

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5735
3. Short title: Multicultural Competencies
4. Long title: Multicultural Competencies and Social Justice in College Student Affairs
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2020

8. **Catalog course description:** This course 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 this course.

9. **Course attributes:**
 General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active

10. **Instructional delivery**
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

- Mode(s) of Delivery:**
☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction (60/40)

11. Course(s) to be deleted from the catalog once this course is approved. None.

12. Equivalent course(s): None.
 a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s): None.
 a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
 b. Minimum grade required for the prerequisite course(s)? ☐
 c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No
 d. Who may waive prerequisite(s)?
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None.

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student
- b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

16. Repeat status: x May not be repeated May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor:

18. Grading methods: X Standard CR/NC Audit ABC/NC

19. Special grading provisions: None

- Grade for course will not count in a student's grade point average.
- Grade for course will not count in hours toward graduation.
- Grade for course will be removed from GPA if student already has credit for or is registered in: _____
- Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students: None.

Supplemental Materials or Software _____

Course Fee No Yes, Explain if yes _____

21. Community college transfer: N/A.

- A community college course may be judged equivalent.
- A community college may not be judged equivalent.
- Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. x Course is required for the major(s) of College Students Affairs
- Course is required for the minor(s) of _____
- Course is required for the certificate program(s) of _____
- Course is used as an elective
2. **Rationale for proposal:** To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).
3. **Justifications for (answer N/A if not applicable)**
- Similarity to other courses: n/a
- Prerequisites: n/a
- Co-requisites: n/a
- Enrollment restrictions: 5500 and above level graduate course
- Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5735 Multicultural Competencies and Social Justice in College Student Affairs

2. Catalog description. This course 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 this course.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Exhibit culturally inclusive active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying). (A/S)	1, 2
b) Establish rapport with students, groups, colleagues, and others that acknowledges differences in lived experiences. (A/S)	1, 2
c) Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.). (A/S)	1, 2, 3
d) Demonstrate awareness of inequitable and oppressive ways that laws and policies are enacted on vulnerable student populations at national, state/provincial, local, and institutional levels. (LPG)	1, 2, 3
e) Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one's work. (LPG)	1, 3
f) Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity how they affect one's integrity and work with others.(PEF)	1, 2, 3
g) Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences.(SJI)	1, 2, 3
h) Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power. (SJI)	1, 2, 3
i) Engage in critical reflection in order to identify one's own prejudices and biases. (SJI)	1, 2, 3
j) Participate in activities that assess and complicate one's understanding of inclusion, oppression, privilege, and power. (SJI)	1, 2, 3
k) Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one's practice. (SJI)	1, 3
l) Articulate a foundational understanding of social justice and inclusion within the context of higher education. (SJI)	1, 2, 3
m) Describe the foundational philosophies, disciplines, and values of the profession. (VPH)	1, 2
n) Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education. (VPH)	1, 2, 3

4. Course materials.

Cuyjet, M.J., Linder, C., Howard-Hamilton, M., & Cooper, D.L. (2016).

Multiculturalism on Campus: Theory, Models, and Practices for Understanding Diversity and Creating Inclusion, 2nd ed. Sterling, VA: Stylus Publishing.

Additional readings on D2L

5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Introductions, Syllabus Review, Operational Concepts, Classroom Expectations	150 Minutes	
2	Oppression and its effect on College Student Identity	150 Minutes	Ch. 1-3
3	Oppression and its effect on College Student Identity cont...	150 Minutes	Ch. 1-3
4	Intersectional Approach to Supporting Students	150 Minutes	Ch. 4; Intergroup Dialogue Article
5	LatinX College Students;	150 Minutes	Ch. 5-6
6	Asian American College Students	150 Minutes	Ch. 5-6
7	African American College Students Guest Speaker	150 Minutes	Ch. 7
8	Native American College Students;	150 Minutes	Ch. 8
9	Adult College Students	150 Minutes	Ch. 14
10	Biracial & Multiracial College Students	150 Minutes	Ch. 9
11	White College Students	150 Minutes	Ch. 10; Leonardo Article, McIntosh Article
12	International College Students Guest Speaker	150 Minutes	Ch. 11
13	Men & Women College Students	150 Minutes	Ch. 12

14	LGBT College Students Guest Speaker	150 Minutes	Ch. 13
15	Students with Disabilities; Religious & Spirituality	150 Minutes	Ch. 15-16
16	From Cultural Competence to Critical Consciousness	150 Minutes	Ch. 17

6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Class Participation	10%
Movie Reaction Papers - 3	30%
Annotated Bibliography	20%
Environmental Short	20%
Reflection Papers - 4	20%

Class participation: Students are expected to contribute actively and positively to the class discussion. Because students are responsible for their own learning, involvement in the class discussions are critical to the overall success of each student.

Movie reaction papers: Watch three (3) movies from the selection provided in class, you can check out a movie for one week from professor or you can procure an approved selection from another source (e.g. Netflix) and write a 1-2 page reaction paper to the particular topical area. Each Paper must be on a different area of diversity (race, socio-economic, mental illness, gender, sexuality, etc.).

Annotated bibliography: Create an annotated bibliography on multiculturalism/social justice in a university or higher education setting. The bibliography must contain a minimum of 10 references of your own selection; additional references will result in greater likelihood of earning maximum points. The *topic* must be submitted via email and *approved* by the professor prior to the creation of the bibliography. Opinion pieces, unpublished documents, or articles included in non-referenced publications should be no more than 25% of the bibliography. However, *it is acceptable* to include research articles from the professional journals of other disciplines (e.g., counseling, psychology, sociology, industry education, etc.) *See Rubric for more info*

Environmental short: Create a 3 minute visual/commercial highlighting the diversity, multiculturalism, and social justice values of the institution assigned. Using Environmental Assessment methods, you are to prepare an evaluation of the assigned institution's commitment to diversity, multiculturalism, and social justice using online and printed materials. Your 3

minute presentation should be self-contained, that is you are not speaking. You press play and it runs independently. Additional instructions will be provided in class.

Reflection papers: Submit in class a reflection paper on a question prompt that is related to multiculturalism and inclusion. Your reflection paper should be 1-2 pages in length. Double spaced, 12 point, Times New Roman font with one inch margins

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Class Participation	a, b, c, d, e, f, g, h, i, j, k, l, m, n
Movie Reaction Papers	d, e, f, g, h, i, l, n
Annotated Bibliography	c, d, e, g, k, l, n
Environmental Short	e, g, k, m
Reflection Papers	a, b, c, d, e, f, g, h, i, j, k, l, m, n

Date approved by the department or school: 4/11/18

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: