

## Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305)237-6152		
Course Prefix/Number: EDG 2701	Course Title: Teaching Diverse Populations		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input checked="" 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: 02/13/08	Effective Year/Term: 20081		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication  <input type="checkbox"/> Numbers / Data  <input checked="" type="checkbox"/> Critical thinking  <input checked="" type="checkbox"/> Information Literacy  <input checked="" type="checkbox"/> Cultural / Global Perspective             </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility  <input checked="" type="checkbox"/> Ethical Issues  <input checked="" type="checkbox"/> Computer / Technology Usage  <input type="checkbox"/> Aesthetic / Creative Activities  <input type="checkbox"/> Environmental Responsibility             </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility		
Course Description (limit to 50 words or less, <b>must correspond with course description on Form 102</b> ):  This course examines the principles and complexity of America's diverse student population and the implications to teaching and learning. Students will learn theoretical and practical knowledge about diversity inclusive of race, ethnicity, age, gender, class, religion, national origin, language, and exceptionality. Fifteen hours of field experience are required.			
Prerequisite(s):	Corequisite(s):		

**Course Competencies:** (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will learn about diverse populations in society by:

1. Identifying curriculum trends and challenges in anti-bias education.
2. Characterising of major cultural groups in America.
3. Examining the role of culture in society and the classroom.
4. Studying litigation and legislation of equal opportunity laws, policies, and how they changed society.
5. Discussing the distribution of power in U.S. society and its effects on diverse student populations.

Competency 2: The student will analyze the impact of diversity upon the educational process by:

1. Discussing the historical points of view and contribution of culturally diverse groups. (CC1K8)
2. Describing the demographic trends in the American classroom.
3. Comparing and contrasting the essential elements of a culturally competent educator.
4. Analyzing the origins and evolution of anti-bias education.
5. Identifying the political and legal aspect of anti-bias education.
6. Reviewing the foundation of anti-bias education from a historical development and the implications for teaching and learning.
7. Relating current research on multicultural issues in education, including the demographics and impact of diversity on the educational process. (FEAP8)

Revision Date: \_\_\_\_\_

Approved By Academic Dean Date: \_\_\_\_\_

Reviewed By Director of Academic Programs Date: \_\_\_\_\_

8. Analyzing factors that impact on student learning, including learning style/teaching style, language, family background, study skills, and physical characteristics. (FEAP 5,7)
9. Identifying best practices and effective strategies for teaching diverse student populations. (FEAP 5,ESOL5)
10. Recognizing strategies that demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. (CC9S5)
11. Identifying strategies that create a safe, equitable, positive, and supportive learning environment in which diversities are valued. (CC5S2)
12. Recognizing the cultural perspectives influencing the relationships among families, schools, and communities related to instruction.
13. Examining the legal, administrative, and instructional responses to diversity and exceptional needs of students in the American education system. (FEAP 6)

Competency 3: The student will examine barriers to understanding diversity by:

1. Examining the foundation of prejudice, stereotypes, and discrimination.
2. Demonstrating that cultural differences among students and teachers are natural and inevitable and should be celebrated. (CC9K1)
3. Reviewing one's own viewpoints and value system, and comparing and contrasting these with the viewpoints and values of others from diverse backgrounds.
4. Defining the concept of a cultural filter and explaining how this affects the way a person or a group perceives reality. (CC5K10)
5. Examining barriers to cultural understanding such as the concept and use of intelligence tests, assessment of student achievement, teacher biases, tracking of students and other similar practices. (CC5K9)
6. Articulating personal philosophical positions and respect those of others. (FEAP2)
7. Identifying sociological concepts and terms and how they relate to teaching diverse populations. (ESOL3,FEAP5)
8. Identifying and defining psychological concepts and terms and how they relate to teaching diverse populations, including self-concept, self-esteem, self-fulfilling prophecy, locus of control, and self actualization. (FEAP 7)
9. Identifying barriers to accessibility and acceptance of individuals with disabilities. (GC5K1)
10. Identifying and discussing barriers to cultural understanding. (FEAP 5,7)
11. Discussing the variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling. (CCK3)
12. Recognizing the characteristics and effects of the cultural and environment milieu of the individual with exceptional learning needs and the family. (CC2K3)
13. Identifying, comparing, constrasting unifying beliefs, values, and attitudes shared by groups and individuals in America. (FEAP 5, ESOL 2,23)

Revision Date: \_\_\_\_\_

Approved By Academic Dean Date: \_\_\_\_\_

Reviewed By Director of Academic Programs Date: \_\_\_\_\_