

**EDUA/EDSR 4320
Diverse Populations**

Meets Tuesdays (11:30 a.m. to 1:30 p.m.)

**Summer II 2026 Syllabus
July 6-August 12, 2026**

Course Information	Details
Instructor	Dr. Diana Rodriguez
Title	Assistant Professor of Education
Email	drodriguez5@sulross.edu
Office Location	MAB 305
Office Hours	Tuesdays 9:00 a.m. – 11:00 a.m.; Thursday, 9:00 a.m.-2:00 p.m.; additional appointments available by request
Course Format	Accelerated Summer II course delivered through Blackboard
Final Exam Due	Monday, August 10, 2026, by 2:00 p.m.

Course Description

This course explores the complexities of equity in the classroom related to children with exceptional needs, ranging from Special Education to Gifted and Talented. A survey of educational demographics, elements of culture, and understanding the strengths and barriers to cultural understanding in creating inclusive classrooms are emphasized. Dilemmas related to sociocultural and economic factors that impact learning in a diverse society are also examined. Data-driven practices for educational inclusion are emphasized. The course provides a foundation for strengthening the understanding and skills needed to teach in a multicultural classroom.

Required Text

Cushner, K., McClelland, A., & Safford, P. (2024). Human diversity in education: An intercultural approach (10th ed.). McGraw Hill LLC.

Student Learning Outcomes

- SLO 1: Students will design comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies.
- SLO 2: Students will identify, explain, and apply evidence-based instructional strategies to support diverse learners through lesson plan development, peer teaching, and reflective analysis.
- SLO 3: Students will design, implement, and analyze 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 classroom practices that support inclusive learning environments.

Course Learning Outcomes

- CLO 1: Analyze 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. Understand human growth and development.
2. Recognize the influence of diverse sociocultural factors.
3. Utilize multiple methods and strategies to achieve instructional goals.
4. Effectively use technology to support teaching and learning.

Course Format

This Summer II course is an accelerated 5-week hybrid course. There is both live instruction and asynchronous work. ALL students will attend class via Blackboard Collaborate for live instruction on each Tuesday from 11:30 a.m. to 1:30 p.m. Students should expect to engage with course materials several times each week. All course information, readings, assignments, discussions, quizzes, and submission links will be available in Blackboard.

Because this is a condensed summer course, students are expected to stay current with weekly readings, assignments, discussion boards, and major projects. A 5-week course moves quickly; students should plan ahead and communicate early if they experience difficulties.

Course Expectations

The instructor will:

- Provide weekly communication and reminders through Blackboard announcements, email, or video updates.
- Respond to student emails within 24-48 hours during regular business hours, Monday-Friday.
- Provide clear instructions for course assignments and assessments.
- Provide rubrics when appropriate.
- Provide feedback on assignments in a timely manner.
- Support a respectful and inclusive learning environment.

The successful student will:

- Read the syllabus carefully and follow course expectations.
- Complete all coursework by the assigned deadline.
- Communicate with the instructor before a deadline if an emergency arises.
- Participate respectfully and thoughtfully in course discussions.
- Demonstrate academic honesty and integrity.
- Be proactive in addressing technology, internet, or Blackboard issues.
- Engage with course materials in a consistent and professional manner.

Grading Policy

No late work will be accepted without prior approval from the instructor. If you experience an emergency and cannot submit work by the deadline, email the instructor as soon as possible. Late work may receive a grade reduction. Work submitted without communication after the deadline may receive a zero. Because this is an accelerated summer course, students should pay close attention to all deadlines.

Grading Scale

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

Course Assignments

Attendance/Participation - Ongoing

Students are expected to participate actively in the course. Participation includes engaging with weekly materials, completing activities, contributing to discussions, and demonstrating professional engagement with course concepts. Students are required to TURN ON their cameras at all times except during break intervals.

Discussion Boards - 2 @ 50 points each = 100 points

Students will complete four discussion boards connected to weekly course themes. Students may respond with either a 2-5 minute video or a minimum 250-word written response. Students will also respond to at least one classmate in a way that extends the conversation. Responses should go beyond agreement and should ask questions, offer examples, make connections to classroom practice, clarify misunderstandings, and engage as professional colleagues.

Quizzes/Checks for Understanding - 10 @ 100 points each = 1000 points

Students will complete weekly quizzes or checks for understanding based on readings, lecture notes, and module content. Questions may include multiple-choice, short-answer, and applied-response items.

Critical Education Autobiography - 100 points

Students will reflect on key experiences, inside and outside of school, that have shaped who they are as learners, individuals, and future educators. This assignment asks students to examine how identity, culture, schooling, family, language, community, and lived experience influence their journey into teaching.

Article Analysis/Literature Reflection #1 - 100 points

Students will analyze scholarly work related to diversity, multicultural education, equity, inclusion, language, disability, socioeconomic status, or another approved course topic. Students will connect the article's key ideas to classroom practice and inclusive teaching.

Case Study Analysis - 100 points

Students will evaluate case studies of diverse students and classrooms. Students will identify student strengths, instructional challenges, equity concerns, and inclusive strategies that support student learning and belonging.

Final Exam - 100 points

Students will complete a final exam that synthesizes the major concepts from the course, including diversity, equity, inclusion, sociocultural factors, exceptionalities, differentiated instruction, and inclusive classroom practice. The final exam is due Monday, August 10, 2026, by 2:00 p.m.

