



EDSP 3351  
Managing and Instructing Diverse Learners  
University of Texas at Tyler – College of Education

Course: EDSP 3351.060  
Semester: Summer I 2025  
Location: Online

Last Day to Withdraw from Class: June 24

#### **Instructor Information**

Dr. Frank Dykes

**Office:** BEP 238

**Office Hours:** Virtual office hours by appointment

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\*\* Please put your course number in your email subject line, e.g. EDSP 3351

#### **Interaction with Instructor**

My preferred method for you to contact me is via Canvas e-mail or [fdykes@uttyler.edu](mailto:fdykes@uttyler.edu).

Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings.

#### **A. Catalog Course Description**

An orientation to the field of special education and student diversity, including characteristics of individuals with special needs, cultural and/or linguistic differences, gifts and talents, and appropriate services for each population. Includes effective discipline models and behavior modification principles for managing diverse student populations.

#### **B. Student Learning Outcomes & Assessment**

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## 1. Course Objectives and Assessments

<b>Course Objectives</b>	<b>Activities</b>	<b>Assessment (Including Performance-Based)</b>	<b>Standards Alignment</b>
Demonstrate an understanding of the unique abilities and disabilities of groups of individuals classified as exceptional.	Engage in on-line activities and small group discussions  Textbook readings	Activities  Discussions  Quizzes and exam  Final project	<b>TES:</b> 2(A)(ii), 2(B)(ii), 2(C)(iii)
Demonstrate an understanding of cultural, ethnic, and socioeconomic diversity.	Textbook readings and on-line assignments	Assignments  Quizzes and exam  Instructor feedback  Final project	<b>TES:</b> 1(C)(i), 2(A)(ii), 2(B)(iii), 2(C)(iii)
Identify major concepts, ideas, and themes relevant to the education of individuals identified as exceptional.	Textbook and journal article readings  On-line modules related to exceptionalities	Assignments  Quizzes and exam  Instructor feedback  Final project	<b>TES:</b> 1(C)(i), 2(B)(ii), 2(C)(iii), 5(D)(i)
Identify major legislation and political events that have affected the education of individuals with disabilities.	Textbook readings and on-line assignments	Assignments  Quizzes and exam  Instructor feedback	<b>TES:</b> 1(C)(i), 2(A)(iii), 2(B)(ii)
Identify appropriate educational delivery systems for diverse and exceptional populations.	Textbook readings and on-line assignments  Case Study	Assignments  Instructor feedback  Quizzes and exams	<b>TES:</b> 1(B)(ii), 1(C)(i), 1(F)(i)(iii), 2(B)(ii)(iii), 2(C)(iii)

Demonstrate strategies for establishing positive interactions between students with and without special needs.	Textbook readings and on-line assignments	Assignments Quizzes and exam Instructor feedback	<b>TES:</b> 4(A)(i)(ii)(iii)
Demonstrate interest in the welfare of individuals with diverse needs and recognition of society's challenge to help them realize their potential.	Textbook readings and on-line assignments	Assignments Quizzes and exam Instructor feedback Interview report	<b>TES:</b> 1(C)(i), 1(D)(iii), 2(B)(iii), 2(C)(ii), 4(A)(i)(iii), 4(D)(iv)
Identify and assess behavioral problems.	Textbook readings and on-line assignments  Discussions	Assignments Discussions Quizzes and exam Instructor feedback	<b>TES:</b> 2(B)(ii), 5(C)(i)(ii), 5(D)(i)
Identify antecedent and consequential events and other environmental assessments and behavioral intervention plans.	Textbook readings and on-line assignments	Assignments Quizzes and exam Instructor feedback  FBA and BIP activities	<b>TES:</b> 5(B)(i)(iii), 5(C)(i)(ii), 5(D)(i)
Utilize techniques of positive behavioral support, including functional behavioral assessments and behavioral intervention plans.	Textbook and article readings	Assignments Quizzes and exam Instructor feedback  FBA and BIP activities	<b>TES:</b> 4(C)(i)(ii), 5(A)(ii), 5(C)(i)(ii), 5(D)(i)(ii)

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Highlight strategies to promote socially appropriate behavior.	Textbook readings and on-line assignments  PBIS activities	Assignments  Quizzes and exam  Instructor feedback	<b>TES:</b> 4(A)(i)(ii)(iii)
Recognize peer influences on behavior.	Textbook readings and on-line assignments	Assignments  Quizzes and exam  Instructor feedback	<b>TES:</b> 4(A)(ii)(iii)
Acquire skills for promoting appropriate social interactions with peers and adults.	Textbook readings and on-line assignments	Assignments  Quizzes and exam  Instructor feedback	<b>TES:</b> 6(B)(i)

### C. Evaluation and Grading

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including assigned activities, discussions, quizzes, projects, zoom conferences, and exams.

