
**Program is Funded by the U. S. Department of Education Title V Development Grant.
2018-2019: PR/FEDERAL AWARD IDENTIFYING NUMBER (FAIN) P031S150218**

The **Culturally-Embedded Curriculum (CEC) Development Grant Program** at Fresno Pacific University is designed to support and assist faculty members in creating culturally embedded curriculum with emphasis in Latin American Studies/Hispanic content within all courses, and in specific within the General Education courses they teach at FPU. These courses could also count as electives to obtain the minor in the interdisciplinary Latin American Studies program. Majors/programs are encouraged to include Latin American Studies/Hispanic content in the major required courses.

Rationale for Culturally-embedded curriculum:

“Abrose et al. (2010, p.169-170) in *How Learning works: Seven research based principles for smart teaching*, states ... ‘students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development. Therefore, it is important that pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them.’ Developing curricula with a cultural component not only supports student’s cognitive capabilities and allows them to understand different cultural perspectives, it allows them to gain a greater understanding of themselves, and understand different experiential contexts” (ALAS Title V- Advancing Latino/a Academic Success, September 2015, p. 22).

GRANT PROGRAM

All faculty members are eligible to apply, with the exception of faculty in the process of filing for sabbatical leave. The ALAS Title V Grant will award faculty **\$3,000** for curriculum development that meets the objectives of the program, and **\$4,000** for creating curriculum that lends itself to a hybrid/or online courses.

Grant applications will be prioritized as follows:

- 1- GENED courses that will increase a 10-15% (minimum) of culture component into the course.
- 2- Online or hybrid courses that include a 10-15% (minimum) CEC component.
- 3- Any course that includes LAS *Latin American Studies/Hispanic* content in specific majors; these courses can also be part of the GENED requirements. These courses could be part of the interdisciplinary minor in Latin American Studies.
- 4- Any course at FPU that includes Culturally Embedded Curriculum (CEC).

Please follow this timeline for the grant application process:

- a- **Grant application(s) are to be submitted by November 1st, 2018.**
- b- **Grant recipients will be notified by November 20th, 2018.**
- c- **New courses:** The course should follow the steps required by the correspondent college. Applicants are advised to speak with their respective division chair in order to follow the necessary steps and submission deadlines for approval of new syllabus. **The recipient will need to submit the Course Proposal Form (Attachment #1) to his/her respective division chair no later than January 15th, 2019. New courses should be available for student registration Fall semester 2020 and/or Spring semester 2021.**
- d- **Revised courses adding cultural content:** Applicants need to be sure the ALAS Title V Project Director, Patty Salinas, receives proof of the culturally content added to the course, with a 10-15% minimum as requirement. The specific ways to measure new content should be well explained in the “CEC Justification of Cultural Content Addition” (Attachment #2). **Should the applicant be chosen as a recipient, she/he will need to submit the Revised Course to Patty Salinas, ALAS Title V Project Director, no later than January 15th, 2019. Revised courses should be available for student registration Fall 2019 and/or Spring 2020.**

The recipients of the CEC Faculty Grants will be required to attend a professional development summit in May 2019.

Culturally-Embedded Curriculum Development Grant Application Instructions (Attachment #3; required for all applicants):

- Please complete the application form and email it to The Provost Office: Tina White at tina.white@fresno.edu by **November 1st, 2018**.
- **No hand-written applications** will be accepted.
- The application form is **expandable**.
- Faculty will receive a compensation of \$3,000 for CEC courses or \$4,000 for Online Course Development.
- The recipient will use the grant funds at his/her discretion.
- Recipients may provide a list of books he/she will be using for the CEC course development. The books will be purchased through the ALAS Title V Grant.

