

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5735
Multicultural Competencies & Social Justice in College Student Affairs

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 5735
2. Title (may not exceed 30 characters, including spaces): Multicul Comp & Soc Just in CSA
3. Long title, if any: Multicultural Competencies & Social Justice in College Student Affairs
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: Fall Spring Summer On demand
6. Initial term of offering: Fall Spring Summer Year: 2014

7. Course description:

This course in Multicultural Competencies & Social Justice in College Student Affairs is designed to acquaint future student affairs professionals with competency skills deemed necessary for the successful practice of student affairs administration in multicultural and diverse higher education settings. Characteristics, policies, practices and organization dynamics of higher education institutions that affect the delivery of services and programs for all members of the higher education community are the focus of the course.

8. Registration restrictions:

a. Equivalent courses

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes X 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. None
- 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 X 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 X Chair ___ Instructor ___ Advisor ___ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): None

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:
Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

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

9. Special course attributes: None

10. Grading methods (check all that apply): **Standard letter** C/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.)

lecture lab lecture/lab combined independent study/research

internship performance 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:

a. 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.**

Through readings, lecture, assignments and active class participation, students will

- a. demonstrate awareness, skills, and knowledge of the multifaceted and diverse nature of colleges and universities.
- b. indicate theoretical and philosophical knowledge for effective professional performance within dynamic and ever changing multicultural higher education environments.
- c. demonstrate personal awareness regarding the diverse life experiences and perceptions of students, faculty and staff.
- d. interact with diverse individuals, and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences.
- e. identify and analyze the legal, ethical and moral concerns associated with multicultural communities and individuals of diverse racial, ethnic, cultural and economic backgrounds.
- f. analyze social systems and their influence on people of diverse backgrounds.
- g. articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals.
- h. identify and develop program, services, policies and practices that are culturally relevant.

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

Learning Goals	Objectives
<ul style="list-style-type: none"> • Depth of content knowledge 	a - h
<ul style="list-style-type: none"> • Effective critical thinking and problem solving 	h
<ul style="list-style-type: none"> • Effective oral and written communication 	
<ul style="list-style-type: none"> • Advanced scholarship through research or creative activity 	

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

a. demonstrate awareness, skills, and knowledge of the multifaceted and diverse nature of colleges and universities.	Designated Expert; Environmental Assess; Student Interviews; Final
b. indicate theoretical and philosophical knowledge for effective professional performance within dynamic and ever changing multicultural higher education environments.	Designated Expert; Article Critiques; Annotated Bib.; Environmental Assess; Student Interviews; Final
c. demonstrate personal awareness and understanding regarding the diverse life experiences and perceptions of students, faculty and staff.	Designated Expert; Article Critiques; Student Interviews; Final
d. interact with diverse individuals, and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences.	Environmental Assess; Student Interviews
e. identify and analyze the legal, ethical and moral concerns associated with multicultural communities and individuals of diverse racial, ethnic, cultural and economic backgrounds.	Designated Expert; Article Critiques; Annotated Bib.; Final

f. analyze social systems and their influence on people of diverse backgrounds.	Designated Expert; Article Critiques; Annotated Bib.
g. articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals.	Designated Expert; Environmental Assess; Final
h. identify and develop program, services, policies and practices that are culturally relevant.	Environmental Assess

- **Class Participation (10%)**
 Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process.
- **Designated Expert (DE) (10%)**
 Students will serve as the DE for at least one class meeting. DE responsibilities include, but are not limited to, presenting class members with questions to be answered or discussed based on assigned readings, having read assigned materials and serving as respondent to questions posed by members of the class, and preparing a list of references to be shared with all class members. DE duties may be served by inviting a ‘Panel of Experts’ to come before class members who will respond to questions regarding their experiences and areas of expertise. Panels may include professionals, university staff, students and community leaders.
- **Article Critiques (15%)**
 Students will submit a 2 page article critique and include pertinent issue(s), hypotheses or research questions, research findings, method(s) of presentation of findings (e.g., presence/absence of tables, statistics, charts, graphs, etc.) and an interpretation of the significance of the findings for student affairs practitioners.
- **Annotated Bibliography (10%)**
 Student will create an annotated bibliography on multiculturalism/diversity in a university or higher education setting. The bibliography must contain a minimum of 25 references. Sources should not include opinion pieces, unpublished documents, or articles included in non-refereed publications. However, it is acceptable to include research articles from the professional journals of other disciplines (e.g., counseling, psychology, sociology, industry education, etc.)
- **Environmental Assessment of Multicultural and Diversity Issue (25%)**
 Students will select an institution of higher education for the purposes of obtaining information regarding diversity on campus. Information may be obtained from student newspapers, websites, professional publications, or via observations made during a visit to campus. In-class presentations are limited to 15 minutes and should contain (1) identification of the most critical issue; (2) background of the campus environment; (3) evidence of institutional response to incident(s); (4) an assessment of the position taken by the administration; and (5) suggestions of alternative institutional responses (including applicable case law). Institutions to be selected include military colleges, professional schools (dentistry, medicine, law, nursing, chiropractic), women’s colleges/universities, historically Black institutions, religious seminaries, tribal colleges and virtual/internet colleges and universities.

- **Student Interviews (15%)**
 Student will interview at least two students to obtain their perceptions of the EIU campus environment regarding institutional racism, gender discrimination, religious tolerance, etc. Students should have group identification in common (e.g., minority female scholarship athlete, chronologically gifted freshmen, students with physical disabilities, etc.). Written presentations of interviews should be structured as follows: Racial/Ethnic group(s) with which interviewees most identify; Interview protocols; Individual responses to interview protocols, Summary of Findings regarding institutional racism, discrimination, and diversity initiatives
- **Final (15%)**
 There will be a final assessment over selected course material.

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

Grades will be based on the following criteria:

Class Participation	10%
Designated Expert	10%
Article Critiques	15%
Annotated Bibliography (10%)	10%
Environmental Assessment of Multicultural and Diversity Issue	25%
Student Interviews	15%
Final	<u>15%</u>
Total	100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
N/A

- 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: N/A

- 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. N/A

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.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction to course
2	Identification of Multicultural & Diversity Issues in Higher Ed.
3	Identification of Multicultural & Diversity Issues in Higher Ed.
4	National Mandates for Multicultural & Diversity Issues in Higher Ed.
5	Cultural Diversity and Political Discourse on Campus
6	Gov/Institutional Funding for Cultural Diversity Programs
7	Mass Media and Cultural Diversity on Campus
8	Administrative Skills and Cultural Diversity Initiatives
9	Models of Successful Transitions from Mono to Multicultural Campuses.
10	Emotional, Spiritual, and Divisive Effects of Diversity
11	Legal Aspects of Diversity and Multiculturalism
12	Social Justice and Higher Education
13	Social Justice and Higher Education
14	Class Presentations
15	Class Presentations

PART IV: PURPOSE AND NEED

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

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

- 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. N/A**
- b. If the course or some sections of the course may be technology delivered, explain why. N/A**

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

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

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. None at graduate level**
- 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.

This is a required course for the M.S. in College Student Affairs.

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. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

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.

Qualified Graduate Faculty in the Department of Counseling and Student Development.

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.)

No additional costs to students.

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

Pope, R.L., Reynolds, A.L., & Mueller, J.A. (2004). Multicultural competence in student affairs. San Francisco: Jossey-Bass.

Assigned Readings

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.

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/23/13

Date approved by the college curriculum committee:

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
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581-6583