

EDSR 4320 Diverse Populations Syllabus

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Office Hours: 9:00-11:30 am Monday-Thursday

Office: Corner office in B-Building

Course Format: Classroom (D113) with online scheduled (Tuesday and Thursday 3:15-4:30)

Semester: Spring 2025

Course Description:

The course explores the complexities of equity in the classroom related to children with exceptional needs, ranging from Special Education to Gifted and Talented. Best practices related to teaching children with special needs are identified. Meanwhile, dilemmas related to sociocultural and economic factors that impact learning in a diverse society are stressed. Data-driven practices for programming educational inclusion are emphasized.

Required Text:

Cushner, K., McClelland, A., and Safford, P. (2022). *Human diversity in education: An intercultural Approach*. McGraw Hill LLC.

Student Learning Outcomes:

1. Students will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8.
2. Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.
3. Students will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

Marketable Skills:

1. Students have the ability to understand human growth and development.
2. Students have the ability to recognize the influence of diverse social-cultural factors.
3. Students have the skills to utilize multiple methods and strategies to achieve a goal.
4. Students have the skills to effectively use technology.

Domains and Competencies:

- Domain 1
 - Competency 001- A, B, C, D, E, F, G, H, K, L, N, P
 - Competency 002- A, B, C, D, E, F, G,
 - Competency 003- A, B, C, D, E, F, G, H



- Competency 004- A, B, C, D, E, F, I, K, L, P
- Domain 2
 - Competency 005- A, B, C, D, E, G
 - Competency 006- A, B, E, H, I, J
- Domain 3
 - Competency 007- A, C, D
 - Competency 008- A, B, C, D, E, F, G
 - Competency 009- A, B, C, D, E, F, G, H
 - Competency 010- B, C, D
- Domain 4
 - Competency 011- A
 - Competency 012- A, B, F, G, H, I
 - Competency 013- A, C, E, G

Course Format:

This hybrid (online/face) to face course invites students into a community of engaged learning. The course consists of eight modules, with a new module beginning every two weeks in the Blackboard Learning Management System. We expect students to log in/attend class every Tuesday and Thursday at 3:15 pm, participate in the discussions, and to engage the professor and fellow students through the Blackboard/face to face medium.

Course Assignments :

- Discussion Questions (20 points)- Participation and attendance are mandatory for this course. You can earn up to 20 points by actively engaging in class discussions. Some of your responses must be submitted on Blackboard for credit.
- Analyzing Diverse Populations PowerPoint Presentation (10 points)- For this assignment, you will research a K-12 school within the Eagle Pass Independent School District, focusing on the school's special populations, academic performance, and student demographics. You will present your findings in a 5-8 slide PowerPoint, analyzing data from the TEA Report Cards, including STAAR outcomes and student diversity for the 2023-2024 school year.
- Diverse Lesson Collaboration (5 points)- In this group project, you will collaborate with classmates to design a lesson plan that addresses the diverse needs of students for the school you researched. Each student will submit their own personalized lesson plan focused on supporting special education, economically disadvantaged, and emergent bilingual students.
- Empathy and EB Support (5 points)- In this assignment, you will revise your lesson plan to include strategies that foster empathy for diverse learners and support Emergent Bilinguals (EB). You will incorporate empathy-building activities and EB-specific strategies, such as scaffolding and collaborative learning, to ensure an inclusive and supportive classroom environment.
- Differentiation Strategies (5 points)- In this assignment, you will update your lesson plan to include strategies for differentiating instruction for diverse student populations, such as migrant, economically disadvantaged, foster care, homeless, military-connected, and religiously absent students. Your focus will be on demonstrating empathy, flexibility, and



collaboration to ensure these students receive the support they need to succeed in the classroom.

- Midterm Exam (10 points)- In this graded exam within blackboard, you will complete ten questions designed to help you delve more deeply into the text material, to strengthen knowledge, skills, and understanding of the concepts, definitions, and theories behind diverse populations.
- Inclusive Differentiation Strategies (5 points)- In this assignment, you will enhance your lesson plan by adding differentiation strategies for students with physical disabilities, dyslexia, intellectual disabilities, and behavioral disabilities.
- Revised Peer Review Lesson Plan (5 points)- Students will submit their updated lesson plans, including differentiation strategies for diverse student populations, to Blackboard for peer review. During the review, they will provide constructive feedback to their peers and reflect on ways to improve their own lesson plans based on the feedback received.
- Diverse Student Support Presentation (20 points)- In this assignment, you will prepare to teach a class by using all the strategies that focus on supporting diverse student populations. Your approach will emphasize helping students with various needs, such as physical disabilities, dyslexia, intellectual disabilities, and more, ensuring that all students have an inclusive and supportive learning environment.
- Course Reflection Paper (5 points)- You will complete a metacognitive reflective 1-2 page paper in which you will describe the concepts, ideas or practices that have been the most helpful to your growth and development as a student.
- Final Exam (10 points)- In this graded exam within blackboard, you will complete ten questions designed to help you delve more deeply into the text material, to strengthen knowledge, skills, and understanding of the concepts, definitions, and theories behind diverse populations.

