



EDF 2085 | Teaching Diverse Populations

Class Number: 11187

Fall 2026

Instructor Information

Name:

Course Details

Catalog Description: Surveys educational demographics, foundations of prejudice, elements of culture, political and philosophical roots of diversity and commonality, exceptionalities, and barriers to cultural understanding and diversity in the classroom. A minimum of 30 hours of field experience is required with 15 hours in a diverse setting. See also: EDF 1005 and EME 2040.

Credit Hours: 3

Course Fees: \$0.00

Additional Course Description

A survey of educational demographics, elements of culture, and understanding the strengths and barriers to cultural understanding in creating inclusive classrooms. This course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status,

religion, language of origin, ethnicity, and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities.

Required Materials

Human Diversity in Education (Kortext eText)

Publisher: McGraw-Hill Education

All Access: This material is available on All Access

HUMAN DIVERSITY IN EDUCATION: AN INTERCULTURAL APPROACH

Authors: CUSHNER, MCCLELLAND, CUSHNER

Publisher: MCGRAW HILL

Edition: 11TH ED

Course Goals and Objectives

By the end of this course, students will:

- Describe factors contributing to student diversity and concepts of equality in education associated with ability, gender, language, race/ethnicity, and social class
- Identify the elements of inclusive classrooms and schools that accommodate and respond to the diverse learning needs of all students
- Increase awareness of cultural identity and factors that contribute to inter-cultural understanding

Expectations and Student Learning Outcomes

Course Requirements

1. Course Communication: All course communication to and from the instructor should be conducted within the Canvas course website. Please ensure that you are subscribed to all discussion forums and check your Canvas email regularly. Canvas emails may also be forwarded to your ufl.edu email account. If you encounter difficulties interacting with the course website, immediately contact e-Learning at elearning.ufl.edu.

1. Participation and Professionalism: Each student is expected to participate and demonstrate professionalism by attending all classes on time, completing all readings/assignments before class meetings, turning in all assignments on time, and participating in class activities and discussions. Sensitive topics will be discussed in class, and participation in these discussions is encouraged. Creating and maintaining a respectful classroom environment is of the utmost importance. Please consider how your comments will contribute to or detract from this environment. Class participation is defined to broadly to include:

- Class attendance,
- Participation in small group discussions/activities during class.
- Contributions and responses to online discussions (on the class Canvas site),
- Professional conduct.

Methods of Evaluation

Attendance: Attendance is mandatory and will be taken during the first 10 minutes of class. You are allowed two (2) “free” absences, to be used at your own discretion.

Five points will be deducted from the total points for the course for each absence after two absences are incurred. I understand that some students may miss class due to

illness. If this situation arises, please contact the instructor and accommodations will be made. Furthermore, exceptions to this policy may apply if unexpected life circumstances (i.e., such as a family emergency or funeral) require you to miss class. In these situations, please contact the instructor as soon as you can. Tardiness: Students arriving to class after the attendance has been taken will be counted as absent. In the event of an absence, it is your responsibility to obtain any missed materials. Please see the instructor if health or other personal issues prevent you from attending class, as accommodations may be possible with the appropriate documentation. It is your responsibility to obtain documentation of your health or personal issue. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Exams: Understanding of course readings and topics will be assessed with two exams worth 50 points each (100 points total). Students are required to complete each exam individually. Exams will consist of short answer and/or essay questions that cover material from class activities, discussions, PowerPoint presentations, and readings.

Please be aware that material not discussed in class but provided in assigned readings or

Canvas resources (e.g., chapters in textbook, recorded lectures) will be covered on the exam. Make-up exams will only be given in case of an emergency and if the circumstances constitute an excused absence according to university policies. The student should notify the instructor prior to the exam, or as soon as possible and provide appropriate documentation of the reason for the absence. If there are questions about what qualifies as an emergency, please consult the instructor.

Online Discussions: Students are expected to contribute and comment on the course website to the discussion topics. There will be a total of five (5) online discussion topics worth ten (10) points each (50 points total). Discussion topics and specific requirements will be posted to the course website. Discussion topic due dates are within the course calendar on the syllabus, as well as on the course website. It is your responsibility to check the course website for updates to discussion topics and due dates. Original responses to the discussion topics for the week are due by Friday night at 11:59pm. Each student must, in addition to their own original post, respond to at least 2 of their peers' discussion posts. Responses to 2 peers' posts are due Sunday by 11:59 pm. Late contributions on the discussion board will not be accepted.

