



EDUA 5316 Multicultural Perspectives in Education Spring 2026 Syllabus

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Course Description

EDUA5316 Multicultural Perspectives in Education is an overview of multicultural education. Students will gain an appreciation and understanding, from an educational leadership perspective, of considerations associated with educating the multicultural learner. Students will also gain an understanding of the need to design and support a curriculum that will benefit multicultural learners. Finally, by interacting with colleagues and professor, students will gain practical knowledge of putting what one learns into practice.

Required Text

Koppelman, K.L. (2020). Understanding Human Differences: Multicultural Education for a Diverse America (6th Ed.). ISBN 13: 9780136615934.

Course Objectives

Primary Goals:

- To gain an understanding of the notion of multicultural education in today's public schools.
- To become familiar with current texts and research on the subject of multicultural education.
- To appreciate the inherent academic enhancement of a multicultural setting. To learn strategies for leading a campus of multicultural learners.
- To gain an awareness of the need for understanding the issues surrounding multicultural education in a pluralistic environment.

Secondary Goals:

- To improve communication skills through writing and speaking.
- To become actively engaged in reading current articles on education.
- To practice synthesis: lessons learned in one topic applied to a related topic.
- Applicable Competencies: In our pluralistic society, it is critical that educators understand multicultural learners and how to respond to their educational needs, so that they and our society as a whole can compete in the world market.

Student Learning Outcomes (some or all addressed in this course)

Southern Association of Colleges and Schools Commission on Colleges requires all academic programs to identify key outcomes students will master during the degree program.

SLO 1: Master of Education students will demonstrate writing skills and the ability to use research methodology to design a research proposal.

SLO 2: Master of Education students will interpret diversity practices in society.

SLO 3: Master of Education students will demonstrate knowledge and leadership in their chosen area of specialization.

Marketable Skills

The Texas Higher Education Coordinating Board requires all academic programs to identify workplace skills that students will develop through their degree programs.

1. Students will develop writing skills for effective communication.
2. Students will develop research skills to promote life-long learning.
3. Students will demonstrate an understanding of diversity.

Course Format -This is an online course. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

Course Assignments

The primary assignment is to read the textbook and supplement your learning from Internet links provided with the course and from independent reading and demonstrate your application of the content through quizzes, discussion boards, and the final exam.

All written assignments should reflect all aspects of the required, be free of grammatical errors, well organized, and typed double-spaced using a 12-point Times New Roman font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).

14 Textbook Chapter Readings/Quizzes (50pts Each)

The quizzes are multiple choice and matching. Each is worth 50 points and may only be taken once. Once you begin the test, you must complete it in one sitting.

9 Discussion Boards (25pts Each)

You will write a response to videos and articles. The textbook should be referenced to allow for pertinent quotes to be included in the response. Each Discussion Board is worth 25 points. The Discussion Board will be graded on the thought you put into your responses, and the evidence you provide to support your position following APA guidelines.

Reflective Learning Essay (75pts)

Write a reflective essay that challenges you to demonstrate your ability to synthesize and connect to the entire content of the course. See Blackboard for more information.

Course Assignments & Schedule

Assignments are due by 11:59PM (CT) on the due date. Late work will not be accepted.

Module	Assignments	Due Date
<p>Module 1: Understanding Ourselves and Others and Introduction to Pluralism</p> <p>Week 1 Jan. 14 – Jan. 18</p>	<p>Review syllabus Read Ch. 1</p> <p>Watch Video</p> <p>Intro DB My Values Reflection</p>	<p>Jan. 18 DB</p>
<p>Module 2: Understanding Prejudice and Its Causes</p> <p>Week 2 Jan. 19 - 25</p>	<p>Read Ch. 2 & 13</p> <p>Watch Video</p> <p>Echoes of Brown DB</p>	<p>Jan. 25 DB</p>
<p>Module 3: Communication and Leading in Conflict Resolution</p> <p>Week 3 & Week 4 Jan. 26 – Feb. 8</p>	<p>Read Ch. 3</p> <p>Conflict Resolution DB</p> <p>Ch. 1, 2, & 13 Quizzes</p>	<p>Feb. 1 DB</p> <p>Feb. 8 Quizzes</p>
<p>Module 4: Understanding English Language Learners and the Assault on Cultural and Language Diversity</p> <p>Week 5 Feb. 9 - Feb. 15</p>	<p>Read Ch. 4 Watch</p> <p>Video</p> <p>Believing in Myths DB</p>	<p>Feb. 15 DB</p>
<p>Module 5: Understanding Experiences of People of Color, Racism, and Oppression</p> <p>Week 6 Feb. 16 – Feb. 22</p>	<p>Read Ch. 5 Watch</p> <p>Video Makerspace</p> <p>The Only Good Indian DB</p> <p>Ch. 3, 4, & 5 Quizzes</p>	<p>Feb. 22 DB Feb. 22 Quizzes</p>

