



UT Tyler

EDUCATION & PSYCHOLOGY

School of Education

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

Course: EDSP 3351.060
Semester: Summer I 2026
Location: Online

Last Day to Withdraw from Class: June 24

Instructor Information

Mrs. Priscilla Gilpin, M.Ed.

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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 pgilpin@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

1. Course Objectives and Assessments
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Course Objectives	Activities	Assessment (Including Performance-Based)	Standards Alignment
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	TES: 1.E(ii),(iii), 3.B(v)
Demonstrate an understanding of cultural, ethnic, and socioeconomic diversity.	Textbook readings and on- line assignments	Assignments Quizzes and exam Instructor feedback Final project	TES: 2.A(iv), 2.B (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	TES: 1.(i), 3.B (iii),(v)
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	TES: 1.E(iv), 5.A (i)
Identify appropriate educational delivery systems for diverse and exceptional populations.	Textbook readings and on- line assignments Teacher interviews	Assignments Instructor feedback Quizzes and exams Interview report	TES: 1.B (i), (ii), (iii) (v) 1.F
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	TES: 1.E (i),(ii) 4.A (iv),

<p>Demonstrate interest in the welfare of individuals with diverse needs and recognition of society's challenge to help them realize their potential.</p>	<p>Textbook readings and on- line assignments</p> <p>Teacher interview</p>	<p>Assignments Quizzes and exam Instructor feedback Interview report</p>	<p>TES: 2.A, (i),(iii) 3.B(vi)</p>
<p>Identify and assess behavioral problems.</p>	<p>Textbook readings and on- line assignments</p> <p>Discussions</p> <p>PBIS and classroom management activities</p>	<p>Assignments Discussions Quizzes and exam Instructor feedback</p>	<p>TES: 4.A, (ii),4.B (i)</p>
<p>Identify antecedent and consequential events and other environmental assessments and behavioral intervention plans.</p>	<p>Textbook readings and on- line assignments</p> <p>FBA and BIP activities</p>	<p>Assignments Quizzes and exam Instructor feedback</p> <p>FBA and BIP activities</p>	<p>TES: 4.A, (ii), (iii),4.B (i)</p>
<p>Utilize techniques of positive behavioral support, including functional behavioral assessments and behavioral intervention plans.</p>	<p>Textbook and article readings</p> <p>PBIS and classroom management activities</p> <p>FBA and BIP activities</p>	<p>Assignments Quizzes and exam Instructor feedback</p> <p>FBA and BIP activities</p>	<p>TES: 5.A (iv),</p>

Highlight strategies to promote socially appropriate behavior.	Textbook readings and on- line assignments PBIS activities	Assignments Quizzes and exam Instructor feedback	TES: 4(A)(i)(ii)(iii)
Recognize peer influences on behavior.	Textbook readings and on- line assignments	Assignments Quizzes and exam Instructor feedback	TES: 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	TES: 5.B,(iii)

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.

Summary of Course Assignments:	Maximum Points
Online Chapter Modules(5 x 30)	150 points
Misunderstood Minds Activity	25 points
Case Study	50 points
Exams	100 points
Total Points Available	325 points

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, 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*. (2nd edition). 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.
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NOTE: A student of this institution is not under any obligation to purchase a textbook from a 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* (2nd 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. 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 (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.

H. Technical Information for Online Sections

- Canvas access; sound capacity; check your Patriot email daily for schedule changes or announcements.
 - 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. When you email IT support, be sure to include a complete description of your question or problem including:
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- 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>

The use of AI Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications.

All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. **You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy.**

If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

The College of Education and Psychology Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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 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](#).

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.



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
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- 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.

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.

Course Calendar
Summer I 2026
Subject to Change
Check Canvas and Email for Updates

Date	Topic	Reading/Assignment	What’s Due
Module 1 June 1-7	Exceptionalities and Supporting All Learners	Chapters 1-2	Module 1 Activities Due June 7th
Module 2 June 8-14	Culturally and Linguistically Diverse Students/Individual Programs and Services	Chapters 3-4	Module 2 Activities Due- June 14th
Module 3 June 15-21	Speech and Language Impairments/Learning Disabilities	Chapters 5-6	Module 3 Activities Due-June 21st
Module 4 June 22-28	ADHD/Autism	Chapters 7-8	Module 4 Activities/ Case Study Due- June 28th
Module 5 June 29-July 3	Intellectual Disability/Emotional Behavioral Disorders	Chapters 9-10	Module 5 Activities Due- July 3rd
Module 5 July 3	Final Exam		Due- July 3rd
