

Sul Ross State University
2026 Summer Session I

EDUA 5316 Multicultural Perspectives in Education

Instructor: Dr. Jeanne Qvarnstrom

Office: MAB 309

Phone: 432-837-8395 **Cell:** 610-675-6427

Email: jqvarnstrom@sulross.edu

Office Hours: Monday - Wednesday 10:00a.m. – noon

By Appointment

Course Description:

EDUA 5316 Multicultural Perspectives in Education is an overview of multicultural society. Students will gain an appreciation and understanding 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 a practical knowledge of putting what one learns into practice.

Required Textbooks:

Koppelman, K.L. (2020). *Understanding human differences: Multicultural education for a diverse America* (6th ed.). Pearson. (Earlier editions do not follow the same chapter order in all cases, and do not include some of the latest information.)

Course Objectives: Primary

1. Students will gain an understanding of the notion of multicultural education in today's schools.
2. Students will become familiar with current texts and research on the subject of multicultural education.
3. Students will appreciate the inherent academic enhancement of a multicultural setting.

4. Students will learn strategies for leading a campus of multicultural learners.
5. Students will gain an awareness of the need for understanding the issues surrounding multicultural education in a pluralistic environment.

Secondary

6. Students will improve communication skills through writing and speaking.
7. Students will become actively engaged in reading current articles on diversity
8. Students will practice synthesis: lessons learned in one topic applied to a related topic.

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 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, culminating project, and the final exam. ***All assignments are due on the Saturday of the week assigned; with the exception Discussion Board 7 and the Final Exam Seminar scheduled for June 30 at 4:00 p.m. CST.***

- I. **There are 14 quizzes over the textbook chapters.** The items range from multiple choice to matching. Each quiz is worth 50 points. The estimated time is 20 minutes for each quiz. Each quiz is timed for 45 minutes. You may refer to the textbook as you take the quizzes.

- II. There are 7 Discussion Boards and one Video Introduction.** You will write a response to videos and articles. The textbook must 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. Assignments must be grammatically correct, and points will be deducted for poor grammar and for spelling errors. *To earn full points, you are required to read and respond to 1 or more others' postings and include one or more citation from your textbook or other readings in APA format. Please begin each posting to other students by addressing them by their first name.*
- III. There is one interview assignment.** You will select someone from a different ethnic or social group than you are. It could be a different race, religion, income level, age generation, disability level, or sexual orientation. Include three or more questions of importance to you and include 3 or more references used. Post in blackboard, your questions, the person's responses and a 1 to 2 pages written reflection on the interview experience. The interview is due on June 20th and is worth 50 points. See Assignment in Blackboard for more details.
- IV. A culminating project** will be assigned for 100 points. Scenario: To demonstrate your leadership, create a power point for your school faculty or business that outlines your action plan to address this challenge:

This year, the demographics at your school have changed dramatically to include a large group of: Hispanics, African American, Asians, Special Needs students, Families in poverty, Native Americans (select any one group). Design a power point to present your plan for welcoming the new group into your school and include the following components. **Your project is due June 27.**

- 1) Title page
- 2) Description of the group's values and cultural practices.
- 3) Plans for involving the families in the school culture.
- 4) Plans for providing academic support for the students to be successful.
- 5) Methods to evaluate the effectiveness of your plan.
- 6) Defined roles for all staff members to implement the plan.
- 7) On last slide, list three or more sources in APA format you used to prepare the plan.

- V. **The final exam** is a online seminar where each student has up to 10 minutes to present his/her culminating project. See final exam seminar module for scoring rubric. Date is Tuesday, June 30 from starting at 4:00 p.m. (CST) and you will access through Blackboard Course Room.

