Course Number:  EAL 7758  
Course Title:  Cultural Diversity  
Semester Hours:  3 Semester Hours  

Pre-requisite(s):  EAL 7758 is restricted to students who are admitted to an NCATE approved EAL Certification program and already hold Class A Certification in Educational Leadership.  

Approved Delivery Models:  
Course delivery is restricted to approved models. Additional models may be submitted for review through the College of Education process.  
- Full Semester  
- Compressed Semester  
- Face-to-face  

Catalog Course Description:  
This course provides in-class and field experiences for specialist students in the investigation of current diversity, multicultural and pluralistic literature and in the identification and creation of organizational patterns/designs, which support both short- and long-range multicultural and diversity school goal setting. Students will learn competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. Activities are designed to appraise and evaluate diversity data, coordinate and synthesize curriculum development, utilize appropriate instructional designs including delivery, resources to manage change in their school’s community. Emphasized is student reflection, the interpretation and utilization of data collected for the improvement of diversity, and multicultural programs. Class A Certification in Educational Administration is required.  

Goals and Objectives of Course:  
The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to demonstrate knowledge of:  

Upon completion of the course, the perspective administrator will demonstrate with regard to leadership, curriculum, instruction, professional development, management and school & community relations in grades P-12 a  

Fundamental knowledge of:  
- Epistemological assumptions underlying how individuals perceive the school, its role in the education of youth and the importance of practical considerations to members of diversified groups;  
  \( ISLLC \ 1, 2, 4, 5, 6 \)  
- Develop a more global and multicultural perspective of educational leadership;  
  \( ISLLC \ 1, 2, 6 \)
• Identify, discuss and understand issues and problems related to administering ethnically and culturally diverse student body in relationship to: (a) individual student needs; (b) the curriculum change/development process; (c) staff development and training; (d) innovative techniques and designs; (ISLLC 1, 2, 4, 5)

• Devise techniques and strategies for developing cross-cultural communication and appreciation within the school, the district, and the local community; (ISLLC 2, 3, 5, 6)

• Review and analyze the geographical implications of persons in rural, suburban, and inner city communities given the traditional relationship that organizational theory and behavior has to the ways instructional organization and school cultural constrains or enhances school achievement; (ISLLC 1, 2, 4, 5)

Approved Text(s):


Howard, G.R. (2006). We can’t teach what we don’t know. (2nd ed.). New York: Teachers College Press.


Content:

• Develop an Overview of School and Community
  o Socio-economics
  o Diversity their school’s student body
  o Reflective analyses

• Examine Professional Practice within their School/ School Systems

• Identify Concepts, Ideas, Issues Related to Multiculturalism.
  o Accommodation of special needs groups and individuals,
  o Curriculum designs prevalent within particular school districts, etc.

• Identification of Stakeholders and their Role within their School’s Community.
• Identification, Analysis, and Reflection of Diversity Issues Related to School/Systems by Topical Interest:
  o School population changes;
  o Curriculum and instructional development/change, and
  o Evaluation.
• School Profile Development to include:
  o Exploring the questions they want answered regarding how their school has evolved over the past 3 to 5 school years;
  o Investigation of instruction and data research that are available to answer those questions;
  o Determining what types of data and analyses are available by local school district and/or local school; and
  o How does the student’s local school use data to make instructional decisions?

**Evaluation:**
*Candidates must satisfactorily meet all goals or objectives used to assess AL SDE rules.*

**Additional Services:**

**AMERICANS WITH DISABILITIES ACT:** Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

**Absence Policy:**
In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

A student will be excused for class absence for circumstances beyond the student’s control or to attend a required university activity.

**INCLEMENT WEATHER AND EMERGENCY SITUATIONS:** Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking peril to themselves or to others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University’s web site.
Academic Misconduct:
Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.

INCOMPLETE WORK POLICY:
University policy states that an incomplete may be reported for students whose progress in a course has been satisfactory (e.g. the student is passing the course), but who are unable to receive a final grade because of circumstances beyond their control. An incomplete must be cleared by the next term of enrollment, or one calendar year, whichever comes first. An incomplete which is not removed during the specified time limit of one calendar year or by the end of the next term of enrollment, automatically becomes and F.

CHEATING POLICY:
A student may be disciplined, up to and including suspension and expulsion from the University if they are found in violation of the “Standards of Conduct.” See Standards of Conduct in the Graduate Bulletin.