Course Assignments and Schedule:

Weeks	Modules	Assignments	Due Dates	Points
January 16-23	Module 1: Foundations for Teaching Multicultural and Global Education	<ul style="list-style-type: none"> • Review Syllabus • Discussion on Chapter 1-2 • Diverse Populations PowerPoint Presentation 	1/21 1/23	4 10
January 28-February 6	Module 2: The Culture Learning Process, Crossroads, and Development	<ul style="list-style-type: none"> • Discussion on Chapters 3-5 • Diverse Lesson Collaboration 	2/4 2/6	4 5
February 11-20	Module 3: Creating Classrooms That Address Race, Ethnicity, and Diverse Language	<ul style="list-style-type: none"> • Discussion on Chapter 6-8 (Blackboard) • Empathy and EB Support 	2/18 2/20	4 5
February 25- March 6	Module 4: Religion, Gender, and Development Status	<ul style="list-style-type: none"> • Discussion on Chapter 9-11 • Differentiation Strategies 	3/4 3/6	4 5



March 11-20	Module 5: Midterm and Spring break	<ul style="list-style-type: none"> Midterm Exam 	3/13	10
March 25-April 3	Module 6: The Ability/Disability Continuum and Improving Schools for All Children	<ul style="list-style-type: none"> Discussion of Chapter 12-13 Inclusive Differentiation Strategies 	4/1 4/3	4 5
April 8-17	Module 7: Diverse Student Support Presentations	<ul style="list-style-type: none"> Revised Lesson Plan (Peer Review) Diverse Student Support Presentations 	4/8 4/10, 4/15, or 4,17	5 20
April 22-May 1	Module 8: Reflection and Final Exam	<ul style="list-style-type: none"> Course Reflection Paper Final Exam 	4/24 4/29	5 10

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

Paper Specifics:

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font, double spaced, and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar. If your paper contains grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted.

Late Assignments:

Assignments are due by 11:59 pm Central Standard time on the due date. The penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days.

Grading Policy:

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all the standards identified for each project or assignment. No late work accepted without prior approval from the instructor. If there is no communication about late work, the grade will be a 0.

- Grading Scale:
 - 90-100 points
 - 80-89 points
 - 70-79 points
 - 60-69 points
 - 59 points or lower

Points Per Assignment:



Class Discussions and Participation- 20 points
Analyzing Diverse Populations PowerPoint Presentation- 10 points
Diverse Lesson Collaboration- 5 points
Empathy and EB Support- 5 points
Differentiation Strategies- 5 points
Midterm-10 points
Inclusive Differentiation Strategies- 5 points
Revised Peer Review Lesson Plan- 5 points
Diverse Student Support Presentation 20 points
Course Reflection Paper- 5 points
Final Exam- 10 points

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.30 Educator Preparation Curriculum:

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

1. the specified requirements for reading instruction adopted by the SBEC for each certificate;
2. the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
3. child development;
4. motivation;
5. learning theories;
6. TEKS organization, structure, and skills;
7. TEKS in the content areas;
8. state assessment of candidates;
9. curriculum development and lesson planning;
10. classroom assessment for instruction/diagnosing learning needs;
11. classroom management/developing a positive learning environment;
12. special populations;
13. parent conferences/communication skills;
14. instructional technology;
15. pedagogy/instructional strategies;
16. differentiated instruction; and
17. certification test preparation.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3:

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners



(birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

1. oral language development;
2. print awareness;
3. phonological and phonemic awareness;
4. phonics;
5. fluency;
6. vocabulary development;
7. comprehension of literary text;
8. comprehension of informational text; and
9. beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

1. implementing both formal and informal methods of measuring student progress in early reading development.
2. designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
3. acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Texas Pre-K

Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

ADA Statement:

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 Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@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.

SRSU 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 a 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.

Counseling:

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information:

The Bryan Wildenthal Memorial Library 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 LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.



Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Required Student Responsibilities Statement:

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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 an 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.

Connecting with Students for Success

As a part of a research study, I am committed in this course to the following:

I will know your name	I will provide user-friendly, timely feedback on your assignments	I will hold high standards and support you to achieve them	I will hold an individual meeting with each student during the semester
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