Application must meet the following criteria:

- 1- Original syllabus for the projected revised course(s) will need to be submitted. No syllabus is required for new courses proposed.
- 2- Abstract -350 words- a general description/idea of the specific component that will be expanded.
- 3- For courses in specific majors, the following will need to be included:
 - a. a general description on how Latin American Studies (LAS) component will be incorporated into the specific major
 - b. a general idea on how the revised and/or new course can be incorporated into the Latin American Studies (LAS) minor

Accountability:

- 1- **Grant recipients are required to attend a minimum of three** yearly events (Professional Development Workshops/Lectures) organized by the ALAS Title V Grant.
- 2- **ALAS Title V Grant Faculty CEC Summit:** Recipients of the CEC Faculty Grants are required to attend the professional development summit that will be held in May 2019 (2-3 half days). The objective of the summit is to present the current research, best practices, and ideas that CEC Faculty Grant recipients could work for the CEC curriculum.
- 3- **Culturally-Embedded Curriculum Development Grant:** Final syllabus will need to be submitted to the respective division chair and Latin American Studies (LAS) curriculum coordinator and will follow the regular process for approval of new or revised courses.
- 4- **New courses:** The recipient will need to submit the Course Proposal Form to his/her respective division chair no later than January 15th, 2018. New courses should be available for student registration Fall semester 2020 and/or Spring semester 2021.
- 5- **Revised courses adding cultural content:** The recipient will need to submit the Revised Course to Patty Salinas, ALAS Title V Project Director, no later than January 15th, 2018. Revised courses should be available for student registration Fall 2019 and/or Spring 2020.

Funding:

CEC Faculty Grant recipients will be announced by November 20th, 2018. Grants will be made available with allocations based on faculty application to the FPU Provost's Office. Applications will be reviewed by ALAS Title V Project Director and designated Grant Committee. CEC Grant funds are limited and will be prioritized based on CEC criteria.

Course Number & Title

SCHOOL OF XXXXXXXXXXXXX
1717 S. Chestnut Ave.
Fresno, CA 93702-4709
559-453-XXXX

Course Outline

A course outline should be prepared for each new course proposal. After approval, a final copy is kept in the secured shared files by the dean's assistant for use by new instructors/adjuncts and administrative personnel. Updated course outlines need to be on file to meet WASC guidelines. A copy of the New Course form (available in Registrar's Office) should also be submitted for new course approvals.

Date Prepared/Revised

Date

Developed by

Name

Units

Units

Overview

- Provide an introduction to the subject matter.
- What is the purpose for this course?
- What does this course teach that is missing from current course offerings?
- Why would a student be motivated to take this course?
- How does this course help achieve program DSO's? (Provide a program curriculum map if applicable.)

Catalog Course Description

Content

- Write so that a person of average intelligence will be able to understand what is contained in the course, and will want to take the course.
- Summarize course contents. Be accurate, clear, and brief.
- Do not describe how course is presented.
- Do not repeat information contained in the course title.

Length

- Length: no longer than absolutely necessary
- 900 character maximum.

Style

- Use active voice, rather than passive.
- Use present tense, e.g. "Examines visual art and architecture"

- Do not use second person pronouns, e.g. “you”.
- Delete articles wherever possible: a, an, the.
- Spell out abbreviations.
- Avoid:
 - Using excessive capitals. (Programs titles are not capitalized.)
 - Introductory phrases like “A course in..., A study of..., Overview of...”
 - Jargon unique to the discipline as much as possible. Those outside your field of study may need to know what this course is, not just those trained in the field.
 - The phrase “the student.”
- Use parallel sentence structure. For example:
 - Parallel: *Comparison of history, mathematics and chemistry*
 - Not Parallel: *Comparison about the past, mathematics and how matter is constituted*

Prerequisites/Co-requisites/Recommended prior coursework

Help students realistically assess their readiness for your course by listing the knowledge, skills, or experience you expect them to already have or the courses they should have completed. Give students suggestions on how they might refresh their skills if they feel uncertain about their readiness. List any course which must be taken prior to or concurrently with this one.

Course Materials

Required Textbooks

Textbooks may only be changed with program director’s approval. List the standard textbook(s) for this course, from which instructors may select. Include authors, title edition number, publisher, ISBN and information on why these particular readings were selected. When possible, show the relationship between the readings and the course objectives.

