



## COURSE OUTLINE: GAS260 - STUDENT DIVERSITY

Prepared: Silvana Turpin

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

<b>Course Code: Title</b>	GAS260: STUDENT DIVERSITY AND SCHOOLS
<b>Program Number: Name</b>	1115: GAS-UNIV TRANSFER
<b>Department:</b>	GENERAL ARTS & SCIENCE
<b>Semesters/Terms:</b>	20F
<b>Course Description:</b>	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.
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1115 - GAS-UNIV TRANSFER</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	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).
<b>Essential Employability Skills (EES) addressed in this course:</b>	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

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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relationships and the achievement of goals.

EES 10 Manage the use of time and other resources to complete projects.

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

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

No Text is Required

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
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
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Identify and explain the reasons for, and composition of, curriculum in schools in Ontario	2.1 Discuss the content of curriculum that is being taught 2.2 Discover the reasons why the curriculum is being taught 2.3 Research current educational curriculum documents in terms of goals and outcomes 2.4 Identify the roles of government in education and curriculum 2.5 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
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
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
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
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

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	professional educators
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
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
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
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
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
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 a personal philosophy of education
<b>Course Outcome 8</b>	<b>Learning Objectives for Course Outcome 8</b>
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
<b>Course Outcome 9</b>	<b>Learning Objectives for Course Outcome 9</b>
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
Comparative Education Presentation	10%
Educational Issue Article Review	10%
Personal Educational and Career Report	15%
Personal Educational Biography	15%
Test One	25%

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	Test Two	25%
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**Date:** June 29, 2020

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

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