



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Course Request

SDSU	Art & Sciences/ Modern Languages & Global Studies
Institution	Division/Department
Dennis D. Hedge	5/8/2018
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
GLST 280	Developing Intercultural Competence	3

Course Description
<p>This course introduces students to the concepts of culture [the set of shared attitudes, values, goals, and practices that characterizes a group] and intercultural competence [the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities]. Students explore the theories that inform this field as well as the practical applications of doing this work. Students increase personal cultural self-awareness and develop skills to be used when working across difference in a wide variety of contexts.</p>

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Was the course first offered as an experimental course?

- Yes (if yes, provide the course information below) No

2.2. Will this be a unique or common course (place an "X" in the appropriate box)?

Unique Course

Prefix & No.	Course Title	Credits
SPCM 470	Intercultural Communication	3

Provide explanation of differences between proposed course and existing system catalog courses below:

<p>Unlike SPCM 470, which explores the "theoretical dimensions of intercultural communication" and focuses on "mindful, creative, invitational communication," GLST 280 begins with a theoretical exploration of intercultural competence in all its aspects (not just communication). Primacy is placed on cognitive frame-shifting (shifting one's cultural perspective) and behavioral code-shifting (changing behavior in authentic and culturally appropriate ways). These skills enable deep cultural bridging across diverse communities using an increased repertoire of cultural frameworks and practices in navigating cultural commonalities and differences. Finally, students will take a baseline and exit IDI</p>
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(Intercultural Development Inventory), which is one of the only internationally recognized tools to assess intercultural competence. Students will receive an individualized plan of study to work on throughout the course so as to increase intercultural competence. Thus, GLST 280 provides a foundational, holistic approach to intercultural competence, whereas SPCM 470 looks at a specialized aspect of the field.

- Common Course Indicate universities that are proposing this common course:
 BHSU DSU NSU SDSMT SDSU USD

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

X No. Schedule Management, explain below: This course will be inserted into the current course rotation; there are multiple instructors qualified to teach the course.

3.2. Existing program(s) in which course will be offered: French, German, Global Studies, Spanish, Workplace Intercultural Competence Certificate

3.3. Proposed instructional method by university: D - Discussion/Recitation

3.4. Proposed delivery method by university: 001 - Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2018

3.6. Can students repeat the course for additional credit?

- Yes, total credit limit: _____ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

- Yes No

3.8. Will section enrollment be capped?

- Yes, max per section: 20 No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the [Course Inventory Report](#)?

- Yes No

3.10. Is this prefix approved for your university?

- Yes No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: SMLGS

4.2. Proposed [CIP Code](#): 30.2001

Is this a new CIP code for the university? Yes No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

<u>Christi Garst-Santos</u> Request Originator	<u>Christi Garst-Santos</u> Signature	<u>3/10/2018</u> Date
<u>Christi Garst-Santos</u> Department Chair	<u>Christi Garst-Santos</u> Signature	<u>3/10/2018</u> Date
<u>Jason McEntee</u> School/College Dean	<u>Jason McEntee</u> Signature	<u>3/23/2018</u> Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Given that the majors in French Studies, German, and Spanish enter the major at vastly different points (anywhere from 101 to 310), it is difficult to provide a language-specific orientation experience (like a first-year seminar). Furthermore, global studies majors also have a significant language component (21 credits), but they do not all take the same language. This, too, complicates any shared orientation or seminar course. However, this newly proposed course (GLST 280) covers one of the primary goals of language and culture studies: intercultural competence. This course will eventually serve as an orientation course for all of the majors in the Department of Modern Languages and Global Studies, as well as the Workplace Intercultural Competence certificate. As the course is taught in English and looks at cultures from around the globe, students across all of our programs will be able to take the course together and learn within a multicultural and multilinguistic shared community. Currently, there is not a course at the general education level (100- and 200-level courses) that meets this need. This course will be the entry-level complement to the recently developed and shared capstone course.

2. Note whether this course is: Required Elective
This course will be a requirement for the Workplace Intercultural Competence Certificate. Eventually, the course will be required for all of our majors as a shared orientation course to the discipline.
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
NA
5. Desired section size 15-20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Jose Alvarez, Assistant Professor, PhD.
Molly Enz, Associate Professor, PhD.
Christi Garst-Santos, Associate Professor, PhD.
Maria Spitz, Associate Professor, PhD.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
This course requires no special facilities or accommodations.
8. Note whether adequate library and media support are available for the course.
This course will not require special library or media support.
9. Will the new course duplicate courses currently being offered on this campus?
 Yes No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
NA