

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EDF 5320
2. **Title (may not exceed 30 characters, including spaces):** Cross-Cultural Education
3. **Long title, if any (may not exceed 100 characters, including spaces):** Foundations of Cross Cultural Education
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-1-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:**
7. **Course description:** This course is designed to address the need for educators to better understand and work effectively with the changing global populations in public schools. The course will analyze the nature of “culture” and how people of various traditions perceive and interact with others differently. Emphasis will be placed on how this information relates to school practices, policies, and climate as well as to teaching and assessment of students. 10 hours of field experience will be required.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s). ☐ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

e. **Repeat status:** ☒ **X** Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply): ☒ **X** Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☒ **X** lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☒ **X** practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

- understand how culture impacts the school climate and learning of all students;
- demonstrate awareness of the wide range of cultures in Illinois public schools;
- demonstrate a general knowledge base about selected cultural and religious groups;
- apply skills in recognizing and responding to differences about cultural groups;
- analyze the school climate and make recommendations for change.

If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

a. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge----- a, b, c
- Effective critical thinking and problem solving -----d, e
- Effective oral and written communication-----a,b,c,d,e
- Advanced scholarship through research or creative activity-----e

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Reflections (25%) – formal written responses, reflections, and analysis on course reading, activities, and content.

Analysis of Printed Instructional Materials for Bias (e.g. textbooks) (20%)

Analysis of Electronic Media for Bias (e.g. websites, computer programs, educational media) (20%)

Cultural Analysis Project (25%) – formal research, data collection, and analysis on a salient cultural aspect (e.g. issues of biracial and/ or bicultural identity, Latino cultural values and the *telenovela*, communication styles and intercultural conflict) and the impact on teaching and learning.

Field Experience - (10%) 10 hours of direct contact and interaction with an ELL in an academic setting and related assignments, including an analysis of relationship between the ELL's culture and his/her educational experiences.

	Reflections (25%)	Analysis Printed Instructional Materials Bias (20%)	Analysis of Electronic Media for Media Bias (20%)	Cultural Analysis Project (25%)	Field Experience and related assignments (10%)
a	X	X	X		X
b	X	X	X		X
c	X	X	X	X	X
d	X			X	X
e	X			X	X

3. Explain how the instructor will determine students' grades for the course:

Grading Scale:

100-90% =A

89-80% = B

79-70% = C

69-60% = D

59-0% = F

Assignments:

Reflections 25%

Analysis of Instructional Materials Bias 20%

Analysis of Electronic Media Bias 20%

Cultural Analysis Project 25%

Field Experience 10%

Total

100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1	Course Overview Changing Demographics and Implications for Educators Local National Global
Week 2	What is "Culture?" Characteristics of Dominant Culture in the U.S. The cultural context of schooling in the U.S.
Week 3	Theories of Assimilation Stages of Acculturation The importance of immigration status
Week 4	Cultural assumptions about educating children Letting go of basic assumptions Cross-cultural communication
Week 5	Overview of the World's Major Religions and Relationship to Educational Practice

- Week 6** **Cultural Paradigms: The “Americas”**
Family Values and relationships
Parenting and child-rearing practices
Teaching and Learning Styles
Values in education
- Week 7** **Latino American Students in the Classroom**
Language and culture
Regional, political, and ethnic differences
- Assessment and Testing of Latino Students
- Week 8** **Cultural Paradigms: East Asian Cultures**
Family Values and relationships
Parenting and child-rearing practices
Teaching and Learning Styles
Values in education
- Diversity in East Asian Cultures
Understanding Chinese cultures
Understanding Korean cultures
- Implications for educators
- Week 9** **Cultural Paradigms: India and Hindu Cultures**
Family Values and relationships
Parenting and child-rearing practices
Teaching and Learning Styles
Values in education
- Week 10** **Cultural Paradigms: Pakistan and Afghanistan Cultures**
Family Values and relationships
Parenting and child-rearing practices
Teaching and Learning Styles
Values in education
- Impact of war on the region
- Week 11** **Cultural Paradigms: African Cultures**
Family Values and relationships
Parenting and child-rearing practices
Teaching and Learning Styles
Values in education

Week 12	Models of Teaching in a Global Classroom Assessment and Placement Families with special needs (refugees, undocumented residents)
Week 13	Preparing all students for living in a global interdependent world. The multiplicity of cultures in our schools
Week 14	Presentation of Cultural Analysis Project
Week 15	Presentation of Cultural Analysis Project

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The changing demographics of U.S. public schools necessitate that all teachers to be prepared to work effectively with students who are English Language Learners (ELL). An important component of this preparation is an understanding of cross-cultural education. Cross-cultural education seeks to foster cultural pluralism within the classroom and school to assure equitable educational opportunity for all students. Teachers need to become more knowledgeable about the interdependence and issues that cross cultures. This course is designed to examine important aspects of cultures around the world and to recognize and analyze how these shape human thought and behavior.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** VanGunten, Gong, or any qualified faculty member

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

- 2. Additional costs to students:**

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

None

- 3. Text and supplementary materials to be used (Include publication dates):**

Lynch, E. W. (2011) Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families, (4th ed.). Baltimore, MA: Brookes Publishing.

Selected readings from education journals.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: December 11, 2013

Date approved by the college curriculum committee: January 27, 2014

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: **CGS:**

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course

content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

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**Disability
Services**

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581-6583