



***Nia, oya g t-taccui am hab e-ju.***  
*(See, our dream fulfilled.)*

## Syllabus: EDU 201-2: Diversity in Education

Course Information	
Course Prefix/Number: <b>EDU 201-2</b>	Class Days: <b>Tuesday-Friday</b>
Course Title: <b>Diversity in Education</b>	Class Meeting Dates and Times:
Credit Hours: <b>3</b>	<b>TOCC Spring Break</b>
Semester: <b>Spring, 2020</b>	<b>March 17-20, 5:00-7:00 p.m.</b>
Campus: <b>S-cuk Du'ag Maščamakuđ</b>	<b>BUSD Spring Break</b>
Class Meeting Room: <b>Main – GSK 4</b>	<b>April 14-17, 8:00 a.m.-3:30 p.m.</b>
First Day of Class: <b>March 17, 2020</b>	
Final Day of Class: <b>April 17, 2020</b>	

Instructor Contact Information	
Name: <b>Duff (Duffy) Galda</b>	Office Hours: <b>Wednesday, 1-4:00</b> <b>Thursday, 1-3:00</b>
Office Phone & Voice Mail: <b>520-383-1085</b>	Office Location: <b>Ha-Maş Kamdam Ha-Ki, Room 121</b>
Cell Phone: <b>520-609-1877</b>	Instructor Appointments: <b>The instructor is available to meet with you by appointment.</b>
E-mail: <b>dgalda@tocc.edu</b>	

Course Description
Examination of diversity that encompasses age, class, gender, race, disability, sexual orientation, and culture. Includes the effects of diversity on the K-12 classroom; demographic changes, multicultural philosophies, and diverse perspectives; and approaches for helping students communicate. Also includes analysis of prejudice, single-group studies, multicultural education, and human relations and capital. Also includes an exploration of children's academic achievement in light of learning and teaching styles, and a reconstructionist approach to classroom diversity and curriculum planning.
<b>This class requires a minimum of 10-hours of field experience in an elementary classroom. Students must complete the field experience requirement to pass the course.</b>

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**DISCLAIMER:**

This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

<b>Important Dates</b>	
<b>January 13</b>	Fall Semester Begins – First Day of Classes Welcome/Blessing, 8:15 a.m. – Watto at <i>S-cuk Du'ag Maşcamakuđ</i>
<b>January 13-17</b>	Add without Instructor's signature
<b>January 20</b>	<b>Martin Luther King Day - College Closed</b>
<b>January 23</b>	<b>We will attend the Fulbright Fellow Presentation at <i>S-cuk Du'ag Maşcamakuđ</i> (Main Campus) 6-8pm</b>
<b>January 21-27</b>	Add with Instructor signature
<b>January 28</b>	Drop/Full Refund Deadline
<b>February 17</b>	<b>Presidents Day Holiday – College Closed</b>
<b>February 27</b>	45 <sup>th</sup> Day Census - Watch for 45 <sup>th</sup> Day Progress Reports
<b>March 6</b>	Graduation Application Due
<b>March 17-20</b>	<b>TOCC Spring Break – Our Class Meets this Week, Tuesday through Thursday</b>
<b>March 30</b>	Withdrawal Deadline
<b>April 3</b>	<b>1<sup>st</sup> Field Experience Update Due</b>
<b>April 14-17</b>	<b>BUSD Spring Break – Our Class Meets this Week, Tuesday through Thursday</b>
<b>April 17</b>	Last Day of Class
<b>April 17</b>	<b>Midterm Field Experience Report Due – Submit Scanned Observation Packet</b>
<b>May 1</b>	<b>2<sup>nd</sup> Field Experience Update Due</b>
<b>May 4</b>	<b>Submission of Field Experience Time Log, Completed Observation Packet, and written reflection due – no late submissions accepted.</b>
<b>May 7</b>	<b>Final Exam Due</b>
<b>May 12</b>	Final Grades are Submitted by TOCC Instructors
<b>May 25</b>	Memorial Day – College Closed



## **Student Learning Outcomes**

### **After completion of the course, students will be able to...**

1. Discuss the demographic changes (with respect to race, culture, language, social class, gender, and ability) in the United States, their influences on public schools and classroom practices, and the resulting tensions within society.
2. Describe, compare, and contrast multicultural education with culture-based education
3. Define and describe the concepts of culture and diversity and identify and discuss the many facets of culture and diversity in the classroom and compare and contrast a variety of approaches to diversity in education
4. Compare concepts of individual and institutional racism, prejudice, ethnocentrism, stereotypes and sociotypes, equity and equality
5. Describe how the concepts of equity and equal educational opportunity have evolved into educational policy