<b>Summary of Course Assignments:</b>	<b>Maximum Points</b>
Online Chapter Modules(5 x 30)	150 points
Misunderstood Minds Activity	25 points
Case Study	50 points
Exams	100 points

<b>Total Points Available</b>	<b>325 points</b>
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Grading is based on your accumulated score as a percent of the total cumulative score available.

***You can keep track of your grades via Canvas.***

A = 90-100%	D = 60-69%
B = 80-89%	F = 59% or below
C = 70-79%	

### D. Course Policies and Guidelines

#### **Online Chapter Modules**

Throughout the semester, a variety of online chapter modules will be assigned. These modules will consist of a variety of activities such as quizzes, discussions, IRIS modules,

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papers, or reports. These activities are extensions of each topic discussed and it is anticipated will be assigned approximately weekly.

### **Case Study**

In this assignment, students will analyze two fictional case studies that depict real-world challenges in inclusive classrooms involving students with disabilities. Through summarization, critical analysis, and reflection, students will explore effective teaching strategies, examine areas for improvement, and consider how the cases shape their own approach to supporting diverse learners. The final product is a 3–4 page written report with clearly labeled sections. (see Appendix for specific directions)

### **Exams**

These are intended to measure student comprehension of course material (lectures, handouts, discussions, and assigned modules).

**Assignment Submission:** For written assignments a “page” is defined as:

- 8½” x 11” paper
- Times New Roman 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put your name, title of the assignment and date submitted on your paper.
- **Upload written assignments on the Canvas website under the assignment tab**

### **E. Teaching Strategies**

The following instructional strategies will be employed virtually (on-line) during this class:

- Lecture, multimedia, and simulations
- Case studies
- Cooperative learning
- Written assignments

### **F. Required Text and Related Readings**

1. Smith, D. D., Tyler, N. C., Skow, K. G., *Introduction to Contemporary Special Education: New Horizons*. Pearson, NY, NY, 2018. ISBN 13-9780134446660

1. Other readings as assigned in class. Access to any readings other than your textbook will be provided by the instructor.
2. Students will access class notes, assignments, grades and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Canvas. Students are expected to regularly access Canvas to check for updates, announcements, and for any handouts.

**NOTE:** *A student of this institution is not under any obligation to purchase a textbook from a*

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university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

## Bibliography

Darling-Hammond, L. & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

Mitchell, D. (2014). *What really works in special and inclusive education* (2<sup>nd</sup> edition). New York, NY: Routledge.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2006). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

## G. Course Policies

**Code of Conduct.** Please see section 2.09 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor's attention any question, misunderstanding, or confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on the student's grade results.

**Make-up Work.** There will be NO make-up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note) when requesting a make/up activity.

**Written Assignments.** Written assignments must be typed using double spaced lines and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. Assignments should be typed in Times New Roman with 12-point font.

**Late Assignments.** It is expected that assignments be turned in on time. An assignment will be considered late if it is not turned in on the day it is due. If you do not have a working computer, you need to make arrangements to use the campus computers. Assignments should be submitted in the assignment folder on Canvas. **Late assignments are not accepted unless prior arrangements have been made with the instructor 24 hours in advance.** Assignments and due dates are posted on the course syllabus and in each Module.

**Academic Dishonesty.** To be successful in this class, you must invest time for study.

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Honesty is expected. Academic dishonesty (e.g., cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (a) the use of unauthorized materials, (b) any communication with peers during quizzes, (c) representing another's work as one's own (i.e. plagiarism), or (d) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.

**Plagiarism.** Your work needs to be in your own words!! Plagiarism will be an automatic zero for an assignment and grounds for a disposition. Assignments may be required to be submitted within the plagiarism software within Canvas.

- A similarity match of 25% or greater indicates that you may have engaged in unethical behavior. Any written assignments with a 25% or greater match may receive a grade of zero.

**Canvas.** Students will access class notes, assignments, grades, and course information through Canvas 8. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts. Please refer to <http://www.Canvas.uttyler.edu> for more information.

**Person First Language.** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".

**Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed Teacher Candidate Disposition Assessment outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: [www.uttyler.edu/education](http://www.uttyler.edu/education) (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 3351 will adhere to and demonstrate these teacher candidate dispositions at all times.

**Safe Zone.** The professor considers this virtual classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider this virtual classroom a safe environment.