Tentative Course Assignments

Subject to Change

Date	Activity	Points	Due Date
May 27-Jun 6 (spans two weeks)	<i>Individual Attitudes & Interpersonal Relations</i> Read chapters 1,2,3		
	Introduction Video	25	Saturday, June 6
	Discussion Board 1 : Echoes of Brown video	25	Saturday, June 6
	Discussion Board 2: View the power point on Religious Diversity. Directions for the discussion board are on slide 15.	25	Saturday, June 6
	Quizzes chapter 1,2,3	150	June 6 at midnight
June 7	<i>Cultural Foundations of Oppression</i> Read chapters 4,5,6		
	Discussion Board 3: Would you protest anti-Muslim discrimination video	25	Saturday, June 13
	Discussion Board 4: Watch the video clip from the movie, "The Only Good Indian" and respond to the questions posted on Blackboard.	25	Saturday, June 13
	Quizzes 4,5,6,	150	June 13 at midnight

June 14	<i>Cultural Pluralism & Contemporary Dilemmas</i> Read chapters 7,8,9 and <i>Sexism</i> Read chapter 10		
	Discussion Board 5: Respond to article, "How Poverty Affects Classroom Engagement"	25	Saturday, June 20
	Quizzes 7,8,9, 10	200	June 20
	Interview is due	50	June 20
June 21	<i>Sexism, Heterosexism & Ableism</i> Read chapters 11, 12, 13, 14		
	Discussion Board 6: View the "Bullied" video	25	Saturday, June 27
	Quizzes 11, 12, 13, 14	200	Saturday, June 27
	Culminating Project is due	100	Saturday, June 27
June 28	Discussion Board 7: View the Maya Angelou video and explain how the theme, "And Still I Rise" applied to her life and applies to this course and students in our schools. One reference about Maya Angelou is required.	25	Wednesday, July 1
	Final Seminar will be via collaborate	30	Tuesday, June 30 4:00 – 5:00 p.m. CST

Grading: The total possible points are 1055. All work is due on the due date. Assignments turned in late may receive up to a 20% deduction in points. Contact me in advance if you are having difficulties meeting due dates. The final course grade will be earned according to this scale:

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

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.

Distance Education Non-Participation Statement: Although this course is delivered by Blackboard, participation and timely assignment completion are required. Your Sul Ross email is the official means of communicating for the course. Policies in effect for face-to-face courses also apply to students enrolled in web-based courses. The university allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In web courses, this policy is interpreted as not participating for more than three weeks in a long semester or one week in a summer session. Students dropped for non-participation will receive a F in the course from which they are dropped. Inactivity may include any of the following:

- Not logging into the course
- Not submitting assignments
- Not participating in scheduled activities
- Not communicating with the instructor by phone or email
- Not following the instructor's participation guidelines stated in the syllabus

Overall, communication is essential. If issues arise that preclude compliance with this policy, it is incumbent on the students to notify the instructor.

Library Support: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers free resources and services to the entire SRSU community. Access and borrow books, articles and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are tremendous resources for your coursework and can be reached in person, by email or by phone (432.837.8123).

Disability Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the 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. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.ED., LPC, SRSU's Accessibility Services Coordinator, at 432 837 8203, or email mschwartzew@sulross.edu. The office is located on the first floor of Ferguson Hall- room 112- and the mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832.

SRSU International students can contact Alejandra Valdez at 830 758 5006 or email her at Alejandra.valdez@sulross.edu

Family Educational Rights and Privacy Act (FERPA): FERPA is a Federal Law that protects the privacy of students' educational records. Sul Ross State University follows FERPA guidelines.

Academic Honesty: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

Plagiarism Defined: The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published, unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Note on AI Use in This Course: Unless otherwise noted by the instructor, you may only use AI technologies to AID or NUANCE your thinking, communication and learning, but not to replace or subvert it. When in doubt, any potential use of AI should be discussed in advance with the instructor.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Good writing is a community experience, and I have created Discussion Boards where you can read each other's topics and give feedback to everyone on his/her progress in the research process. These Discussion Boards provide additional support as you work on your writing.

Statement of Support: I seek to create a learning environment for students that supports freedom of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of SRSU to create an inclusive environment and care for the whole student as part of the Sul Ross Familia.