## **Course Objectives**

### **During this course the student will ...**

1. Discuss the demographic changes (with respect to race, culture, language, social class, gender, and ability) & their influences on public schools & classroom practices.
2. Identify and discuss the many facets of diversity in the classroom.
3. Identify cultural influences on modes of communication, perception, learning preferences, and world view
4. Identify legal precedents of educational equity and equal educational opportunities
5. Define and analyze differences and similarities between a "deficiency orientation" and "difference orientation" in working with students from diverse backgrounds.
6. Relate children's school achievement to: the development of best practices that are constructivist in their approach; student learning styles; teaching styles; the design of relevant program structures; and parent involvement in the schools.
7. Employ a variety of approaches for helping students communicate with, accept, and get along with people who are different from them.
8. Analyze and explore the development of prejudice and hostility between groups.
9. Describe the history and development of single group studies including, but not restricted to ethnicity, culture, gender, sexual orientation, class, and age.
10. Identify, discuss and critique the theories and five goals of "multicultural education".
11. Define social Reconstructionist theory and discuss its potential influence on schools, curriculum, and instruction.
12. Compare and contrast a variety of approaches to diversity in education.
13. Synthesize text information and apply it to course reflections analyzing field experience observations, class activities, and course readings.
14. Describe how culturally responsive teaching promotes student learning
15. Identify, read, and describe multicultural literature that increases cultural awareness and sensitivity.

## **Course Structure**

This course is a “fast-track,” face-to-face lecture course that helps students to build a foundational understanding of tremendous diversity encountered in the classroom. It is organized into a series of learning modules that develop related concepts. Progress through the course modules is facilitated through three components; in-class activities, the field work experience, and out-of-class readings, activities, and assignments.

### **In-Class Activities**

The class meets during TOCC’s spring break for lectures, discussions, and group activities. Students are expected to attend all class meetings and to actively participate in all class activities.

### **Field Work Experience**

In addition to meeting during spring break as a whole class, students will also be engaged in a required field work experience in which each student volunteers or works in a local classroom throughout the semester for a minimum of 10 hours. This opportunity for service learning in the field is an integral part of student development and a requirement of the three state universities for all transfer students majoring in Education.

### **Out-of-Class Student Preparation**

Students are expected to access our [Canvas](#) course site and independently complete required out of class readings, homework activities, and written reflections that are part of each module’s requirements. The course text, PowerPoint presentations, supplementary readings, and course assignments can only be accessed through [Canvas](#).

### **Learning Activities**

This course will consist of several different types of learning activities including Lectures (supported by PowerPoint presentations), Readings, Reflective Writing activities (including Field Work Experience Observations, and Reflections), Discussions, In-class Group Work and Activities, Videos and Films, Student Presentations, a Midterm Project, and a Final Examination.

### **Turn-Around Time**

The instructor strives to have assignments, written papers and quizzes graded and returned to the students within 48 hours after the due date in classes that span the semester; however, in this fast track modality, this will not be possible. The instructor will be available to meet with you before or after class each day of the class if you wish to discuss your progress or grades. E-mail and phone messages will be returned within 24 hours, Monday through Friday.

### Texts and Materials

This class utilizes an open source readings. You will not have to purchase a text. Readings will be disseminated in class and are available for access on our Canvas website.

### Evaluation and Grading & Assignments

This course utilizes a standard collegiate grading scale:

- 90% and above earns an A (900 to 1000 points earned)\*
- 80 – 89% earns a B (800 to 899 points earned)\*
- 70 – 79% earns a C (700 to 799 points earned)\*
- 60 – 69% earns a D (600 to 699 points earned)\*
- Under 60% earns an F (0 to 599 points earned)

Your grade will be determined by the following:

<b>Grading Calculations</b>		
	Syllabus Quiz	20
	Attendance and Participation (60 points per class, must be on time, remain engaged, actively participate in all class activities/discussions, and remain until class is dismissed at 5 pm to be awarded attendance/participation points)	300
	Quizzes on Assigned Readings (5 quizzes at 30 points each)	150
	5-Minute “Finds” (3 finds at 10 points each)	30
	Field Experience oral updates (2 at 40 points) ( <b>Due on or before April 3 and May 1</b> )	80
	Midterm Field Experience Report, Uploaded to Canvas ( <b>Due on or before April 17</b> )	120
*	Semester-Long Field Work Experience – Completed Observation Packet AND written reflection ( <b>Due on or before May 4</b> )	150
*	Field Work Experience Verification (Time Log/Teacher Evaluation – Only for those not officially employed in a school setting) ( <b>Due on or before May 4</b> )	50
	Final Exam – May 7	100
<b>Regular Points Possible</b>		<b>1000</b>
<p><b>* Both Packet and Field Work Experience Verification must be successfully completed and submitted prior to May 10 by those students who are not currently employed in a pre-K, elementary, intermediate, or high school. Failure to complete this integral component of the course will result in a grade of “F” regardless of accumulated course points.</b></p>		
<b>Extra Credit</b>		
Extra Credit Points	Perfect Attendance	30
	TOCC Himdag Committee Events - 20 points per event (Must attend entire event for credit)	20-60
<b>Extra Credit Points Possible</b>		<b>0-90</b>

## **Himdag Cultural Component**

The Himdag is the unique worldview of the Tohono O'odham people. Within it, the values and beliefs of the O'odham are deeply embedded and passed from one generation to the next. If the Himdag, which has been taught by O'odham elders to their youth for thousands of years, is to survive and flourish in this ever-changing world, it must be central in the education of O'odham people. In order to ensure that the education of its youth is grounded in the Himdag, the O'odham people have made the education of O'odham teachers, who are prepared to help children learn and live the values and beliefs (T-Wohocudadag) of the Himdag, a priority.

For many years, O'odham people dreamed of establishing a college that would support education on the Nation that would be grounded in the O'odham Himdag. In TOCC, the dream has been realized. As we will learn through our work in this class, as is the case with many Indigenous cultures, education on O'odham land has not been fully grounded in the culture of its people since European contact and colonization. Many people on the Nation wish to change that by ensuring that O'odham are preparing to assume leadership roles in education on the Nation through Teacher Preparation programs at TOCC that will prepare them to return to classrooms on the Nation where they will work with O'odham youth and revitalizing the ancient practice of elders educating young people from within the Himdag.

Through this class, students will work together (I-we:mta) to develop a solid understanding of the nature of culture and what makes their culture (T-Wohocudadag) unique within the tremendous human cultural diversity of the world.

Since the instructor is not O'odham, students will be encouraged and expected to make relevant cultural inferences to the material being presented. This practice will help prepare them to incorporate the Himdag in their own teaching as they develop the skills and knowledge necessary to become classroom teachers and enter their own classrooms.

As the students in the class progress through the course, they will be encouraged to articulate a personal diversity statement that supports their deepest respect (T-Pi:k Elida) of the diverse cultures and ways of being that make up our world as well as their own Tohono O'odham culture and ways of being.

## **Policies and Expectations**

### **Attendance Policy**

*Please note, attendance is more than just sitting in class; it involves active participation for the ENTIRE class period. You must arrive to class on time, actively participate in class activities and discussions, and remain in class until class is dismissed to be counted "present" for the class.*

You are expected to arrive to class on time and be prepared to participate in each class period. Two unexcused absences (this class meets only once per week, so missing one class is equivalent to missing two class sessions a week for traditional courses meeting twice per week) may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for

illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

- Students are required to be in class and seated prior to the start time.
  - For every 2 tardy arrivals, the student will accrue one unexcused absence
- Students must remain actively engaged in class until the class is dismissed
  - For every 2 incidents of “early exits,” sleeping in class, “head on the desk” behavior, unauthorized cell phone or electronic device usage, or similar disengagement behaviors, the student will accrue one unexcused absence

There are two types of absences, excused and unexcused. However, please keep in mind that an absence IS an absence, regardless of the reason you miss class; you miss valuable learning opportunities when you are absent.

### **Excused Absences**

An excused absence is typically an absence that the student schedules in advance with permission from the instructor. The following are the types of absences you **must request IN ADVANCE** for the instructor to excuse:

- religious observances and practices
- a funeral for a close family member (funeral program/death certificate/obituary and/or airline/bus tickets are required as verification by the instructor)
- a college-sanctioned activity as a member of an athletic team for a game, to attend a field trip for another class, or to represent TOCC in some capacity (official TOCC documentation is required as verification by the instructor)
- jury duty (jury duty summons is required as verification by the instructor)
- work-related travel (workplace paperwork documenting the travel dates is required as verification by the instructor)

The following are examples of the types of absences you may request after the fact for the instructor to excuse:

- **Extreme** medical emergencies may also be considered **if, and only if**, valid documentation is provided (a physician’s note on professional letterhead, a bill for medical services rendered on the day of the absence, or a emergency room visit/hospital admittance form)
- Personal or family emergencies may also be considered, **if, and only if** valid documentation is provided