Required Additional Reading

- What additional reading materials might be selected for this course? What were the criteria for choosing the material?

Other Course Materials/Technology

Identify additional materials or equipment required for the course. (For example, educational materials, safety equipment, art supplies, calculators, laptops, online connection, etc.)

Optional Materials

- What are optional reading materials? What are the reasons they might be used?

Desired Student Outcomes

List the standard learning objectives for this course. Instructors may not change without academic committee approval, but may add additional objectives.

Style

Begin each objective with the action verb that best describes what the learner will do when demonstrating achievement of that objective upon completion of the course. For example, list desired outcomes in behavioral or performance terms, i.e., what a successful learner is able to do upon completion of the course. Specify objectives that require students to think critically and to apply concepts taught in the course in new situations.

Content

From the program, major, and/or general education curriculum maps, indicate which DSO's are

- Introduced
- Reinforced
- Assessed

Course DSO's (unique to this course)

Topics

Outline the course content. What are the major topics and sub-topics covered in this course?

Instructional Methodology

Will this course be taught face to face, online, or blended? Is it fieldwork, student teaching, observation, practicum, or internship? Is it a lab, activity course, music ensemble, dramatic performance, or thesis?

Course Assignments

If appropriate, list any required assignments or estimate the number of pages required:

- **Reading**
- **Writing**
- **Other (e.g. Skill demonstration, presentations, etc.)**

Assessments

Signature Assignment

What is the signature assignment for this course? (A signature assignment is one which all faculty who teach this course are required to give. It is used in the course, in the program or the university DSOs.)

Additional Required Assessments

What are the other types of assessment required in this course?

Evaluations by Students

Indicate a university-adopted, student, course evaluation system. (e.g. IDEA)

Grading Policies/Rubrics

If applicable, describe any grading policies or rubrics which will be used by all faculty teaching the course.

Supplementary Materials/Services for Success in this Course

Include supplementary material to help students succeed in the course. For example consider providing one or more of the following:

- Helpful hints on how to study, take notes or do well in class
- Glossary of technical terms used in the course
- References on specific topics for more in-depth exploration
- Bibliography of supplemental readings at a higher or lower level of difficulty, in case students find the required text too simple or too challenging
- A list of campus resources for tutoring and academic support, including computer labs
- Online resources that may be helpful to students

Approvals

| <i>Title</i> | <i>Print Name</i> | <i>Signature</i> | <i>Date</i> | <i>Approved</i> | <i>Not Approved</i> |
|--------------------------------------|-------------------|------------------|-------------|-----------------|-------------------------|
| <i>Program/Department Chair</i> | | | | | |
| <i>Division Chair*</i> | | | | | |
| <i>DC Assistant Dean*</i> | | | | | |
| <i>School Dean</i> | | | | | |
| <i>Chair, Academic Committee</i> | | | | | |

**If applicable*



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CEC Justification of Cultural Content Addition

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Awardee Name

Revised Course Name and Number

Revised Course Overview

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|--------------------|--|
| Description | |
|--------------------|--|

Rationale and Justification for Adding CEC Curriculum or Latin American Studies Content
(may be copied from your original grant application)

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Provide a break-down (%) of the post CEC changes.

Print Name

Date

Signature

Check list:

- Original syllabus**
- Revised Course Overview**
- Rationale and Justification for adding CEC**
- Break-down**
- Signature**

ALAS TITLE V RESEARCH GRANT APPLICATION

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Applicant Name

Co-Applicant Name (optional)

Date

Title of course Research Proposal:

Project Overview

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|----------------------------|--|
| Description | |
| Project Goals | |
| Proposed Activities | |
| Outcomes Assessment | |

Rationale and Justification

In your statement please respond to one or more of the Research Grant Proposal criteria listed on the attached form. Please include research method and design, if applicable.

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Timing & Sequence

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Approval (for Committee use only)

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ALAS Title V Project Director Approval

Notes

Date