

EDUA/EDSR 4320

Diverse Populations

Fall 2025 Syllabus



Instructor Information:

Denisse Ramos, Ph.D. (The University of Texas at San Antonio)

Adjunct Professor of Education

Email: dagu290@sulross.edu

Office Hours: Please email me if you have any questions

Meeting Times: Mondays 6:00-8:30 PM



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. Datadriven 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

- SLO 1- Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
- SLO 2- Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
- SLO 3- Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.
- SLO 4- Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

Course Learning Outcomes:

CLO 1: Analyze the sociocultural and economic factors that influence equitable access to education for children with exceptional needs.

• **CLO 2:** Identify and evaluate best practices for teaching students with exceptionalities, including those in Special Education and Gifted and Talented programs.

• **CLO 3:** Design inclusive lesson plans that incorporate differentiated instruction and evidence-based strategies to support diverse learners.

• **CLO 4:** Demonstrate understanding of inclusive classroom management principles that support the learning and well-being of all students.

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
-

Course Format



This is a hybrid course, meaning there is live instruction and asynchronous work. ALL students will attend class via Blackboard Collaborate for live instruction once a week. You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through lecture notes, Blackboard collaboration, and individual/group discussions.

Course Expectations



The instructor will:

- Provide weekly communication and check-ins with students via announcements, videos, or email.
- Be available during office hours posted in syllabus.
- Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- Provide grades/feedback to assignments within one week of the submission due date.
- Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- Provide a range of opportunities to engage in the course content in a meaningful way.
- Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
 - Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
 - Will engage in the course, with their peers, and the instructor with open communication and active participation.
 - Will be respectful in their communication with the professor and classmates.
 - Will respond to professor communication in a timely manner.
 - Will not plagiarize and will demonstrate integrity in all their work.
 - Will be proactive and resourceful to problem solve in case of internet or technical issues.
-

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.

Course Grading

Grading Scale

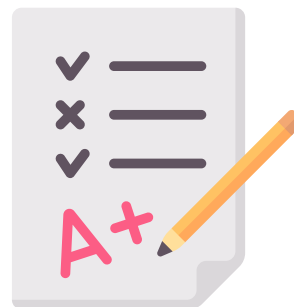
A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%



Course Assignments

All assignments are due at 11:59pm on Sunday.

Class Participation 100 points: Students are expected to attend class meetings and participate in class discussions. The candidate will demonstrate excellent participation, offer analysis and synthesis of article readings, and add to the development of ideas.

Attendance 100 points: Attendance will be part of your grade. Students are required to **TURN ON** their Cameras at all times except during break intervals. If Camera is not kept on throughout the whole class you will not receive FULL credit for that day. Attendance will be taken at the end of the class.

All Written Assignments: To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and *typed double-spaced using a 12-point Times New Roman font*. All written assignments that contain references should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).

Discussion Boards (5@20 points each =100 points): Students will engage in five discussion boards based on textbook or article content. Students will respond to a prompt either with a 2–5-minute video or a minimum of 250-word written response. Students will then respond to at least one classmates' post extending the conversation. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. You will not be credited for simply agreeing with someone or telling them how much you like what they wrote. Look critically for the opportunity to share your knowledge and fill in misunderstandings.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Quizzes/ Check for Understanding 100 points: There are quizzes or checks for understanding in some Modules over the content provided. Questions will be in essay format and multiple choice. Questions are pulled from module assessments and readings.

Flip through Journal 100 points: Students are required to turn in a journal reflection on the notes they have taken throughout the course. Students will then submit a short flip through video explaining their journal. You will not receive full credit if journal is not organized.

Analyzing Diverse Populations PowerPoint Presentation (100 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 2024-2025 school year

Multicultural Lesson Plan (100 points)- You will 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.

Critical Education Autobiography (100 points)- For this assignment, students will explore key experiences, inside and outside of school, that have shaped who you are as a person and your journey into teaching.

Case Study Analysis (100 points)- For this assignment, students will evaluate case studies of diverse students and classrooms to identify challenges and develop strategies for inclusive teaching and equitable outcomes.

Research Paper (100 points)- Conduct in-depth research on a specific aspect of diversity in education, such as the impact of socio-economic status on academic achievement or the benefits of multilingual education.

Multicultural Lesson Presentation (100 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.

Literature Review (2@50 points each): Students will explore scholarly articles that discuss different theories of diversity, multiculturalism, or equity and inclusion.

