



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**LAST REVIEW:** 2008-2009  
*(i.e. 2003-2004)*

**NEXT REVIEW:** 2013-2014  
*(i.e. 2008-2009)*

**STATUS:** A  
*(A, I, D)*

**COURSE TITLE:** Introduction to Diversity and Exceptionalities for Educators

**COMMON COURSE NUMBER:** EDF 2085

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(per 16 week term)*

**CLOCK HOURS:** 48  
*(Voc. Course ONLY)*

Lecture:

Lab:

Clinic:

Other: 15

**PREREQUISITE(S):** None

**COREQUISITE(S):**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum):*

Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of culture, socioeconomic status, ethnicity/race, gender, religion, exceptionality, language, and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided exposure to the Florida Educator Accomplished Practices, Sunshine State Standards, and Professional Educator Competencies. A minimum of 15 hours of field-based experience is required working with diverse populations of children in schools or similar settings that are not virtual.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

## UNIT TITLES

1. Cultural Awareness
2. Multiculturalism and Education
3. Family & Community
4. Language Acquisition and Learning
5. Exceptionality and Legislation
6. Instructional Accommodations for Exceptional Students
7. Culturally Responsive Teaching
8. Personal Attitudes and the Learning Environment



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## EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be assessed on the course outcomes.

*\*\*\* Complete the following only if course is seeking general education status \*\*\**

## GENERAL EDUCATION Competencies and Skills \*:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	
2. Speak and listen effectively	
3. Write clearly and coherently	7.5
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	1.5, 2.1, 3.2, 3.3, 4.3, 5.2, 7.5, 8.1
5. Demonstrate and apply literacy in its various forms: <i>(highlight in green ALL that apply)</i> (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental )	1.2, 1.3, 1.6, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.4
6. Apply problem solving techniques to real-world experiences	2.2, 2.3, 3.3
7. Apply methods of scientific inquiry	7.5
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	1.1, 1.5, 5.1
10. Collaborate with others to achieve common goals.	
11. Research, synthesize and produce original work	7.5
12. Practice ethical behavior	1.4
13. Demonstrate self-direction and self motivation	
14. Assume responsibility for and understand the impact of personal behaviors on self and society	8.3
15. Contribute to the welfare of the community	

*\* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*



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Common Course Number: EDF2085

## Unit 1

### General Outcome:

**1.0 The student shall demonstrate an understanding of the basic perspectives related to the study of culture and pluralism**

### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Identify the different forms of diversity in today's schools**
- 1.2 Define culture and ethnocentrism**
- 1.3 Distinguish between the visible and invisible manifestations of culture**
- 1.4 Recognize how the practice of cultural relativism can lead to positive intercultural relations**
- 1.5 Examine the similarities and differences in beliefs and practices of various cultural groups**
- 1.6 Recognize the stages of cultural adaptation and their behavioral characteristics**



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## Unit 2

### General Outcome:

**2.0 The student shall understand how education is impacted by multiculturalism**

### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Identify the factors that place students at risk**
- 2.2 Describe the challenges that educators face in today's multicultural classrooms**
- 2.3 Discuss the role of multicultural education in addressing diversity and equality in U.S. schools**



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## Unit 3

### General Outcome:

**3.0 The student shall understand how family background, personal characteristics, and the community influence students' school experiences**

### Specific Measurable Learning Outcomes:

**Upon successful completion of this unit, the student shall be able to:**

**Describe how family, culture, gender, socioeconomic status, religion, language of origin, ethnicity/race, age, and the community exert influence on students' academic experiences**

**Identify the school practices that hamper teacher effectiveness and student learning in U.S. schools**

**Derive implications for teaching**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

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## Unit 4

### General Outcome:

**4.0 The student shall understand the issues related to the education of language minority students**

### Specific Measurable Learning Outcomes:

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Define language minority**
- 4.2 Discuss legislation protecting the rights of language minority students**
- 4.3 Identify the types of program models available for teaching second language learners**
- 4.4 Describe the similarities and differences between first and second language acquisition**
- 4.5 Discuss classroom strategies that support language and academic development**



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

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## Unit 5

### General Outcome:

**5.0 The student shall understand the issues related to the education of exceptional students**

### Specific Measurable Learning Outcomes:

**Upon successful completion of this unit, the student shall be able to:**

- 5.1 Identify the different types of exceptionalities**
- 5.2 Recognize the specific needs of students with exceptionalities**
- 5.3 Describe how exceptional students are identified**
- 5.4 Identify the types of special education services that are available to students**
- 5.5 Describe legislation that protects the rights of exceptional students**



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## Unit 6

### General Outcome:

**6.0 The student shall understand how to effectively teach and address the needs of exceptional students**

### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Describe typical accommodations that are made for exceptional students in the classroom**
- 6.2 Identify key instructional practices that are associated with effective teaching of students with exceptionalities**



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## Unit 7

### General Outcome:

**7.0 The student shall understand the principles of culturally responsive teaching**

### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

**7.1 Define culturally responsive teaching**

**7.2 Discuss strategies for effectively managing, motivating, and promoting self-esteem in the multicultural classroom**

**7.3 Discuss strategies for effective communication in the multicultural classroom**

**7.4 Discuss teaching and assessment methods that support the needs of culturally diverse students**

**7.5 Demonstrate culturally responsive teaching through the creation and evaluation of lesson plans that incorporate topics appropriate for a variety of grade levels**



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## Unit 8

### General Outcome:

**8.0 The student shall understand how personal value systems, attitudes, stereotypes, and prejudices influence the teaching and learning process and how to create positive learning environments**

### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 8.1 Identify the factors that may influence the teaching and learning environment for both teachers and students**
- 8.2 Recognize the causes and effects of intercultural conflict in school**
- 8.3 Use reflective practices to identify personal value systems, attitudes, stereotypes, and prejudices**
- 8.4 Describe strategies for reducing prejudice, increasing cross-cultural respect, and creating positive learning environments**