NAPA VALLEY COLLEGE

Curriculum Handbook

Chapter 8: Resources, Forms, & Documents

Overview

This section provides faculty authors and curriculum committee members with resources and state documents to aid in the development and review of curriculum proposals.

- Bloom's Taxonomy
- Unit / Hour Tables
- Course Numbering Guidelines
- State Academic Senate and System Office Resources
- Model CORs

I. Bloom's Taxonomy of Educational Objectives

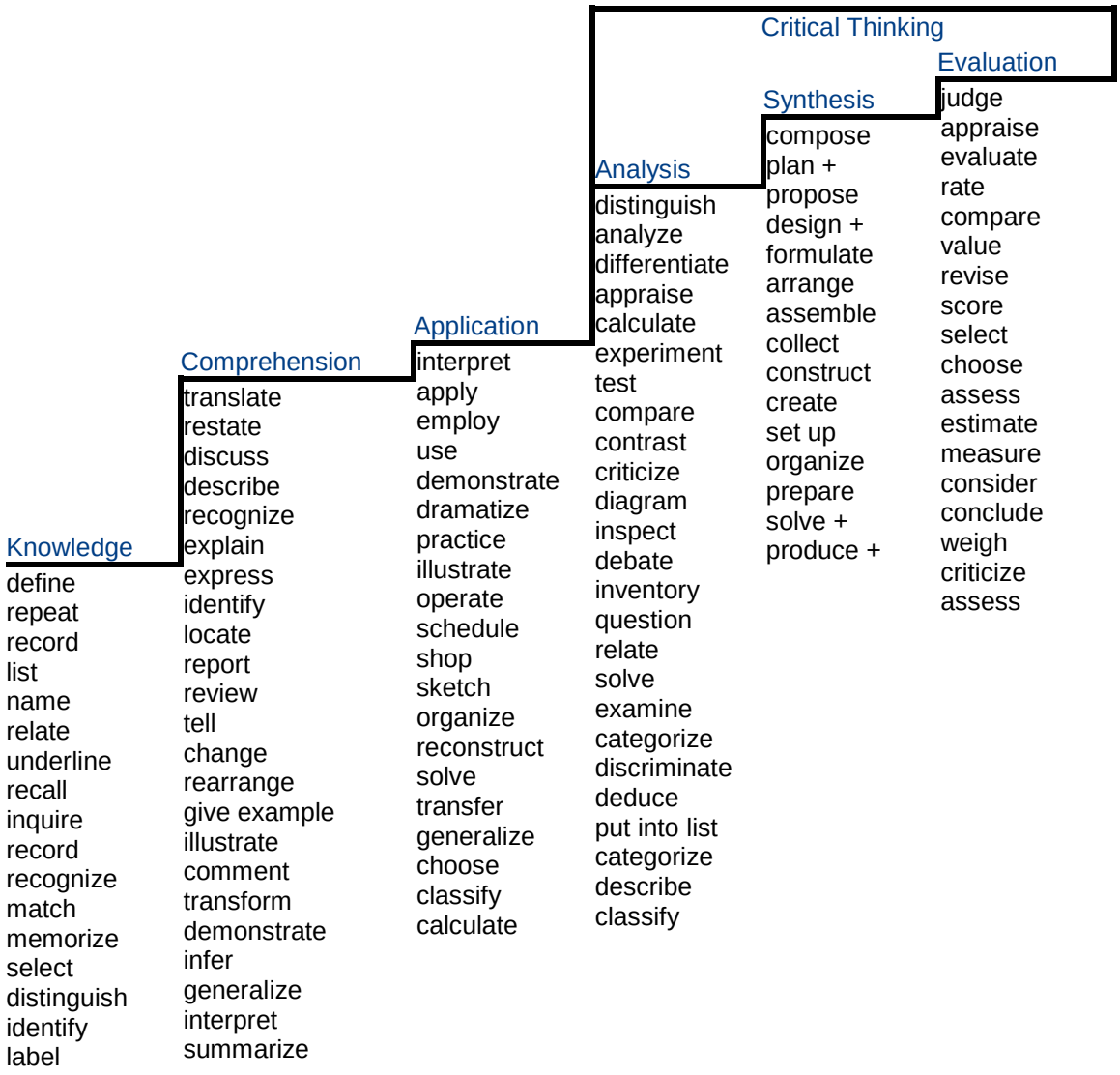
In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. This became a Taxonomy of Educational Objectives. Three domains were identified: the cognitive, psychomotor, and affective.

Cognitive learning is demonstrated by the acquisition and use of knowledge and is the predominant domain for the majority of courses. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order that is classified as evaluation. Verb examples that represent intellectual activity on each level are listed on the following page.

Affective learning is demonstrated by behaviors indicating attitudes, feelings and values. Since feelings are not directly measurable, it is difficult to write course objectives for the Affective Domain. A course author must identify an observable behavior that demonstrates the presence of an attitude feeling or value. The hierarchy of this domain was developed by Bloom and his co-worker Krathwohl (1964).

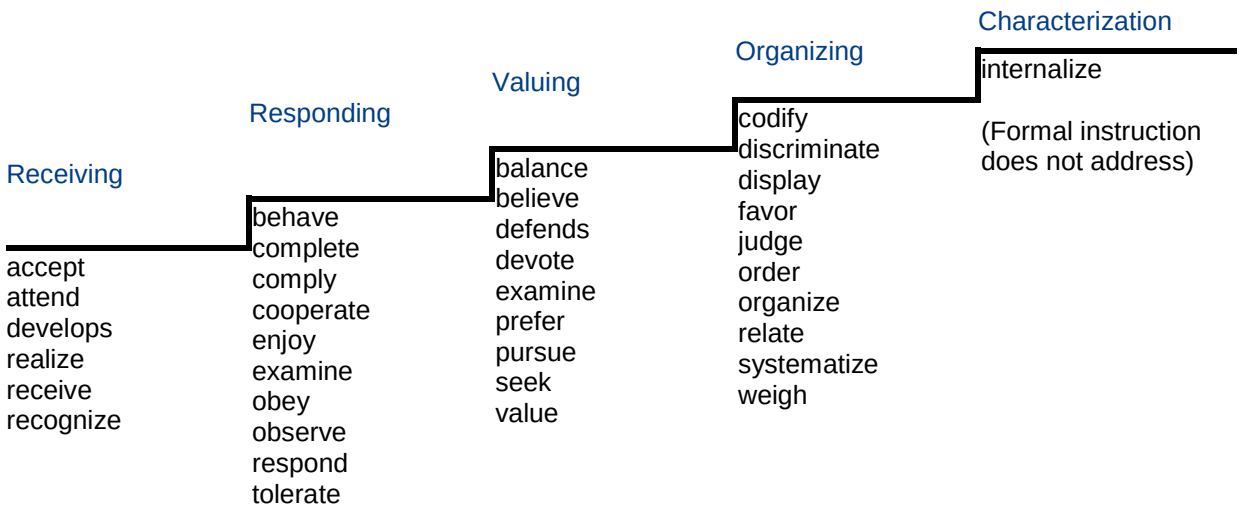
Psychomotor learning is demonstrated by physical skills which demonstrate the ability to perform skills in the use of precision instruments or tools, or skills related to activities such as dance or athletics performance. Simpson, 1972, developed a useful seven level hierarchy for the Psychomotor domain.

Verbs Requiring Cognitive Outcomes



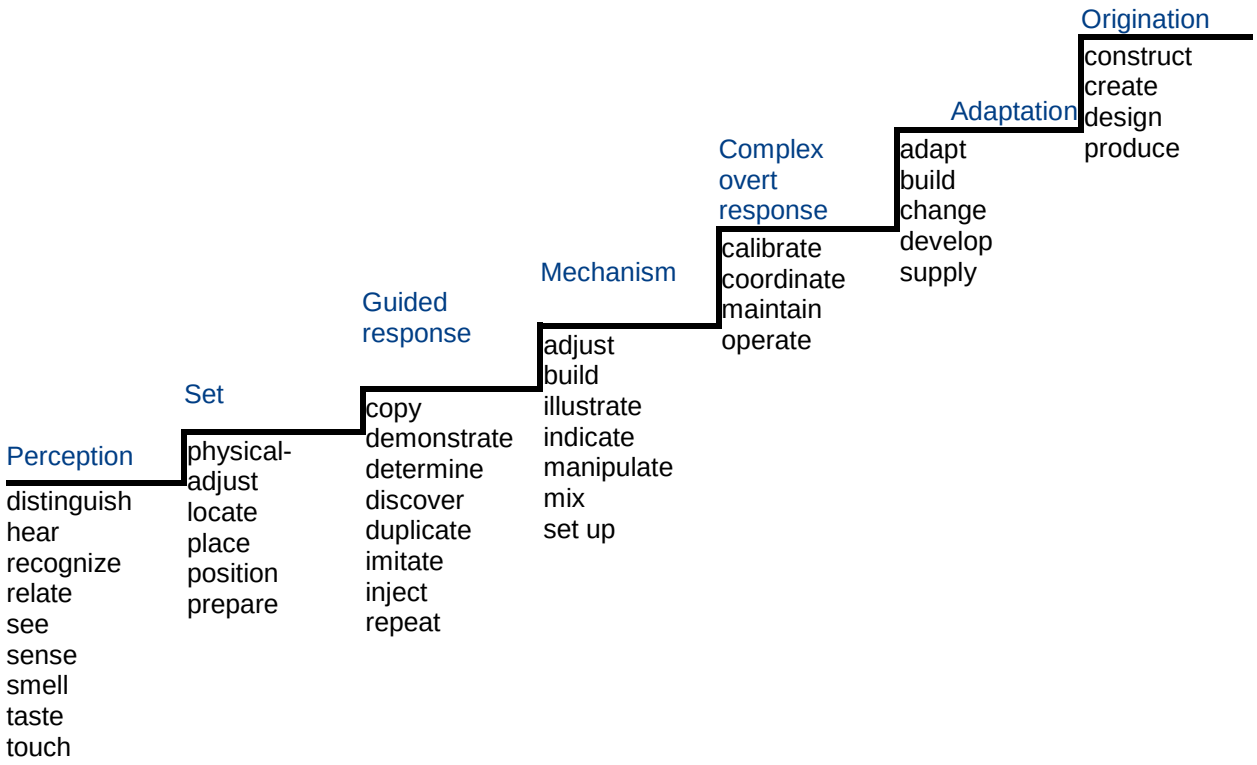
Knowledge	To remember previously learned material.
Recall:	
Comprehension:	To grasp the meaning of the knowledge being learned and be able to paraphrase or explain it.
Application:	The ability to use learned information and materials.
Analysis:	The ability to break material down into its elements or parts so that its organizational structure may be understood.
Synthesis:	The ability to combine previous experience with new material to form a structure.

Verbs Requiring Affective Outcomes



Receiving:	Awareness, willingness to receive, and controlled attention.
Responding:	Compliance in reacting to a suggestion, willingness to respond, and satisfaction in response.
Valuing:	Accepting a value as a belief, indication of preference for the value, and commitment.
Organizing:	Conceptualization of a value in abstract or symbolic terms and organization of a value system.
Characterization of an internally consistent value system:	The individual acts consistently in accordance with the values he/she has internalized.

Verbs Requiring Psychomotor Outcomes



II. The Relationship between Units and Hours

Title 5 specifies that courses in the California Community College system must award one unit of credit for every three hours of student work per week in a standard term. By this measurement, 54 hours of student work equals 1 unit of credit in our standard eighteen-week term.

How this student work is divided between in-class and out-of-class work is dependent on the format of individual courses. Each unit of credit is typically assigned as follows:

- Lecture: 18 hours of work in class, 36 hours of outside work.
- Integrated Lecture/Lab: 36 hours per week of work in class, 18 hours of outside work.
- Lab: 54 hours of work in class.

To determine the total number of hours spent in class per week in lecture, lab or integrated lab, divide the total number of hours for each delivery component by the number of weeks in the term in which the course if being offered.

For example:

Hours per week for a 3-unit Lecture / Lab course with 36 hours (2 units) of Lecture and 54 hours (1 unit) of lab would be calculated as follows:

- Lecture: 36 hours / 18 weeks = 2 hours p/week of lecture
- Lab: 54 hours / 18 weeks = 3 hours p/week of lab

~or~

- Lecture: 36 hours / 8 weeks = 4.5 hours p/week of lecture
- Lab: 54 hours / 8 weeks = 6.75 hours p/week of lab

III. Course Number System

The following course numbering system is used to indicate the appropriate classification of credit courses.

01-49	Credit courses which are non-transferable and not AA/AS degree applicable, but which serve special populations
50-89	Credit skill courses, which are non-transferable, and not AA/AS degree applicable, which are developmental or remedial.
90-99	Credit courses, which are applicable to an AA/AS degree but are not transferable.
100-199	Credit courses ordinarily taken during the first year, which are transferable to the California State University System.
200-299	Credit courses ordinarily taken during the second year, which are transferable to the California State University System.
300-399	Credit skill courses, which are non-transferable and are not developmental an/or remedial, e.g. Cosmetology 300, Health Occupations 360. These courses are applicable to an AA/AS degree.

IV. State Academic Senate and System Office Resources

The State Academic Senate through the State Advisory Committee on Curriculum provides a wealth of information in their publications, most of which can be downloaded at their website.

The following webpages provide links to vital information for developing, reviewing and approving curriculum proposals including Title 5 and the Education Code. Some of these documents are available for download on the NVC curriculum homepage.

Main Senate Curriculum Webpage:

http://www.ccccurriculum.info/

SACCC: The Course Outline of Record ~ A Curriculum Reference Guide

http://www.asccc.org/Publications/Papers/CourseOutline_Reference08.html

Stylistic Considerations in Writing a Course Outline of Record

http://www.ccccurriculum.info/Curriculum/DevelopCurOutline/Stylistic_considerations.htm

Title 5 on California Community Colleges. Regulations for Curriculum are contained in Chapter 6 § 55000 - 55378

http://www.ccccurriculum.info/Curriculum/RegulationsGuidelines/Title5.htm

CCC Chancellor's Office: Academic Standards and Curriculum: Click on the "Resources" link near the bottom of the page for access to a long list of informative documents.

http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/tabid/408/Default.aspx

In addition to the links provided above, both the State Academic Senate and Chancellor's Office are available to answer questions and provide further resources. Contact information is available on the websites or through the CC Faculty or Administrative Chairs.

V. CTE Program Proposal Process and Forms

Bay Area Community College Consortium (BACCC)
Program Endorsement Process

I. Background

The California Community College Chancellor's Office (CCCCO), Credit Program and Course Approval unit, is responsible for the development and approval of all new credit programs offered by California Community Colleges. The program approval process outlined by the CCCCO requires that all requests to add new programs or certificates to a college's inventory of career and technical programs include an endorsement from the appropriate regional consortia, in our case: The Bay Area Community College Consortium (BACCC).

Likewise, in accordance with the new Title 5 regulations, colleges must submit "low-unit", Certificates of Achievement, (12 to 17 semester units) for approval on a Consent Agenda basis to the BACCC.

To promote regional awareness and collaboration around new program development, colleges are highly encouraged to complete the Programs Under Development template even if only in the exploratory mode. This is a useful place to check to see if similar programs are under consideration at neighboring colleges.

II. Instructions

Step 1: Complete Required Chancellor Office Forms

To formally begin the program endorsement process for new Certificate and Associate Degree programs at your college, download and complete the required Chancellor's Office form(s) for your purpose at:

http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ApplicationsandForms/tabid/431/Default.aspx.

Step 2: Complete Program Endorsement Template

Upon completion of the necessary Chancellors Office form(s), complete the required BACCC Program Endorsement template and email it to:

- Rock Pfotenhauer, BACCC Chair, rock@cabrillo.edu
- Cc Kitty O'Doherty, BACCC Project Director, kitodoherty@gmail.com.

This email constitutes your request for Program Endorsement on the consent agenda of the closest BACCC meeting based on deadlines for submission (see BACCC Program Endorsment Calendar + Deadlines).

BACCC Staff will:

- Review the template for completeness;
- forward the template, via the BACCC listserve, to CTE Deans requesting they review and vote on behalf of their college to endorse OR request discussion at the next BACCC meeting.

Colleges should insure the appropriate Subject Matter Expert is available to answer questions at the meeting should a discussion be requested.

Colleges will be notified by the Monday prior to the Thursday meeting whether or not the Program has been endorsed (no SME needed at the meeting) or if further discussion has been requested (SMEs presence needed at the meeting).

Step 3: Attend Meeting with Appropriate Forms for Consortia Chair's Signature

If endorsed - attend the BACCC Meeting with the appropriate number of originals and copies of Chancellor's Office forms (see details below) for the BACCC Chair's signature. If further discussion is requested, attend the meeting prepared to discuss and address questions.

- New program applications require one original set of signatures and two copies.
- Requests for addition of options or certificates within existing programs require one original set of signatures and one copy.
- Non-substantial changes to existing programs, and requests to add projected programs require one original set of signatures.

Step 4: College Forwards Completed and Signed Forms to Chancellor's Office

After a college program has been endorsed, and the BACCC Chair's signature obtained, the application packets are forwarded by the college to the Chancellor's Office for approval. In the meeting minutes,

BACCC records programs endorsed at the monthly BACCC meetings and posts program endorsements on the BACCC web site.

III. Other Information

To promote awareness and foster regional collaboration, each month a summary of Programs Endorsed in our region will be sent through the BACCC listserve, including college contact information and a link to the Program Endorsement template.

E-mail announcements are sent five to six weeks in advance calling for Program Endorsements and Consent Agenda item requests for the next month's meeting via the BACCC listserve. This constitutes a courtesy reminder only - requests for Program Endorsement and Consent Agenda items may be submitted at any time, and will be placed on the next appropriate agenda pursuant to deadlines met (allowing the required time to process review and votes for endorsement).

BAY AREA COMMUNITY COLLEGE CONSORTIUM
REQUEST FOR PROGRAM ENDORSEMENT - NEW CREDIT PROGRAM

Complete (maximum 3 pages) and Email this document to: Rock Pfotenhauer, Chair, Bay Area Community College Consortium, rock@cabrillo.edu; (831) 479-6482. **Cc:** Kitty O'Doherty, kitodoherty@gmail.com (650) 560-9798. Write REQUEST FOR PROGRAM ENDORSEMENT in the subject line of your email. Your email constitutes a request for Program Endorsement at the closest BACCC meeting for which the deadline for submission has been met.

PROPOSED PROGRAM TITLE

CONTACT PERSON

COLLEGE

TITLE

DISTRICT

PHONE NUMBER

PROJECTED PROGRAM START DATE

E-MAIL ADDRESS

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):

☐ CAREER TECHNICAL EDUCATION (CTE) ☐ TRANSFER ☐ OTHER

TYPE OF PROGRAM (CHECK ALL THAT APPLY):

☐ A.A. DEGREE ☐ A.S. DEGREE CERTIFICATE OF ACHIEVEMENT: ○ 18+ semester (or 27+ quarter) units

○ 12-18 semester (or 18-27 quarter) units

Recommended T.O.P. Code	
Units for Major-Degree	
Total Units for Degree	
Required Units - Certificate	

1. **Insert the description of the program as it will appear in the catalog:**

2. **Provide a brief rationale for the program:**

3. **List all courses required for program completion, including core requirements, restricted electives and prerequisites.**

4. **Summarize the Labor Market outlook for students exiting the program:**

5. **List similar programs at other colleges in the service area which may be adversely impacted as follows:**

College	Program	Who you contacted	Outcome of contact

6. **Include other information you would like to share.**

VI. SAM Code Definitions

SAM Codes (see CCC Chancellor's Office Student Accountability Model Operations Manual, 1984) should be assigned as follows:

Priority A ~ Apprenticeship:

Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority B ~ Advanced Occupational:

Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority C ~ Clearly Occupational:

Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority D ~ Possibly Occupational:

"D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" -- Non-occupational.

VII. Example Course Outlines of Record

The following CORs are recently approved proposals that met or exceeded all requirements for writing standards. The intention in including these is to provide faculty authors with best practice examples of well-written, integrated course outlines.

Example 1:

ART 137 - Fundamentals of Drawing

Proposal Last Revised - 9/10/2008

SECTION A

1. Unique ID Number:

2. Discipline/s: Art, Graphic Arts

3. Division: Fine and Performing Arts

4. Subject Area: Art

5. Subject Code: ART

6. Course Number: 137

7. Course Title: Fundamentals of Drawing

8. Semester of First Offering:
   Fall 2009

9. Rationale
   a. What is the rationale for offering this course? How will this course meet student and community needs and improve the college curriculum?

This is a substantive course revision, updating the course SLOs, Objectives, Content, and incorporating hybrid course content for partial (under 50%) online instruction.

b. How does this course differ from other courses with similar content?

This course is one of the required foundations courses for the AA degrees in Studio Arts and Graphic Design and feeds into other classes in drawing, painting, and design.

10. Units: 3.0

11. This Course is:

Associate Degree Applicable - UC transferable

12. Double-coded Listing:

NA

13. Total Instructional Hours:

Lecture:	36
Lab:	54 - 72
Integrated Lab:	0
Total Hours:	90 - 108

14. Hours per week in outside of class assignments: 72

15. Open Entry/Open Exit: No

16. Grading Option: OPT-Letter Grade or Pass/No Pass

17. Mode of Instruction

On-Campus	Yes
Hybrid (Requires Form D)	Yes
Distance Education (Requires Form D)	No

SECTION B

General Education Information:

1. College Associate Degree GE Applicability:
   Arts and Humanities

2. CSU GE Applicability (Recommended-requires CSU approval):

3. IGETC Applicability (Recommended-requires CSU/UC approval):

SECTION C

1a. Repeatability: 1 Time

1b. Rationale for Repetition: Skills or proficiencies are enhanced by supervised repetition and practice within class periods.

2. Catalog Description

This course focuses on the development of observational skills and drawing techniques, employing a wide range of drawing media and subject matter. Students in this course will develop both technical abilities and creative responses to material and subject matter. No prior experience with drawing is required or expected.

SECTION D

Condition on Enrollment – ()

1a. Prerequisite(s): (Course and/or other preparation/experience that is REQUIRED to be completed previous to enrollment in this course.): None

1b. Co-requisite(s): (Courses and/or other preparation that is REQUIRED to be taken concurrently with this course.) None

1c. Recommended: (Minimum preparation RECOMMENDED in order to be successful in this course. Also known as “Course Advisory”.) None

SECTION E

1. Student Learning Outcomes:

1. Produce finished drawings in multiple media that synthesize core observational drawing concepts and techniques.

2. Evaluate and critique student drawings and receive criticism from others.

2. Course Objectives: Upon completion of this course, the student will be able to:

1. Create a portfolio of finished drawings in multiple media including charcoal, graphite, and ink that demonstrates the ability to:

- Observe and accurately record essential visual characteristics of unique objects using both line and value.
- Organize spaces and objects within a drawing in accordance with principles of good design and composition.
- Apply the principles and techniques of linear and atmospheric perspective to render the illusion of three-dimensional space on a two-dimensional surface.
- Observe and accurately record simple and complex forms through gradations of value.
- Synthesize and apply core observational drawing concepts and techniques in complex observational drawings.

2. Evaluate drawings orally and in writing using correct terminology related to concepts, materials and techniques.

3. Critique finished drawings and receive criticism from others

4. Select and prepare appropriate papers, surfaces, and supports for a wide range of drawing media.

3. Course Content: (Provides a comprehensive, sequential outline of the course content, including all major subject matter and the specific body of knowledge covered.)

1. Linear drawing techniques including various types of contour and gesture.

2. Historical development and practical applications of perspective systems.

3. Development of perceptual acuity.

4. Composition and Design Elements.

5. Materials, surfaces, and supports

6. Operation and maintenance of studio equipment, facilities and materials.

7. Observing and recording simple and complex forms through gradations of value.

8. Development of space and perspective using value-based drawing techniques.

9. Surface and support preparation for a variety of drawing materials including combinations of wet and dry media.

10. Creating finished drawings in multiple media that synthesize and apply core observational drawing concepts, materials, and techniques.

11. Incorporation of core drawing concepts, materials and techniques into non-traditional approaches to content, aesthetics, or formats.

12. Portfolio of finished work for peer and instructor evaluation.

13. Critique terminology, methods and applications.

14. History, composition, and use of drawing media including--but not limited to--charcoal, graphite, and ink.

4. Methods of Instruction:

Course content may be delivered through:

- Demonstration: Drawing demonstrations covering techniques, concepts, and material applications.
- Critique: Oral or written group critiques analyzing finished examples of student work related to specific course assignments.
- Lectures: Image and video-enhanced lectures covering core concepts, terminology, and historical development of drawing followed by all-class or small-group discussions on the same topics.
- Collaborative Learning: Peer critiques reinforcing students' capacity to think critically about course assignments and enhance their ability to explain the results of this analysis to other students.
- Drawing Lab: Instructor-guided lab time to apply concepts and skills to course content through guided drawing exercises. Lab time will include both one-on-one and all-group instruction.
- Class Trips: Student in this course will view artwork in the professional contexts of a gallery or museum, an activity that helps to reinforce student understanding of historical and contemporary approaches to drawing and its relationship to their own studio work.

5. Methods of Evaluation:

Final grade will be based on:

1. Successful completion of a minimum of 10 drawing assignments.

For example:

Following a lecture on the basic principles and techniques of tonal drawing, students will create three value-based gesture drawings from the still life set-up using subtractive drawing techniques in vine charcoal.

2. Participation in oral and written group critiques.

For example:

After an introductory lecture and review of handouts containing key formal and critical terms, students will participate in an in-progress oral group critique of their first value drawing assignment. Students will be assessed for participation, proper use of terminology, and relevant comments regarding basic formal and material issues. Overall performance in critiques throughout the semester will be figured into the final grade.

3. Completion of homework assignments.

6. Minimal Standards for Passing:

Completion of Assignments and examinations with 60% accuracy for a grade of D.

7. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

a. Reading Assignments:

Selected readings from student proposals, textbook, class handouts, periodicals or library collection:

For example:
1. Read instructor-provided handout on critique formats, concepts and terminology, making special note of key concepts related to content-based critiques.

2. Read pages 92-103 in "Drawing: A Contemporary Approach" covering the conceptual and technical aspects of creating high-contrast value drawings.

b. Writing, Problem Solving or Performance:

Writing:

1. Written critical analysis of a completed student or professional drawing.

For example:
Write a one-page essay analyzing the strengths and weaknesses of your interpretive value drawing keeping in mind the parameters of the assignment and related reading materials.

2. Written self-evaluation included in the final review portfolio.

Performance:
1. Completion of a minimum of ten projects based on instructor-generated assignments.

For example:
Design and create four tonal drawings of the same object utilizing a minimum of three different compositional strategies in variety of media to emphasize the range of formal and conceptual possibilities of a single subject.

2. Participation and performance in both written and oral group critiques.

c. Other (Terms projects, research papers, portfolios, etc.)

Creation of a portfolio of drawings based on in-class and homework assignments.

8. Required Materials:

a. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Betti, Claudia and Teele Sale
Drawing: A Contemporary Approach
Wadsworth Publishing
2008
7th Ed.

b. Other materials and/or supplies required of students:

A variety of drawing tools including graphite pencils, vine and compressed charcoal, Conte Crayons, India ink, drawing paper and erasers.

SECTION F

Resources:

1. Library: Please identify any additional library materials that are required for this course (reference books, circulating books, periodicals, computer software, A-V media, A-V equipment.)

Yearly subscription to ArtSTOR

2. Computer Support Services: Please identify the implications to Computer Support Services:

This course will require the use of in-classroom media presentation equipment and software that will need to be maintained by CSS.

3. Learning Skills and Testing Center: What are the implications to the Learning Skills and Testing Center?

None beyond standard referrals for alternate testing services or Learning Skills testing.

SECTION G

1. Facilities: Briefly describe teaching facilities needed including classroom, lab, multi-media, etc. Include detailed information on any new facilities that this course will require:

Studio facilities with appropriate natural and artificial lighting, sinks, display/critique area, lecture area, and lockers for student drawings and materials.

2. Equipment: List new or existing equipment, teaching aids, etc., that will be required for this course. Estimate costs and provide information on funding sources if new equipment is needed.

Drawing tables, drawing horses, easels, props, laptop, projector, and prop storage area.

3. Expendable Supplies: List required instructional materials and indicate if new funding sources are needed to provide supplies for this course?

Vine and compressed charcoal, graphite pencils, Conte Crayons, India ink and paper for demonstrations.

SECTION I

1a. Program Information: In an approved program.

1b. TOP Code: Art- 100200

2. SAM Code: D – Possibly Occupational

3. Classification: Degree credit

Example 2:

SPEE 126: Intercultural Communication

SECTION A

1. Unique ID Number:

2. Discipline/s: Speech Communication

3. Division: Language Arts and Developmental Studies

4. Subject Area: Speech Communication

5. Subject Code: SPEE

6. Course Number: 126

7. Course Title: Intercultural Communication

8. Semester of First Offering:
Fall 2008

9. Rationale

a. What is the rationale for offering this course? How will this course meet student and community needs and improve the college curriculum?

Course has not been modified since 1995.

b. How does this course differ from other courses with similar content?

Speech 126 examines a range of cultural and gender influences on the communication process. Speech 120 develops communication skills specific to one-on-one communication; Speech 122 focuses specifically on public speaking skills, Speech 124 develops a range of communication skills relevant to the workplace, and Speech 128 deals with argumentation and problem solving, particularly in group settings.

10. Units: 3.0

11. This Course is:

Associate Degree Applicable - UC transferable

12. Double-coded Listing:

NA

13. Total Instructional Hours:

Lecture:	54
Lab:	0
Integrated Lab:	0
Total Hours:	54

14. Hours per week in outside of class assignments: 108

15. Open Entry/Open Exit: No

16. Grading Option: OPT-Letter Grade or Pass/No Pass

17. Mode of Instruction

On-Campus	Yes
Hybrid (Requires Form D)	No
Distance Education (Requires Form D)	No

SECTION B

General Education Information:

1. College Associate Degree GE Applicability:
   C - Social and Behavioral Science
   D.3 - Communication and Analytical Thinking
   E - Multicultural/ Gender Studies

2. CSU GE Applicability (Recommended-requires CSU approval):
   D-7 Interdisciplinary Social or Behavioral Science

3. IGETC Applicability (Recommended-requires CSU/UC approval):
   4 - Social and Behavioral Sciences

SECTION C

1a. Repeatability: None

1b. Rationale for Repetition: NA

2. Catalog Description

This course provides an introduction to the factors affecting intercultural communication. The course will examine the influences of culture and gender on areas such as world views, values, beliefs, verbal and nonverbal communication patterns, conflict styles and more, in order to develop self-awareness and sensitivity to others in intercultural interactions.

SECTION D

Condition on Enrollment – ()

1a. Prerequisite(s): (Course and/or other preparation/experience that is REQUIRED to be completed previous to enrollment in this course.): None

1b. Co-requisite(s): (Courses and/or other preparation that is REQUIRED to be taken concurrently with this course.) None

1c. Recommended: (Minimum preparation RECOMMENDED in order to be successful in this course. Also known as "Course Advisory".) None

SECTION E

1. Student Learning Outcomes:

1. Understand the impact of history, geography, technology and sociopolitical institutions on the development of one's own and others' cultures.

2. Utilize an understanding of interpersonal dynamics, intercultural competence and the communication process to communicate effectively verbally and nonverbally in intercultural contexts.

3. Demonstrate effective workplace communication skills in both domestic and global business settings.

4. Identify cultural generalizations while avoiding stereotyping.

2. Course Objectives: Upon completion of this course, the student will be able to:

1. Define culture and identify a broad range of influences on cultures, including history, geography, technology and sociopolitical institutions.

2. Differentiate between generalizations and stereotypes in applying cultural knowledge.

3. Identify specific ways in which cultural world views, values, beliefs, verbal and nonverbal patterns, and social norms vary among specific co-cultures within the United States and globally.

4. Identify different conflict styles used by various cultural groups and individuals, and consciously adapt one's own style to more effectively resolve conflicts.

5. Explain the stages of development in attitudes toward difference as people move from an ethnocentric to an ethnorelative perspective.

6. Demonstrate cultural self-awareness in recognizing the impact of one's own gender, cultural background, family history, socioeconomic status, etc. on one's beliefs, values and behaviors.

7. Recognize the central connection between language and culture, and identify the levels of rules that govern languages.

8. Identify the range of nonverbal behaviors, recognize a variety of cultural and gender differences in nonverbal communication, and use perception-checking techniques to avoid ethnocentric interpretations of nonverbal behaviors.

9. Distinguish observations from interpretations and evaluations, consciously analyzing one's own assumptions in the perceptual process.

10. Identify the mental and behavioral characteristics associated with effective intercultural communication.

3. Course Content: (Provides a comprehensive, sequential outline of the course content, including all major subject matter and the specific body of knowledge covered.)

I. General definitions
- A. Culture
- B. Intercultural communication
- C. Generalizations vs. Stereotypes

II. Global changes creating need for intercultural competence
- A. Global economy
- B. Technology – communication, transportation, media
- D. Domestic diversity
- E. Global tensions/destructive power

III. Influences on the development of cultures
- A. History
- B. Geography
- C. Technology
- D. Sociopolitical institutions

IV. Intercultural competence

A. Theories and approaches – personality traits, training

B. Developmental Model of Intercultural Sensitivity

C. Distinguishing observations, interpretations and evaluations; perception checking

D. Mental and behavioral characteristics of intercultural competence

V. World views and cultural values

A. Kluckhohn and Strodtbeck - five dimensions of world views

B. Hofstede - four cultural values

C. Hall - high-context vs. low-context cultures

VI. Norms

A. Explicit vs. Implicit, levels

B. Discovering norms through observation, asking/reading, trial and error

C. Reactions to broken norms

VII. Language

A. Importance - reflects and shapes culture

B. Four levels of rules – phonetics, semantics, syntax, pragmatics

VIII. Nonverbal communication

A. Universal vs. culturally bound

B. Types – eye contact, facial expressions, kinesics, space/territoriality, touch, vocal cues, time, silence, appearance, smells, environment

IX. Conflict approaches and styles

A. Cultural variations in attitudes toward conflict

B. Conflict styles – discussion, engagement, accommodation, dynamic

X. In-depth description/analysis of three co-cultures within the United States (Native American, Latino, African American, Asian American, GLBT, and/or defined by age-cohort, including:

A. Background information / history

B. Diversity within co-cultural group

C. General values, beliefs, attitudes

D. Typical verbal and nonverbal patterns

4. Methods of Instruction:

Course content will be delivered through:

1. Lectures: Lectures will cover terminology, theories and concepts.

2. Discussions: Students will develop understanding and skills

required for effective small group interaction through discussions, both in class and as part of out-of-class group assignments.
3. Exercises and assignments: Students will learn and practice communication skills such as critical listening and analysis, effective small group behaviors, decision making, problem solving and running meetings through in-class and out-of-class exercises and assignments.
4. Homework: Assigned readings from the textbook and handouts, research projects, group meeting analyses.
5. Presentations – Students will gain understanding and skills through developing and delivering group presentations.

5. Methods of Evaluation:

Final grade will be based on:

1. Individual and/or group projects and/or papers

For example: Research your family history, identifying as many central values, beliefs, traditions and verbal/nonverbal patterns as you can. Present your findings to the class in a 15-minute presentation.

2. In-class and/or out-of-class exercises

For example: Complete the Intercultural Development Inventory. After meeting with the instructor to review your results, write a self-assessment that explains what experiences have led to your current stage of development and how this might impact your intercultural interactions.

3. Quizzes, midterm and/or final exam

For example: (Essay Question) Label and describe the four cultural variables identified by Hofstede, and explain the primary orientation within the United States for each variable.

6. Minimal Standards for Passing:

Completion of Assignments and examinations with 60% accuracy for a grade of D.

7. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

a. Reading Assignments:

Selected readings from student proposals, textbook, class handouts, periodicals or library collection:

For example: Read “Of Endearment and Other Terms of Address: A Mexican Perspective,” pp. 9-17 in AmongUS, and answer questions one and five on page 18.

b. Writing, Problem Solving or Performance:

1. Writing – Essays or research papers on various related topics

For example: Write a 4-6 page paper comparing and contrasting the advice from two or more of our guest speakers regarding how to improve intercultural communication competence. Discuss the extent to which these speakers reflected or deviated from the theories of intercultural competence discussed in class.

2. Performance – Group and/or individual presentations

For example: In small groups, research cultural variations for an assigned form of nonverbal communication, and present your findings to the class as a thirty-minute, interactive lesson.

c. Other (Terms projects, research papers, portfolios, etc.)

8. Required Materials:

a. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Lustig and Koester
Intercultural Competence
Pearson / Allyn and Bacon
2006
Fifth Edition

b. Other materials and/or supplies required of students:

None.

SECTION F

Resources:

1. Library: Please identify any additional library materials that are required for this course (reference books, circulating books, periodicals, computer software, A-V media, A-V equipment.)

Supplemental videos/dvd's, books and/or journals as requested by instructor.

2. Computer Support Services: Please identify the implications to Computer Support Services:

Student access to computers with internet access for independent research and/or communication projects. Computer support services as needed.

3. Learning Skills and Testing Center: What are the implications to the Learning Skills and Testing Center?

None.

SECTION G

1. Facilities: Briefly describe teaching facilities needed including classroom, lab, multi-media, etc. Include detailed information on any new facilities that this course will require:

Complete multi-media facilities: computer with internet access, LCD projector, dvd/video players, dvd recorder, overhead projector, document cameras, whiteboards.

2. Equipment: List new or existing equipment, teaching aids, etc., that will be required for this course. Estimate costs and provide information on funding sources if new equipment is needed.

None

3. Expendable Supplies: List required instructional materials and indicate if new funding sources are needed to provide supplies for this course?

None

SECTION I

1a. Program Information: In an approved program.

1b. TOP Code: Not Available

2. SAM Code: E – Not Occupational

3. Classification: Degree credit