**EPCC Proposal Form for Designation in Embedded Skill:**

**Intercultural Communication (IC)**

**Department**: Click here to enter Department Name.

**Date**: Click here to enter a date.

**Proposed by**: Click here to enter proposer’s name

**Course Information**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course prefix | | Course number | | | Course title | |
| Course catalog description | | | | | | |
| Current catalog course?  (Select Yes or No) | Yes | | How often will the course be offered? | Frequency of offerings | | |
| Number of credit hours | Credits | | Designation to be effective: | Effective Semester | | Effective Year |
|  | | |

**For administrative use only. Reviewed by**

Gen. Ed. Dir.: Click to enter Gen Ed Dir’s name Choose Approval. Choose date.

EPCC Chair: Click to enter EPCC Chair’s name Choose Approval. Choose date.

**Definitions**: These terms are used in the Course Characteristics and Student Learning Outcomes below.

Intercultural Communication: Intercultural communication includes writing, speaking, and using appropriate body language.

Product: The “What” of a culture, may include tangible or intangible outputs of the culture.

Practice: The “How,” may include how culture uses (or does not use) the cultural product.

Perspective: The “Why,” may include shared values and meanings that influence how the culture responds to the environment.

**Course Characteristics**: *By submitting this proposal the department agrees to verify that all offerings of this course, in any format, will contain these characteristics.* No information is needed here for this proposal. Choose an item.

IC CC1. provide explicit instruction and feedback on the development of communication skills in a nonnative language

IC CC2. involve direct interaction with native speakers of that language

IC CC3. use the nonnative language as a means of accessing and understanding another culture and how it relates to one’s own

IC CC4. examine the practices (e.g., patterns of social interactions), products (e.g., music, laws, books, food) and perspectives (e.g., attitudes, values, ideas) of the cultures under discussion

IC CC5. provide feedback that is designed to help students evaluate and improve intercultural communication skills

**Student Learning Outcomes (SLOs)**: 1) Describe examples of class activities (assignments, projects, papers, etc.) that might be used by the instructor to help students achieve each SLO.  2) Describe the artifacts that are collectible for assessment of each SLO.

A student who completes an IC course will be able to …

IC SLO1. identify distinctive cultural practices, products and perspectives of the cultures under discussion

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.

IC SLO2. improve their ability to communicate in a nonnative language about topics of cultural interest

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.

IC SLO3. evaluate their ability to and the importance of being able to communicate with speakers of another language

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.