



COURSE OUTLINE: GAS0260 - STUDENT DIVERSITY

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	GAS0260: STUDENT DIVERSITY
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
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.
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
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



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Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

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	<ul style="list-style-type: none"> • 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 4.3 Describe 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-ethnic 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	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



	teacher and the law	
	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

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.

2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: August 27, 2018

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

