**WINONA STATE UNIVERSITY**  
**PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES**

Department: Communication Studies  
Date: 2/15/2012

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CMST 381</td>
<td>Advanced Intercultural and International Communication</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Prerequisites: CMST 281

GEP Goal Area(s):*

**CORE GOAL AREAS**
- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

**THEME GOAL AREAS**
- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:
- **Intensive:**
  - 1. Writing
  - 2. Oral Communication
  - a. Mathematics/Statistics
  - b. Critical Analysis

- **Physical Development and Wellness**

Provide information as specified in the previous directions.

Attach a *General Education Program Approval Form*.

Department Contact Person for this Proposal:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jin Xu</td>
<td>x2267</td>
<td><a href="mailto:jxu@winona.edu">jxu@winona.edu</a></td>
</tr>
</tbody>
</table>

Name (please print)  
Phone  
e-mail address
<table>
<thead>
<tr>
<th><strong>Department Approval</strong></th>
<th></th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Date</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Dean’s Recommendation</strong></th>
<th>Yes</th>
<th>No*</th>
</tr>
</thead>
</table>

| **Dean of College** | Date |  |

*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

<table>
<thead>
<tr>
<th><strong>GEPS Recommendation</strong></th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

| **General Education Program Director** | Date |  |

<table>
<thead>
<tr>
<th><strong>A2C2 Recommendation</strong></th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

| **Chair of A2C2** | Date |  |

<table>
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<tr>
<th><strong>Faculty Senate Recommendation</strong></th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

| **President of Faculty Senate** | Date |  |

<table>
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<tr>
<th><strong>Academic Vice President Recommendation</strong></th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
</table>

| **Academic Vice President** | Date |  |

<table>
<thead>
<tr>
<th><strong>Decision of President</strong></th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
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</table>

| **President** | Date |  |

Please forward to Registrar.

<table>
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<tr>
<th><strong>Registrar</strong></th>
<th>Date entered</th>
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</table>

Please notify department chair via e-mail that curricular change has been recorded.
1. Course proposals must address the specified student competencies for all specified GEP category(ies). Proposals for courses in the ten Goal Areas must demonstrate that the course fulfills at least 51% of the specified competencies. Proposals for courses in the Additional Requirements categories must demonstrate that the course meets 100% of the specified competencies. 

See attached chart

2. The course proposal must include documentation of course requirements and learning activities designed to meet the student competencies for the specified GEP category(ies). Proposals for Intensive Categories will need to demonstrate to the GEPS that the courses in question merit the designation as “intensive.” Proposals should describe appropriate Goal Area prerequisites for intensive courses.

See attached chart

3. The course proposal must include an assessment plan for the course that identifies the process by which evidence will be collected to demonstrate that the course meets the student competencies for the specified GEP category(ies)

See attached chart

Goal 7: Human Diversity

Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

<table>
<thead>
<tr>
<th>Student Competencies</th>
<th>Course Requirements &amp; Learning Activities</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Understand the development of and the changing meanings of group identities in the United States' history and culture.</td>
<td>This course introduces students to the theoretical framework and analytical tools in the study of multiculturalism, including the classic paradigms as well as new theories and paradigms that are challenging, supplanting, and redefining the classic multicultural paradigms. It exposes students to seminal debates taken up by social scientists and political commentators. Learning activities: Readings, video, class discussion.</td>
<td>Exam questions</td>
</tr>
<tr>
<td>B. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.</td>
<td>This course requires students to explore the institutional forces that exert power over everyone. Students examine the important connections between social forces and individuals and groups to promote an understanding of the kinds of challenges and structural obstacles that unequal power relations create. The focus is on the issues of structural prejudice and discrimination—the dynamics of racism, sexism, and classism. Learning activities: Readings, video, class discussion, structured observations</td>
<td>Exam questions, paper</td>
</tr>
<tr>
<td>C. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.</td>
<td>This course requires students to examine their own lives, and those of others in order to understand how everyone’s identity is shaped by the experience of</td>
<td>Paper, presentation</td>
</tr>
</tbody>
</table>
race, ethnicity, gender, and socioeconomic class. It encourages students to challenge notions of hierarchy and stereotypes that often seem so natural and largely go unchallenged.
Learning activities: Reading, class discussion, in-class exercises

**D. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.**

This course requires students to explore the ways in which one’s multicultural identity—specifically, ethnicity, culture, and community, etc. interact with citizenship and nationality. Students learn how multiculturalism is changing the character and composition of the United States.
Learning activities: Reading, video, class discussion, mini assignments.

