

GENERAL INFORMATION	
Course Prefix/Number: EPI0030	Course Title: <b>Diversity</b>
Number of Credits: 2 credits	
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C.
Date Submitted/Revised: 3/30/12	Effective Year/Term: 2012-3
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency	
Course Description (limit to 50 words or less):  The student will learn the complexities surrounding cultural, linguistic, and exceptional needs of K-12 learners. The student will learn about legal mandates, ethical issues, implications for classroom implementation, and best practices for instructional strategies and maintenance of safe, open learning environments. The student will learn to make informed decisions in designing and adapting the curriculum for all students. ( 2 hr. lecture )	
Prerequisite(s):	Corequisite(s): EPI0945

**Competencies:**
**Competency 1:**

The student will examine the impact of diversity upon the educational process by:

1. Comparing and contrasting the past and present roles of education in a multicultural society.
2. Distinguishing among the major differences and similarities among the various cultural groups in the United States by:
  - a) identifying specific characteristics of U.S. culture; and,
  - b) comparing and contrasting U.S. culture with other cultures.
3. Analyzing the origins, development, and political and legal aspects of anti-bias, social justice and multicultural education.

**Competency 2:**

The student will develop intercultural competence and cultural relativism by:

1. Explaining the concepts of cultural diversity and cultural pluralism and their classroom implications
2. Examining legal mandates such as the Florida Consent Decree and IDEA, and assessing the implications for public education.
3. Applying ethno-linguistic and cross-cultural knowledge to classroom management techniques.
4. Examining the barriers that lead to an unwillingness and/or inability to view reality from another point of view.
5. Discussing the significance and responsibility of teachers accepting and valuing students from diverse cultures and socioeconomic backgrounds and treating all students equitably.
6. Identifying teacher's behaviors that indicate sensitivity to cultural and linguistic differences.
7. Evaluating multicultural relevant resources.8. Adhering to the Code of Ethics and Principles of

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**Competency 3:**

The student will demonstrate knowledge of the importance of establishing and maintaining a supportive and nurturing environment that accepts and fosters diversity by:

1. Choosing instructional practices that encourage innovation and creating a positive learning environment for all.
2. Sustaining a classroom environment that promotes a climate of openness, inquiry, and fairness that supports and accommodates the various learning styles and cultural backgrounds of students.
3. Identifying home/school connections to build partnerships with English Language Learners (ELLs") families (e.g., Parent Leadership Councils [PLC]).
4. Selecting and implementing strategies for using school, neighborhood, and home resources.

**Competency 4:**

The student will improve planning, instruction and assessment for all learners by:

1. Evaluating data collected in a class in which there is a variety of cultural, linguistic, social, and academic differences to measure effectiveness of selected strategies.
2. Collaborating with the cooperating teacher in problem-solving.
3. Analyzing, adapting, and evaluating methods for differentiating planning, instruction, materials, accommodations, and assessment based on students' abilities, instructional needs, interests and backgrounds.
4. Planning for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for all students to successfully meet learning objectives.
5. Selecting traditional and authentic assessment instruments and techniques which reflect current trends and issues related to the testing of culturally diverse students.
6. Designing and implementing multicultural educational lessons based on relevant research, core curricula, instructional strategies, instructional materials, technology, and assessment which meet the needs of all students within the context of the regular classroom.

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