Midterm 100 Points: The midterm will include material covered in the first half of this class. The exam will be multiple choice, short answer, and essay questions. The exam will be timed and live. You must be present and turn your camera ON DURING THE EXAM.

Final Exam (100 points): Student will take a comprehensive final exam over course material same rules apply as the midterm exam.



University and Course Policies

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. 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.

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 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). 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 LoboID 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).

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 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.

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; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: 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. The use of artificial intelligence (AI) tools and applications (including ChatGPT, etc) to produce content for course assignments is a violation of academic integrity.

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.

Supportive Statement:

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. 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 Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.



Attendance Policy:

Students missing 20% of lectures may be dropped from the class per the SRSU catalog. Any student dropped for excessive absences will receive an F for the course grade. Students are expected to attend every class. Please notify your instructor BEFORE missing class for authorized activities, death in the family, or illness. Assignments missed for any reason must be made up within one week of the originally scheduled date. **REGARDLESS OF WHY AN ABSENCE OCCURS, YOU MAY BE GIVEN AN F FOR THE COURSE GRADE IF YOU ACCUMULATE SIX ABSENCES.** Attendance is part of your grade. Students are expected to log in to class ON TIME. If tardiness becomes a problem, then it will affect your attendance final grade. If tardiness occurs then you will get half credit for attendance on that day.

Lecture Courtesy:

The general rules of classroom etiquette are below.

- 1) Please do not talk to others in class while the instructor is lecturing. If you have a question, ask the instructor, that is what I am here for.
- 2) Please turn cell phones to silent while in class. They are disruptive to the entire class, and detract from learning.
- 3) For remote connections, please attend class as professionally as one would do in person (ie. wearing proper clothes, not being disruptive or disrespectful to your peers, minimizing interruptions etc.)

Change to Syllabus:

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.



Course Schedule

**** Syllabus is subject to change**

Date	Class Activity
Week 1: August 25 Module 1	Class Introductions, Syllabus, Course Description - Introduction to the Course Module 1: Education in a Changing Society Discussion Question Chapter 1 Diverse Populations Diverse Presentation due by Sunday Sept. 7 by 11:59 PM
Week 2: September 1 Class Cancelled	Labor Day NO CLASS
Week 3: September 8 Module 1 & 2	Module 1: Cont. Education in a Changing Society Module 2: Multicultural and Global Education Historical and Curricular Perspectives Quiz Chapter 1 & 2 Discussion #2
Week 4: September 15 Module 3	Module 3: Culture and the Culture Learning Process Quiz Chapter 3 Literature Review #1
Week 5: September 22 Module 4	Module 4: Classrooms and Schools as Cultural Crossroads Quiz Module 4 Critical Education Autobiography due by Sun. Sept. 28 by 11:59PM
Week 6: September 29 Module 5 & 6	Module 5: Intecultural Development Considering the Growth of Self and Others Module 6: The Neglected Dimension of Diversity: The Role of Social Stratification in Teaching and Learning Quiz Module 5 & 6 Discussion #3
Week 7: October 6 Module 7	Module 7: Creating Classrooms That Address Race and Ethnicity Quiz Module 7 Case Study Analysis due by Sunday Oct. 12 by 11:59 PM

Week 8: October 13 Module 8	Module 8: Teaching in a Linguistically Diverse Classroom: Understanding the Power of Language Quiz Module 8 Midterm Review
Week 9: October 20	Midterm Exam
Week 10: October 27 Module 9	Module 9: Religious Pluralism in Secular Classrooms Quiz Module 9 Literature Review #2
Week 11: November 3 Module 10	Module 10: Developing Gender Inclusive Schools and Classrooms: The Emergence of Gender and Sexual Diversity Quiz Module 10 Discussion #4
Week 12: November 10 Module 11	Module 11: Creating Developmentally Appropriate Classrooms: The Importance of Age and Developmental Status Quiz Module 11 Multicultural Lesson Plan due by Sunday Nov. 16 by 11:59 PM
Week 13: November 17 Module 12	Module 12: Creating Inclusive Classrooms: The Ability/Disability Continuum and the Health Dimension Multicultural Lesson Presentation due by Sunday Nov. 30 by 11:59 PM Quiz Module 12 Discussion #5
Week 14: December 1 Module 13	Module 13: The Classroom as a Global Community: Nationality and Region Research Paper Due by Sunday Dec. 7 by 11:59 PM Flip Through Journal Due by Sunday Dec. 7 by 11:59 pm
Week 15: December 8	Final Exam