COURSE OUTLINE: GAS260 - STUDENT DIVERSITY

Prepared: Silvana Turpin
Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	GAS260: STUDENT DIVERSITY AND SCHOOLS
Program Number: Name	1115: GAS-UNIV TRANSFER
Department:	GENERAL ARTS & SCIENCE
Semesters/Terms:	18F
Course Description:	This course will examine the impact of diversity on students and educational systems through the consideration of the historical and philosophical foundations of schooling, the impact of diversity on student`s participation in the system, and the characteristics of effective teaching practice to meet the needs of diverse learners. Students will have an opportunity to examine their educational pathway and educational and career goals.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: **Please refer to program web page for a complete listing of program outcomes where applicable.**	**1115 - GAS-UNIV TRANSFER** VLO 1 Develop, through general knowledge gained in a wide range of subjects, insight into both self and society. VLO 2 Develop flexibility and clarity of both thought and expression in order to develop communications competence to a level required by business and industry. VLO 3 Understand and utilize critical thinking processes and problem solving techniques. VLO 4 Examine and evaluate various aspects of our changing society to assist in developing a sense of personal and social responsibility as a citizen in society. VLO 5 Employ basic vocational, skills drawn from the areas of the Humanities, Social and Behavioural Sciences of Vocational Studies (Business, Technology).
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects.

SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

	EES 11 Take responsibility for ones own actions, decisions, and consequences.
General Education Themes:	Civic Life
	Social and Cultural Understanding
	Personal Understanding
Course Evaluation:	Passing Grade: 50%, D
Books and Required Resources:	No Text is Required

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
Compare and contrast educational systems	1.1 Distinguish between the different educational philosophies that have guided the systems of education in various different cultures 1.2 Evaluate the strengths and weaknesses of these different views
Course Outcome 2	**Learning Objectives for Course Outcome 2**
Identify and explain the reasons for, and composition of, curriculum in schools in Ontario	• Discuss the content of curriculum that is being taught • Discover the reasons why the curriculum is being taught 2.1 Research current educational curriculum documents in terms of goals and outcomes 2.2 Identify the roles of government in education and curriculum 2.3 Explain the roles of the various parties in terms of deciding curriculum 2.4 Identify the hierarchies within, and the roles of the professionals in, Boards of Education
Course Outcome 3	**Learning Objectives for Course Outcome 3**
Describe the characteristics of an `effective` school	3.1 Explore the different definitions of the word `effective` as it relates to the needs of different communities 3.2 Discuss the different perceptions that different generations may have of effective schools 3.3 Describe the ethics, values and dispositions of effective professional educators
Course Outcome 4	**Learning Objectives for Course Outcome 4**
Describe the characteristics of an `effective` teacher	4.1 Explore the different characteristics of an effective teacher and what that means to each individual 4.2 Explore, individually, the characteristics that they possess that may lead them to become effective teachers 4.3Describe the ethics, values and dispositions of effective professional educators
Course Outcome 5	**Learning Objectives for Course Outcome 5**
Describe different ways in which schools respond to student diversity and social issues	5.1 Explain the meaning of diversity in the classroom 5.2 List the current social issues and diversity that make up the classroom 5.3 Explain how issues such as equality of educational opportunity, desegregation, gender, multi-ethic classrooms,

	poverty, homelessness, abuse, teenage pregnancy, bullying, learning disabilities etc. have an impact on the classroom 5.4 Discuss the responsibility the teacher has in addressing and meeting the needs of the diverse classroom
Course Outcome 6	**Learning Objectives for Course Outcome 6**
Analyze current and controversial educational issues in terms of professional ethics, the teacher and the law	6.1 Discuss professionalism and ethics as they relate to teacher conduct 6.2 Define professional dispositions 6.3 Demonstrate professional dispositions as a future educator
Course Outcome 7	**Learning Objectives for Course Outcome 7**
Analyze and explain the various philosophical bases upon which education in North America stands	7.1 Recognize and distinguish between the major philosophies such as idealism, realism, pragmatism, constructivism, existentialism, etc. 7.2 Identify the influence of these philosophies in the current educational systems 7.3 Evaluate the pros and cons of each philosophy 7.4 Review the elements of the philosophies as they are apparent in classroom visits and in individual lesson presentation 7.5 Write an personal philosophy of education
Course Outcome 8	**Learning Objectives for Course Outcome 8**
Analyze and discuss trends and future of education	8.1 Identify the changing roles that technology plays in education 8.2 Discuss the current educational trends in education
Course Outcome 9	**Learning Objectives for Course Outcome 9**
Demonstrate the ability to be reflective about the individual learning process	9.1 Reflect on individual educational and schooling experiences and their individual impacts 9.2 Recognize individual strengths and weaknesses in relation to schooling and education 9.3 Identify future educational pathway

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Educational Issue	15%	6,8
Personal Educational and Career Report	25%	1,2,3,4,5,6,8,9
Personal Educational Biography	10%	1,2,3,4,5,9
Test One	25%	1,2,3,4
Test Two	25%	5,6,7,8

Date: July 5, 2018

Please refer to the course outline addendum on the Learning Management System for further information.