### **Unexcused Absences**

An unexcused absence is an absence that was not requested in advance and authorized by the course instructor or an absence that was not verified through proper documentation

- Students who miss a class, must send a courtesy e-mail to the instructor on the day of the absence
  - **DO NOT** ask if you have missed “anything important;” the instructor

considers EVERYTHING that goes on during class to be important, and she should not be expected to respond with a list or play-by-play report of important learning experiences and opportunities you have missed

- Students who miss a class are responsible for
  - **contacting a classmate to obtain class notes or any class updates**
  - **checking the class powerpoint and assignments on Canvas to review material presented, check on assignments**

Please Note: The instructor has already disseminated the information *in class* and is NOT responsible for re-delivering it to a student who accrues an unexcused absence

- Students who miss a class are responsible for making up any missing work, activities, or class assignments and turning them **by the due date**

### **Classroom Behavior**

THIS IS A COLLEGE COURSE; everyone has the right to engage in the learning process and to be in a safe and non-distracting learning environment. College students are expected to:

- take responsibility for their own learning
- maintain the integrity of the learning environment so that they and their classmates are free to learn with minimal disruption or distraction
- be respectful of their peers and professors, and
- assume responsibility for conducting themselves as mature individuals

As such, in this class:

- Students are expected to conduct themselves in a courteous, respectful, and mature manner at all times
- Students are required to power down and **secure out of sight all** personal electronic devices, **including cell phones** (in a backpack or handbag), during class time unless the instructor expressly gives permission for students to take out, power up, and use the devices (calculator, internet access)
- Behavior viewed as disruptive by the instructor will not be tolerated
  - If a student engages in behavior that the instructor deems as disruptive to the teaching and learning process, she will address the situation immediately by notifying the student that the behavior being exhibited is disruptive to the teaching/learning process or the learning environment or is in violation of the course policies
    - If the student continues to engage in disruptive behavior, the student will be removed from the class for the remainder of the class period, will be subject to disciplinary actions, and may be withdrawn from the course
  - **Note: A lack of engagement with the class activities and materials, accessing and/or using personal electronic devices, making inappropriate comments, using profanity, making threats and verbally**

**posturing, and failing to follow instructor directions are a few examples of behaviors that are deemed disruptive to the learning process**

- Students are expected to participate fully in all active learning activities
- Students are expected to work collaboratively, teach and learn from one another, and to present to the class
  - Students are expected to work collaboratively and collegially in cooperative activities
  - Students are expected to be open and listen to new ideas and perspectives
    - There can be more than one way to get view a situation or interpret a problem. Classmates and the instructor have a lot of insight if you allow yourself to listen and be open
    - Visitors may be allowed at class sessions or on field trips **only with instructor approval**. The visitor's safety and behavior are the responsibly of the student.
    - Possession of drugs, alcohol, or firearms on college property is illegal.
    - Food and beverages are allowed in classrooms at the discretion of instructor.
    - Student behavior is further detailed in the Student Handbook under Student Code of Conduct Violations.

### **Make-up Policy**

Missed assessments (quizzes, exams) may be made up within two days of the date they were originally administered if, and **only if, they are missed due to an excused absence**.

Late assignments that can be made up will be accepted but will be penalized by automatically being docked 25% of the total points possible.

At the instructor's discretion, extra credit opportunities and optional activities may be provided.

### **Academic Integrity**

Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations ask your instructor or the librarian.

### **Course Progress Feedback**

A student or the instructor may request a student conference at any time during the semester to discuss student progress. Quarterly grade reports will be provided to each student, either in person, by email, or via the electronic system of Canvas.

### **Incomplete Grade Policy**

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

### **Instructor Withdrawals**

Students who have missed 2 consecutive class meetings (which, since our class meets only once a week, is the equivalent of missing 4 class meetings for traditional courses that meet twice a week), who have not submitted any assignments, or who have not taken any quizzes by the 45th day census report (**February 27**) are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

### **Student Withdrawals**

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [*withdrawal deadline date found in Academic Calendar on TOCC website*] if you do not expect to complete the class, otherwise you may receive an "F" grade.

### **Special Withdrawal (Y) Grade**

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

### **Equal Access Statement/Disability Accommodations**

Tohono O'odham Community College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational

opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-360-5044 for additional information and assistance.

Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

### **Title IX**

Tohono O'odham Community College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services Title IX Coordinator/Counselor, Alberta Espinoza, M.Ed. located in I-We:mta Ki: Room 18. Phone 520-383-0033 email: aespinoza@tocc.edu

### **Conduct: Bias, Bullying, Discrimination and Harassment**

Tohono O'odham Community College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

### **Course Outline**

The following is a tentative outline of the course activities. Please be aware that course pacing and student interest might result in altering this outline. Students will be advised in class of any changes to this outline in class and the changes will be reflected in Canvas.

The presentation materials and activities for each module will be located in the corresponding Module in Canvas. You are required to check Canvas regularly for announcements, reading assignments, quizzes, etc. (Please note, assignments made in class and activities completed in class are found in the PowerPoint presentations!! You should go through the PowerPoint slides, which are uploaded into our Modules, to see these and to review our lecture.)

Topic	Activities
Diversity in all Its Forms Cultural Reading 1 –Teaching Resources for Teachers: <i>Gila</i> <i>Monsters Meet you at the Airport</i>	Introduction/Course Overview Ice Breaker On-Line: Module 1 Activities
Diversity In and Out of the Classroom Individual Diversity Cultural Diversity Diversity in American Culture	5-minute finds Ron Clark Story Cognitive, Economic, Intellectual, Ethnic Diversity On-line: Module 2 Readings/Activities
Demographic Changes in American Classrooms Building Classroom Communities Creating a Culture of Inclusion	5-minute finds Ron Clark Story Classroom Communities On-line: Module 3 Readings/Activities <i>A Tale of Two Teachers</i>
What is Culture?	5-minute finds On-Line: Module 4 Activities <i>Culture Info Session</i> <i>Perspectives for a Diverse America</i>
Diversity Under Attack – Social Cruelty  <b>1<sup>st</sup> Field Experience Update</b>	5-minute finds The In Crowd and Social Cruelty On-line: Module 5 Readings/Activities <b>Field Experience Oral Report 1 Due – call your instructor to discuss synchronously or upload a video describing your observations before April 3</b>
Social Cruelty Cultural Enrichment Experience Report-outs	5-minute finds On-Line: Module 6 Activities Cultural Enrichment Experience #1 Due
Bully and the Bully Project Defeating the Culture of Bullying	5-minute finds Prevention at School CDC Data on Minorities How to Prevent Bullying On-Line: Module 7 Readings/Activities
<i>In the absence of tolerance and affirmation, bullying flourishes...</i>	5-minute Finds On-line: Module 8 Reading/Activities <i>Bullying Statistics</i>

Bully and the Bully Project Cyberbullying What Adults and Parents Can Do to Prevent Bullying	<i>Bullying Myths</i>
Bullying and Oppression <b>Midterm Field Experience Report</b>	5-minute Finds On-line: Module 9 Reading/Activities <i>Bullying Affects ALL Our Kids</i> <i>Raising Empathetic Children</i> <b>Midterm Field Experience Report Due by April 17</b>
What is Multicultural Education? Multiculturalism in a Multicultural Society The Importance of Multicultural Education	<b>5-minute finds</b> On-line: Module 10 Readings/Activities <i>What is Multicultural Education and Why is it Important?</i> <i>Defining Multicultural Education</i>
Why Multicultural Education Failed Minority Populations	<b>5-minute finds</b> Teaching Resources for Teachers On-line: Module 11 Activities
Poverty, Race, Ethnicity, Social Class Social Inequity Teaching Resources for Teachers Cultural Enrichment Experience #2	<b>5-minute finds</b> A Framework for Understanding Poverty On-line: Module 12 Readings/Activities Cultural Enrichment Experience #2 Due
Gender, Ability, Sexual Orientation, Religion and Diversity <b>2nd Field Experience Update</b>	<b>Last week for 5-minute finds</b> Diversity's Impact on Curriculum and Schools On-line: Week 13 Activities <b>Field Experience Oral Update 2 Due – call instructor to discuss synchronously or upload a video describing your observations before May 1</b>
Becoming a Culturally Responsive Teacher Teaching in the Culture-Based Classroom A Model of Indigenous Curriculum Development	On-line: Week 14 Activities <i>Getting to Know Students</i> <i>Beyond Culturally Responsive Teaching</i> <i>Becoming a Culturally Responsive Teacher</i> <i>Culturally Relevant Pedagogy</i>
Indigenous Peoples and Culturally Responsive Teaching and Curriculum supporting tribal sovereignty, self-determination, and well-being	<b>Field Experience Time Log/Evaluation, Completed Observation Packet, and written reflection due on or before May 4. No late submissions will be accepted.</b>
Complete Final Exam by May 7	