Assignment	Points	
Attendance/Participation	Ongoing	
Discussion Boards 2@50 points each	100	See calendar below for due dates
Module Quizzes/Checks for Understanding 10@100 points each	1000	See calendar below for due dates
Critical Education Autobiography	100	WK 2- 7/19
Article Analysis/Literature Reflection	100	WK 2- 7/19
Case Study Analysis	100	WK 3- 7/26
Course Reflection Paper	100	WK 5 – 8/9
Final Exam	100	Aug. 10 by 2 p.m.
Total	1,600	

Course Schedule: Summer II 2026

Week	Dates	Topics	Assignments
Week 1	July 6-July 12	Course introduction; education in a changing society (Chapter 1); Multicultural education (Chapter 2).	Module 1: Education in a Changing Society Module 2: Multicultural and Global Education Discussion Board 1(Chapter 1); Quiz/Check 1 (Module 1 & 2; Chapter 1 and 2)
Week 2	July 13-July 19	Culture & The Culture Learning Process (Chapter 3) Classrooms as cultural crossroads (Chapter 4)	Module 3: The Culture-Learning Process (Chapter 3) Module 4: Classrooms and Schools as Cultural Crossroads (Chapter 4) Critical Education Autobiography; Literature Reflection #1 Quiz/Check 2 (Module 3 & 4; Chapter 3 and 4)
Week 3	July 20-July 26	Intercultural Development (Chapter 5); The Role of Stratification in Teaching & Learning (Chapter 13); Creating Classrooms That Address Race & Ethnicity (Chapter 6)	Module 5: Intercultural Competence Module 6: The Role of Social Stratification in Teaching and Learning Module 7: Creating Classrooms that Address Race and Ethnicity

			<p>Quiz/Check 3 Module 4 & 5 Quiz/Check 4 (Module 6; Chapter 13)</p> <p>Quiz/Check 5 (Module 7; Chapter 6) Case Study Analysis; Discussion Board 2 (Chapter 6);</p>
Week 4	July 27-August 2	Linguistically diverse classrooms (Chapter 8); Religious pluralism (Chapter 9); Developmentally appropriate classrooms developmental diversity (Chapter 11)	<p>Module 8: Linguistically Diverse Classrooms Module 9: Religions Pluralism Module 11: Developmentally Appropriate Classrooms Quiz/Check 6 (Module 8; Chapter 8) Quiz/Check 7 (Module 9; Chapter 9) Quiz/Check 8 (Module 11, Chapter 11)</p>
Week 5	August 3-August 9	Creating Inclusive Classrooms (Chapter 12) Global communities (Chapter 7)	<p>Module 12: Inclusive Classrooms Module 13: Global Communities Quiz/Check 9 (Module 12, Chapter 12) Quiz/Check 10 (Module 13; Chapter 7) Course Reflection Paper</p>
Final Exam	August 10	Final Assessment	Final Exam due by 2:00 p.m.

The syllabus is subject to change based on course needs.

Written Assignment Expectations

All written assignments should be organized, clearly written, and free of major grammatical errors. Assignments should be typed, double-spaced, and use 12-point Times New Roman font unless otherwise stated. Assignments that include references should follow APA 7th edition guidelines.

Netiquette

The course environment is a collaborative space. Students are expected to communicate respectfully and professionally with classmates and the instructor. Online responses should be carefully reviewed before posting. Students should ask thoughtful questions, provide constructive feedback, and engage in professional dialogue.

Academic Integrity

Students are expected to demonstrate scholarly behavior and academic honesty. Examples of academic dishonesty include, but are not limited to, submitting another person's work as one's own, copying from professional works or internet sites without citation, reusing work from another course without permission, or collaborating on an assignment when collaboration is not allowed. All assignments should be completed by the student. Students may use generative artificial intelligence tools as a learning support, brainstorming resource, or source of information when appropriate. However, AI tools may not be used to complete assignments on behalf of the student. All submitted work must reflect the student's own thinking, understanding, analysis, and writing. Students are responsible for verifying the accuracy of any information generated by AI tools and for properly citing or acknowledging AI use when it contributes to their work. AI-generated content should never replace required readings, course materials, scholarly sources, or the student's own professional judgment. Using AI to generate, complete, or substantially write an assignment without meaningful student input, verification, and acknowledgement may be considered academic misconduct. When in doubt, ask the instructor.

Classroom Climate of Respect

This course will foster critical investigation, open discussion, and respectful engagement with complex ideas. Students are expected to help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Disagreement is part of learning, but intimidation, harassment, belittling, or personal attacks will not be tolerated.

Supportive Statement

I aim to create a learning environment that supports various perspectives and experiences. I understand that unexpected life events, economic challenges, health concerns, family responsibilities, and other circumstances may affect student success. My commitment is to support students in meeting the learning objectives of this course. Please communicate with me if circumstances outside of class are affecting your performance.

Accessibility Services

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act. Students seeking accessibility or accommodation services should contact SRSU Accessibility Services. Students are responsible for initiating accommodation requests each semester. Please contact Accessibility Services as early as possible so that appropriate support can be arranged.

Counseling and Student Support

Sul Ross State University provides counseling and student support services. Students are encouraged to use available university resources, including counseling, tutoring, library services, and technology support.

Library Information

The Bryan Wildenthal Memorial Library offers resources and services to the SRSU community. Students can access books, articles, online databases, and research assistance through the library website. Librarians are a valuable resource for coursework and research assignments.

Tutoring Support

The Lobo Den Tutoring Center offers free tutoring support to help students succeed in their courses. Students may also have access to online tutoring resources through Blackboard. Students are encouraged to use tutoring services for writing, research, study skills, and academic support.

Student Acknowledgment

Students are responsible for reading the syllabus and understanding course expectations, assignment requirements, deadlines, and university policies. Continued participation in the course indicates awareness of these expectations.