<p>Module 6: The Struggle for Religious Freedom, Religion, and Oppression</p> <p>Week 7 and Week 8 Feb.23 – March 8</p>	<p>Read Ch. 6 & 7</p> <p>Watch Video</p> <p>Defend Anti-Muslim DB</p>	<p>March 1 Ch. 6 Quiz</p> <p>March 8 DB</p> <p>March 8 Ch. 7 Quiz</p>
<p>Spring Break</p> <p>March 9 - 15</p>		
<p>Module 7: Meeting the Needs of Students of Poverty</p> <p>Week 9 and Week 10 March 16 – March 29</p>	<p>Read Ch. 8 & 9</p> <p>Watch Video</p> <p>Poverty DB</p>	<p>March 22 Ch. 8 Quiz</p> <p>March 22 DB</p> <p>March 29 Ch. 9 Quiz</p>
<p>Module 8: Sexism and Heterosexism</p> <p>Week 11 and Week12 March 30 – April 12</p>	<p>Read Ch. 10 & 11 Watch Video</p> <p>Would You Defend DB</p> <p>Ch. 8 & 9 Quizzes</p>	<p>April 5 DB</p> <p>April 12 Quizzes</p>
<p>Module 9: Ableism</p> <p>Week 13 April 13 – April 19</p>	<p>Read Ch. 12</p> <p>Watch Video</p> <p>Ableism DB</p> <p>Ch. 10 & 11 Quizzes</p>	<p>April 19 DB</p> <p>April 19 Ch. 10 Quiz</p> <p>April 19 Ch. 11 Quiz</p>
<p>Module 10: Bullying</p> <p>Week 14 April 20- 26</p>	<p>Read Ch. 14</p> <p>Watch Video</p> <p>Bullied DB</p> <p>Ch.12 & 14 Quizzes</p>	<p>April 26 DB</p> <p>April 26 Quizzes</p>
<p>Module 11: Reflection</p> <p>Week 15 April 27 – May 3</p> <p>Week 16 Final Exam Due Monday, May 4 by 2 p.m.</p>	<p>Reflective Essay</p>	<p>May 4 Final Exam</p>

This course syllabus is intended to be a guide and may be amended at any time.

Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Koppelman, K.L. (2017). Understanding Human Differences: Multicultural Education for a Diverse America (5th Ed.). Boston: Pearson.

University and Course Policies

Attendance. Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook.

Remote/Online Courses: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires the secure login. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the Student Handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the Student Handbook.

Academic Integrity. Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but not limited to: Turning in work as original that was used in whole or part of another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites or generative A.I. without citation.

AI Integrity Policy. This policy outlines the acceptable use of Artificial Intelligence (AI) tools in this course. The goal is to ensure that students understand the ethical considerations, responsibilities, and academic integrity expectations related to AI usage.

Acceptable Use of AI Tools

1. Students may use AI tools to enhance their understanding of course material. This includes utilizing AI for study aids, language translation, and practice exercises, provided these tools are not used in ways that violate the integrity of assessments or assignments.
2. AI tools can be used for grammar checking, citation generation, and research organization. However, students must properly attribute all sources and avoid over-reliance on AI-generated content. Original thought and critical analysis should be the primary focus.
3. AI can facilitate collaborative learning and discussion, but students must disclose when AI tools are used in collaborative settings. The use of AI should not replace human interaction and critical thinking.

Prohibited Uses

1. Using AI tools to generate answers for quizzes, exams, or other assessments is strictly prohibited. This includes using AI to write essays, solve problems, or complete assignments without proper attribution.
2. Presenting AI-generated content as one's own work without proper attribution is considered plagiarism. Students must clearly distinguish between their own work and any AI-generated assistance.
3. AI tools should not be used to engage in unethical or inappropriate behavior, such as generating harmful, offensive, or misleading content.

Consequences of Violations

Violations of this policy will be treated as breaches of academic integrity and may result in disciplinary action, including but not limited to:

- A failing grade on the assignment
- A failing grade for the course
- Referral to the institution's academic integrity board

Best Practices for Using AI Tools

1. Always disclose the use of AI tools when submitting assignments or participating in discussions.
2. Evaluate AI-generated content critically and ensure that it aligns with course objectives and academic standards.
3. Use AI as a supplementary tool rather than a replacement for original analysis and creative thinking.

Seeking Guidance

If you are uncertain about the appropriate use of AI tools in a specific context, please consult with me before proceeding. As the instructor of this course, I am available to clarify the policy and provide guidance on acceptable practices.

AI Policy Required for Inclusion in All Syllabi

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Students are encouraged to use generative AI tools in coursework.

The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).

Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains which AI content-generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate.

Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission.

Late Work. It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for quizzes, discussion board, exams, etc. If an emergency arises, please contact me to make arrangements. Otherwise: * **Meet due dates for all assignments.** *Most* assignments are due on Sundays in Blackboard by midnight.

Section VIII. Notes on University Programs and Services

Required by American with Disabilities Act SRSU Disability Services. SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact SRSU's Accessibility Services Director Ronnie Harris, LPC, Counselor, at 432-837-8203 or email ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Technical Support. If you find yourself having technical difficulties, you can contact SRSU 24/7 Blackboard Technical 888.837.6055.

Content Support. If you find yourself having content-difficulties, please do not hesitate to contact the instructor of the course at drodriguez5@sulross.edu.