Cultural Autobiography: Each student is required to write a cultural autobiography

paper (25 points for first draft, 50 points for final draft; 75 points total). The paper should be between 3-5 double-spaced pages (excluding references) with one-inch margins in 12 point, Times New Roman font. The cultural autobiography is designed to encourage students to explore their cultural identity within a continuum of individual and group experiences. The first draft will be submitted in the middle of the course, and the final draft will be submitted at the end of the course with responses to instructor comments. Please refer to course documents on the Cultural Autobiography assignment for more information.

Ethnography Project: Students will work in groups to complete a semester-long project focused on engaging in an in-depth learning experience about a cultural group to which you do not belong. Students will choose from a list of topics provided in the discussion “Ethnography Project Group Topics” and will be responsible for learning about their group throughout the semester. The ethnography project has two components:

a. Part I

Completion of an interview with a member of the chosen group along with a one-page summary of what was learned from the interview. A full page (minimum) summary on what was learned about the group through one video resource (i.e. a documentary or TED talk about the

group) and a full page (minimum) summary of one scholarly journal article. Demonstration of learning through at least one interview, one video resource, and one scholarly journal article are required for full credit (25 points).

a. Part II

A final presentation (i.e. video, PowerPoint with voiceover) about the group you have learned about will be shared with the class at the end of the semester. The presentation should include information learned about the group of focus (the information from Part I), a discussion of your intercultural understanding about the group, and a reflection about your experience as related to concepts and topics discussed in class (as individual group members and/or the group members' learning while completing the project; 50 points). Your reflections and discussion on intercultural learning should be related to models discussed in Module 5.

Grading Scale

Letter grade and percentage

Letter	Percentage Value
A	94 - 100%
A -	90 - 93%
B +	87 - 89%
B	83 - 86%
B -	80 - 82%
C +	77 - 79%
C	73 - 76%

Letter	Percentage Value
C -	70 - 72%
D +	67 - 69%
D	63 - 66%
D -	60 - 62%
E	59% and below

Course Schedule

Table of class schedule including weekly topics, readings, and assignments due

Week	Topic	Readings	Assignments Due
Week 1 8/25/26	Introductions Module 1: Education in a Changing Society In-person class	- Syllabus - Willing to be Disturbed—Margaret Wheatley - Cushner, McClelland & Sanford (2024), Chapter 1, Noted as C, M, & S (2024)	Introduction Discussion Post due 8/30/26
Week 2 9/1/26	Module 2: Multicultural Education In-person class	- C, M, & S (2024), Chapter 2 - Optional Reading: Busey, C. L. (in press).	- Discussion 1- Initial response due 9/4/26 - Second response due 9/6/26
Week 3 9/8/26	Module 3: Culture and the Culture Learning Process In-person class	- C, M, & S (2024), Chapter 3 - Optional Reading: Busey, C. (2018)	Choose group/topic by completing the Ethnography Project Topic Discussion by 9/11/26

Week	Topic	Readings	Assignments Due
Week 4 9/15/26	Module 4: Classrooms and Schools as Cultural Crossroads In-person class	C, M, & S (2024), Chapter 4	- Discussion 2- Initial response due 9/18/26 - Second response due 9/20/26
Week 5 9/22/26	Module 5: Intercultural Development In-person class	C, M, & S (2024), Chapter 5	Cultural Autobiography Part 1 Due 9/25/26
Week 6 9/29/26	MidTerm Exam Review In-person class	N/A	Exam 1 OPENS at 8AM on 9/30/26 CLOSSES at 11:59 PM on 10/4/26
Week 7 10/6/26	Module 6: Ethnicity and Race In-person class	- Cushner et al. (2024) Chapter 6 - Optional Reading: Busey & Cruz (2017)	- Discussion 3 Initial response due 10/9/26 - Second response due 10/11/26
Week 8 10/13/26	Module 7: Perspectives on Social Class in Education In-person class	Cushner text chapter 13	Ethnography Part 1: Summaries (1 page for interview, 1 page for article, 1 page for video) due 10/18/26

Week	Topic	Readings	Assignments Due
Week 9 10/20/26	Module 8: Ability, Disability, and Health In-person class	Cushner text chapter 12	- Discussion 4 Initial response due 10/23/26 - Second response due 10/25/26
Week 10 10/27/26	Module 9: Global Communities and Language In-person class	Cushner text, Chapters 7 and 8	Cultural Autobiography Part 2 due 11/1/26
Week 11 11/3/26	Module 10: Religious Pluralism in Secular Classrooms In-person class	Cushner text, Chapter 9	- Discussion 5 Initial response due 11/6/26 - Second response due 11/8/26
Week 12 11/10/26	Module 11: Gender and Sexual Diversity In-person class	Cushner text, Chapter 10	- Ethnography Part 2 Due at 11/13/26 - Replies due 11/15/26
Week 13 11/17/26	Putting it all Together Exam Review In-person class	Glorida Ladson-Billings (2007)	Final Exam OPENS at 8:00 AM on 11/18/26 and CLOSSES at 11:59 PM on 11/22/26

University Policies and Resources

Information about grading policies, support for students with disabilities, course evaluations, the Honor Code, and other course policies and campus resources can be found on the [Syllabus Policies page](#).

Attendance Policy

Excused and Unexcused Absences

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Religious Holidays Guidelines

At the University of Florida, students and faculty work together to allow students the opportunity to observe the holy days of their faith. A student should inform the faculty member of the religious observances of their faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. Accordingly, individual students should make their need for an excused absence known in advance of the scheduled activities.

The Florida Board of Education and state law govern university policy regarding observance of religious holidays.

Guidelines

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed of or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time.

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that they have been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Absence due to Illness

A student who is absent from class or any required class-related activity because of illness should contact their instructor, if feasible, as early as possible prior to the missed class or activity.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during an excused absence.

Students should contact their college by the deadline to drop a course for medical reasons. Students can petition the Dean of Students Office to drop a course for medical reasons. The university's policy regarding medical excuse from classes is maintained by the Student Health Care Center.

Twelve-Day Rule

Students who participate in university-sponsored athletic or scholarly activities are permitted to be absent 12 scholastic days per semester without penalty. A scholastic day is any day on which regular class work is scheduled as defined in the approved university calendar. [More Info](#)

The student or student's advisor must notify the instructor as early as possible prior to the anticipated absence to allow ample time for accommodations. Instructors must be flexible and not penalize students when re-scheduling during-term and final exams, class assignments, and other required activities and must follow the UF Attendance Policy herein and UF Examination Policies. As noted in the UF Examination Policies, during-term exams should be re-scheduled no later than before the end of the semester, while final exams no later than 90 days after the originally scheduled exam time. However, instructors are

encouraged to re-schedule final and during-term exams, assignments, and other activities as soon as possible after the last day of the absence and must not penalize the student in any way. [More Info](#)

A group's schedule that requires absence of more than 12 scholastic days should be adjusted so that no student is absent from campus more than 12 scholastic days. Students who previously have been warned in writing by their instructor about the impact of absences on their individual class performance should not incur additional absences, even if they have not been absent 12 scholastic days. The student is responsible to maintain satisfactory academic performance and attendance.

Course Policies and Resources

Canvas E-Learning site:

Each student is required to check the course E-Learning website for course updates. Students may access the site through <http://elearning.ufl.edu>. You may also find the site by going to <https://education.ufl.edu/coe-online/>. Log into the Canvas section by using your Gatorlink username and password. This website will have a copy of the course syllabus, online class discussions and other useful information. Students are responsible for viewing class announcements posted on the site by the instructor. Each student is responsible for accessing class videos and PowerPoints.

Online Course Statement:

Some class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Academic Course Policies:

The UF academic course policies listed below can be found at the following site:

<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

- Course Accommodations
- UF Grading Policies
- Academic Integrity

*Please note, this course requires the submission of original work and it is unacceptable to use any artificial intelligence (AI) such as chatGPT or any other technology to generate your answers or work. Students who submit work generated by anyone or anything other than themselves, at the instructor's discretion, will, at minimum, earn a zero for the assignment and may face additional consequences. Use of AI to generate original work is unacceptable.

- Online Course Evaluations
- In-class Recording
- Campus Resources – Academic & Health and Wellness

Late and Make Up Work Policy

Late work is allowed, .5 points are deducted per day. Assignments will be accepted up to a week after the due date.

Rubrics

Course Assignments and Point Values

Exam 1 50 points

Exam 2 50 points

5 Online Discussions (10 points each) 50 points

Cultural Autobiography 75 points

Part I - First draft (25 points); Part II - Final draft (50 points)

Ethnography Project 75 points

Interview, video resource, and article summaries (25 points)

Final presentation (50 points)

Total Points 300 points

Course Grades: Incomplete

A grade of Incomplete “I” will only be given in extreme circumstances (i.e., illness) and must be pre-approved by the instructor. If approved, a contract will be drawn up with the student specifying assignments and due dates. According to University policy, all incomplete work must be completed by the following semester or the student will receive a punitive incomplete (i.e., the same as an “E”).