Please **do not** email your work. Instead, Dropbox it within Blackboard. If you have difficulty submitting it, please let me know by email or phone.
- Please plan ahead and do not wait until the last minute to hand in assignments. Each assignment is given enough time for completion, and it is up to you to take advantage of this allotted time.
- The entire course is open from day one, allowing you to plan your time accordingly.
- **Extra Credit:** Extra credit **is not given**. Please do not ask for extra credit. The assignments within this course are designed to understand best your knowledge of the topics and strategies discussed.

**Rounding Up:** The grading scale listed within the syllabus is used to assign the final letter grade for the class. If you are within .5 of the next grade and it moves you up a letter grade that will be implemented. However, before implementation, your timeliness, completion of assignments, and teacher dispositions will be reviewed and used in the decision-making of this process.

### Attendance/Participation Policies

Attendance is expected. Attendance online means participation in the course through assignment completion, discussions, and interactions (discussions, emails, Zoom calls as requested) with the professor and peers.

**Grading Scale** 94-100 = A, 87- 93 = B, 80-86 = C, 72-79 = D, < 72 = F

**Breakdown of Grades**

| Assignment | Points |
|---|---|
| Introduction Discussion (Enrollment Verification Assignment) | 5 |
| Diversity Grid, Checkpoint 1 | 12 |
| Diversity Grid, Checkpoint 2 | 12 |
| Teacher Interview | 25 |
| Diversity Grid, Checkpoint 3 | 12 |
| Diversity Grid, Checkpoint 4 | 12 |
| Cultural Experience | 25 |
| Diversity Grid, Checkpoint 5 | 12 |
| Diversity Grid, Checkpoint 6 | 12 |
| Diversity Grid, Checkpoint 7 | 12 |
| Philosophy of Diversity | 64 |
| **Total Points** | 203 |

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## Enrollment Verification

### On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

**Enrollment Verification Assignment:** The Introduction Discussion located in the week 1 folder is the Enrollment Verification Assignment for EDUC 581.

## Proctor Notification

No proctors are required for this course.

## Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

## Course Timeline/Schedule

| Assignment | Points | Location/Due Date |
|---|---|---|
| Introduction Discussion (Enrollment Verification Assignment) | 5 | Week of May 27th Folder- Due 5/30/25 |
| Diversity Grid, Checkpoint 1 | 12 | Week of June 2nd Folder- Due 6/6/25 |
| Diversity Grid, Checkpoint 2 | 12 | Week of June 16th Folder- Due 6/20/25 |
| Diversity Grid, Checkpoint 3 | 12 | Week of June 23rd Folder- Due 6/271/25 |

| Teacher Interview | 25 | Week of June 9th Folder- Due 7/11/25 |
|---|---|---|
| Diversity Grid, Checkpoint 4 | 12 | Week of June 30th Folder- Due 7/4/25 |
| Diversity Grid, Checkpoint 5 | 12 | Week of July 7th Folder- Due 7/11/25 |
| Diversity Grid, Checkpoint 6 | 12 | Week of July 14th Folder- Due 7/18/25 |
| Cultural Experience | 25 | Week of June 23rd Folder- Due 6/24/25 |
| Diversity Grid, Checkpoint 7 | 12 | Week of July 7th Folder- Due 7/11/25 |
| Philosophy of Diversity | 64 | Week of July 14th Folder- Due 7/17/25 |
| | Total:   203 | |

## Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If a significant health or safety event necessitates a change in course format, plans for remote options for this course include Zoom meetings for class, and courses will continue as planned in Blackboard.

## Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher.

## Standards Used and Aligned to Create EDUC 581

**InTasc Principles:**
**Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
**Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments
that enable each learner to meet high standards.
**Standard 3: Learning Environments.** The teacher 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.

**Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**ND Early Childhood Teacher Education Standards:**

**Standard 1: Relationships:** The program promotes positive relationships between all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

**Standard 7: Families**: The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

**Standard 8: Community Relationships**: The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

**NAEYC Standards:**

**Standard 2: Family–Teacher Partnerships and Community Connections:** Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

**Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**: Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

**CEC Standards:**

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high-quality learning experiences reflective of each individual's strengths and needs.

## Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

**SLO #1:** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

## Instructional Strategies (Required for Teacher Education and Nursing program courses. Otherwise, optional.)

- Active Learning
- Discussion Forums
- Graphic Organizers

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- Papers
- Reflective Writing
- Small Group Active Discussion

## Proctor Notification

No proctors are required for this course.

## Late Arrivals

Work with the professor to ensure all information is understood and the student is kept informed about the course's current and past events. All assignments are expected to be completed.

## References / Bibliography

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