## H. Technical Information for Online Sections

- Canvas access; sound capacity; check your Patriot email daily for schedule changes or announcements.
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- **Technical Support:** If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu). When you email IT support, be sure to include a complete description of your question or problem including:
  - the title and number of the course.
  - the page in question.
  - if you get an error message, a description and message number.
  - what you were doing at the time you got the error message.
- **Plug-ins and Helper Applications:** UT Tyler fully online and hybrid courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and function of your online/hybrid course.
  - Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. <http://getadobe.com/reader/>
  - Java Runtime Environment (JRE) allows you to use interactive tools on the web. <http://www.java.com/en/download/>
  - Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>
  - QuickTime allows users to play back audio and video files. <http://www.apple.com/quicktime/download/>
  - Windows Media Player allows you to view, listen, and download streaming video and audio. <http://windows.microsoft.com/en-US/windows/products/windowsmedia-player>

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## COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

## UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

**Texas Education Standards:** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment

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and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

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## Appendix A



### **Assignment Instructions: Case Study Analysis – Special Education in Practice**

#### **Overview:**

This semester you will complete a Case Study Analysis designed to deepen your understanding of how special education principles are applied in real classrooms. You will read two fictional case studies describing classroom situations involving students with disabilities.

You will then complete a written report (3–4 pages) analyzing each case and reflecting on your learning.

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### **Your Report Should Include (Label Each Section):**

#### **Section I: Case Study Summary (1–2 paragraphs per case)**

- Summarize the classroom situation and key special education issues present.
- Identify the teacher actions that supported (or failed to support) the student's needs.

#### **Section II: Critical Analysis (at least 1 paragraph per case)**

- What did the teacher or team do effectively?
- What would you have done differently and why?

#### **Section III: Reflection**

- How did reading these cases shape your understanding of working with students with disabilities?
  - How will this influence your future teaching practices?
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### **Submission Requirements:**

- 12-point font, double-spaced, Times New Roman
  - 3–4 full pages
  - Use headings for each section
  - Include your name and page numbers
  - Submit to Canvas
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## Case Studies

### Case Study 1: Ethan's Story — Supporting Behavior and Collaboration

**Background:**

Ethan is a 3rd-grade student diagnosed with Emotional Disturbance (ED) and ADHD. He has an IEP that includes behavior intervention supports, a behavior plan, and accommodations such as frequent breaks and positive reinforcement strategies.

**Situation:**

Ms. Rivera, his general education teacher, was notified one day before school started that Ethan would be in her classroom. She attended the annual IEP meeting but received limited training on behavioral supports.

Initially, Ms. Rivera attempted to manage Ethan's behavior using her standard classroom rules. When Ethan became dysregulated (yelling, tearing papers), he was often sent to the office. Communication with the special education team was informal — typically through quick hallway conversations. Ethan's parents expressed concerns at the second parent-teacher conference that they didn't know about several disciplinary referrals until report cards came home.

**Outcome:**

Mid-year, the Assistant Principal organized a meeting with Ms. Rivera, the special education teacher, and the behavior specialist. They agreed on a formal check-in/check-out system, regular behavior tracking, and biweekly parent communication logs. Ethan's office referrals dropped significantly in the spring.

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### Case Study 2: Layla's Story — Differentiating Instruction for Learning Disabilities

**Background:**

Layla is a 6th-grade student with a Specific Learning Disability (SLD) in reading comprehension and written expression. Her IEP provides accommodations such as extended time, frequent teacher check-ins, and simplified directions. She also receives pull-out resource services for ELA 45 minutes daily.

**Situation:**

Mr. Wilson, a first-year 6th-grade English Language Arts teacher, felt overwhelmed managing diverse learners in his classroom. Although he had access to Layla's IEP, he primarily used whole-group direct instruction, requiring students to read lengthy excerpts and respond to open-ended questions independently.

Layla struggled significantly with assignments and assessments, earning D's and F's. While Mr. Wilson did meet with the special education teacher twice early in the year, he did not regularly collaborate or adjust his instruction for Layla. Her parents requested an IEP review meeting after noticing her grades and self-esteem plummeting.

**Outcome:**

At the IEP review meeting, the team emphasized the need for scaffolding strategies, chunked assignments, use of graphic organizers, and small-group reading activities. Mr. Wilson implemented these strategies with support from the SPED teacher and interventionist. By the final grading period, Layla's ELA grade improved to a C, and her participation increased noticeably.

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**Course Calendar**  
**Summer I 2025**  
**Subject to Change**  
**Check Canvas and Email for Updates**

Date	Topic	Reading/Assignment	What's Due
June 2-8	Exceptionalities and Supporting All Learners	Chapters 1-2	Module 1 Activities
June 9-15	Culturally and Linguistically Diverse Students/Individual Programs and Services	Chapters 3-4	Module 2 Activities
June 16-22	Speech and Language Impairments/Learning Disabilities	Chapters 5-6	Module 3 Activities
June 23-29	ADHD/Autism	Chapters 7-8	Module 4 Activities/ <b>Case Study Due</b>
June 30-July 5	Intellectual Disability/Emotional Behavioral Disorders	Chapters 9-10	Module 5 Activities
July 5	<b>Final Exam</b>		