Eastern Illinois University
Revised Course Proposal
FCS 4685, Developing Cultural Awareness in Young Children

Please check one:  □ New course  X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  FCS 4685
2. Title (may not exceed 30 characters, including spaces):  Cultural Awareness Young Child
3. Long title, if any (may not exceed 100 characters, including spaces):  Developing Cultural Awareness in Young Children
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  X On demand
6. Initial term of offering:  X Fall  □ Spring  □ Summer  Year: 2011
7. Course description (not to exceed four lines):  Exploration of the history of multicultural education for young children from birth to age eight and discussion of the Intercultural Learning Process, examination of personal views on diversity and cultural privilege, determination of the need children have for cultural awareness, examination of the cultural stereotypes in media used by children, and techniques for helping children develop cultural competence.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  none
   b. 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.
      A grade of “C” or better in FCS 1800 or FCS 2800 or permission of the instructor.
   c. Who can waive the prerequisite(s)?
      □ No one  □ Chair  X 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 to a maximum of _______ hours or _______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted:
      This course is restricted to students majoring in the B.S. in Family and Consumer Sciences, ABC (Associate’s to Bachelor’s in Child Care) Program, B.S. in Career and Technical Education-Family and Consumer Sciences; minorin Family and Consumer Sciences; and to students in the Lumpkin College of Business & Applied Sciences (or, student from another College who is pursuing a Minor in Family and Consumer Sciences).
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
      See preceding point (f.)
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] none

10. **Grading methods** (check all that apply): X 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.)

11. **Instructional delivery method:** X lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad X other

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**
   Upon completion of this course students will be able to:
   1. Define multicultural education and explore its history with young children,
   2. Diagram the Intercultural Learning Process,
   3. Analyze personal feelings toward multiculturalism,
   4. Evaluate children’s need for cultural awareness,
   5. Deconstruct the concept of cultural privilege,
   6. Recognize cultural stereotypes and differentiate between their impact on victims and on perpetrators,
   7. Categorize children’s perceptions of identity, race, and culture during different stages of child development, and
   8. Explore multicultural resources through print, the media, and technology.

   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:**
      N/A
      - EIU graduates will write and speak effectively.
      - EIU graduates will think critically.
      - EIU graduates will function as responsible citizens.

   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:** N/A
      - Depth of content knowledge
      - Effective critical thinking and problem solving
      - Effective oral and written communication
      - 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:**
   Discussion and brief topic group work periodically engage in group discussions and provide brief written or oral reports to the class. In addition, students may be required to write very brief response papers to subjects of discussions, films, or application instructions. These in-class activities have crucial importance in this class as feelings regarding race, ethnicity, and culture can have deeply emotional roots and should be explored in a controlled environment. (Objectives 1-8)
   **Personal Reflection** write a personal reflective paper regarding their personal experience with culture/diversity. (Objectives 3, 5)
Analysis of Children’s Cartoons analyze 3 children’s cartoons in light of developmental and cultural considerations. (Objectives 4, 6, 7, 8)

Resource List compile a Resource List consisting of ten resources in which to obtain information about any aspect of the encouragement of multiculturalism and diversity for young children. Each resource must be annotated. (Objectives 1, 7, 8)

Analysis of Children’s Literature evaluate assigned works of children's literature using provided multicultural checklist, present their evaluations to the class, and discuss the results of the evaluations in a comprehensive manner. (Objectives 6-8)

Final Exam complete a comprehensive final examination. (Objectives 1-2 & 4-8)

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class assignments and group work</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Cartoon Analysis</td>
<td>125</td>
<td>25%</td>
</tr>
<tr>
<td>Resource List</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Children’s Literature Evaluation</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>20%</td>
</tr>
</tbody>
</table>

TOTAL POINTS 500 points

Grading Scale
450-500 points (90-100%) = A
399-449 points (80-89%) = B
348-389 points (70-79%) = C
279-347 points (60-69%) = D
296 or fewer points (59% or less) = F

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: Students will be assigned a discussion question each week concerning material covered. They will also be required to post a response to at least one other student. A discussion rubric will be used to evaluate the content of the discussion. The course will be divided into 14 modules. Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and complete brief written assignments. Each weekly writing assignment will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (i.e. APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored. Quantitative testing, projects, discussion and reflective sessions will be utilized to engage students in effective interaction.

b. Describe how the integrity of student work will be assured: The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student’s name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCT will allow for a structured open-book testing format.

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.): Each student will be interacting directly with one another via WebCT. Discussion boards, email, chat rooms,
whiteboards, blog and assignment boxes will be used for direct communication. Students will also have the opportunity to correspond through telephone or in person if they so desire.

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. (See Appendix *) 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.
The course will be divided into 13 weekly modules with a specific topic of focus for each module. The 14th week will be used for the final exam.
Module/Week 1: Introduction to Course
Module/Week 2: Introduction to Multiculturalism
Module/Week 3: Intercultural Learning Process
Module/Week 4: Historical Perspectives of Multicultural Education
Module/Week 5: Institutional Racism
Module/Week 6: Cultural Privilege
Module/Week 7: Importance to Young Children
Module/Week 8: Childhood Perspectives of Culture
Module/Week 9: The Education System
Module/Week 10: Application of Multicultural Principles
Module/Week 11: Social Action
Module/Week 12: Cultural Representation in Children Media
Module/Week 13: Using Literature to Introduce Multiculturalism to Young Children
Module/Week 14: Dramatic Play Materials for Cultural Awareness
Module/Week 15: Resources for Educators

PART IV: PURPOSE AND NEED

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

   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. The course is currently taught in a traditional face-to-face format. Offering an online option will enhance the accessibility of the program to students. Online section designed for ABC program students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. This course reflects upper-level work and requires a level of experience in, and/or familiarity with, the field of early childhood education; therefore enrollment in the ABC program is required. In unique circumstances, the instructor may determine that a student has the knowledge base to allow enrollment in the course based upon a combination of prior coursework and life experience.

3. If the course is similar to an existing course or courses, justify its development and offering. N/A
   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. N/A
   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. none

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. This course is required for completion of the Bachelor’s of Arts in General Studies, option in Childcare Education (ABC program).
   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. N/A

   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: Dr. Mikki Meadows or other qualified FCS 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. N/A

2. Additional costs to students: none

   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.)

4. 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. A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 11/16/2010

Date approved by the college curriculum committee: 2/16/2011

Date approved by the Honors Council (if this is an honors course): N/A

Date approved by CAA: 3/10/2011  CGS: N/A

*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).