**E. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.**

This course requires students to explore how they can contribute to improving the social order by acting positively on their own newfound awareness. It outlines concrete, step-by-step strategies for effecting personal change and initiating collective social action.
Learning activities: Reading, structured observations, service learning project.

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The assessment consists of regular exams and quizzes, mini-assignments, paper assignments, presentation assignments, and service learning project.

- Exams and short quizzes account for 30 percent of the course grade. They assess students’ knowledge and application of course content.
- Mini assignments account for 20 percent of the course grade. They assess students’ application of concept and theories to real-world examples.
- Paper assignments account for 10 percent of the course grade. In the assignments, students observe and analyze values of ethnic groups as articulated through day-to-day communication. They also analyze the origin of contemporary stereotypes associated with ethnic groups and make recommendation for fighting against such stereotypes.
- Presentation assignment accounts for 10 percent of the course grade. In this assignment, students lead discussion of topics on ethnic groups, share their experience of working with people of different ethnic backgrounds and their reflections on the experience.
- Service learning project runs throughout the semester, accounting for 30 of the course grade. In this assignment, students, while providing authentic service to meet a community need, apply the principles of intercultural communication to their interactions with people of different ethnic background(s), evaluate their knowledge and skills of working with ethnic groups and articulate the benefits and challenges of working with the groups.

4. The course proposal must include a course outline (MNSCU Board Policy 3.22) and Procedure 3.22.1 that clearly identifies which specified GEP category(ies) the course meets and the course requirements which satisfy those goal areas.

**Course Catalogue Description:** This course provides an in-depth study of intercultural communication theories. Students will investigate cultural processes influencing intercultural communication with a focus on U.S. co-cultures, and improving intercultural communication competency.

**Course Outline:**
I. Culture and communication (Goal Area A, B, C, D)
   A. Cultural identity development (Goal Area A, C)
   B. The issue of diversity (Goal Area A, B)
1. Three ideal models of intergroup relations
2. Assimilation, pluralism, and separatism in American Society
3. Changing attitudes toward assimilation and pluralism
C. Majority-minority relations (Goal Area A, B, D)
   1. Origins and causes of ethnic inequality
   2. Changing patterns of majority-minority relations in the United States
   3. Minority group movements, values and goals
D. The quest for universal moral standards (Goal Area C)

II. Intercultural communication (Goal Area E)
   A. Intercultural communication competence (Goal Area E)
   B. Verbal intercultural communication (Goal Area E)
   C. Nonverbal intercultural communication (Goal Area E)
   D. Ethics and intercultural communication (Goal Area E)

III. Communication among cultural groups (Goal Area A, B, C, D)
   A. Gender and culture (Goal Area A, B, D)
   B. Aging culture (Goal Area A, B, D)
   C. Gay culture (Goal Area A, B, C, D)
   D. Disability culture (Goal Area A, B, D)

IV. Communication among ethnic groups (Goal Area C, D, E)
   A. Communication with Native Americans (Goal Area C, D, E)
   B. Communication with African-Americans and Africans (Goal Area C, D, E)
   C. Communications with Asian-Americans and Asians (Goal Area C, D, E)
   D. Communication with Hispanic and Latino Americans (Goal Area C, D, E)

V. Intercultural communication in contexts (Goal Area B, C, E)
   A. Intercultural conflict (Goal Area E)
   B. Intercultural communication in business (Goal Area B, C)
   C. Intercultural communication in education (Goal Area B, C)
   D. Intercultural communication in health care (Goal Area B, C)
Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

   This course would not necessitate additional faculty. It is already part of our regular rotation of courses.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

   None. We currently offer this course and are simply reclassifying it in the GEP.

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

   None. We currently offer this course and are simply reclassifying it in the GEP.
This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   - x Completed

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.
   - x Completed  NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
   - x Completed  NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   - x Completed
   
   Name and office phone number of proposal's representative: Amy Hermodson, #5482

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   - x Completed  NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   - x Completed  NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   - x Completed  NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   - x NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
   - x NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   - x NA

Department's A2C2 Representative or Alternate  Date  [Revised 9-05]