

**Proposing and Facilitating Intercultural Experiences
in the College of Arts and Sciences at Indiana Wesleyan University**
(Approved by CAS General Education Committee 4/16/2013; by CAS Academic Affairs—pending)

Who should read this?

People who want a learning experience or course (henceforth “learning venue”) to count as an Intercultural Experience (henceforth IE).

If I have questions, who do I talk to?

The CAS General Education Committee (GEC) holds the responsibility for overseeing and resourcing the IE requirement in the General Education curriculum. The Office of Global Engagement & Service Learning services the GEC by administering the Intercultural Effectiveness Scale and organizing help sessions for people proposing and/or offering IE venues (see below).

How much work are we talking about?

1. To read this and other supporting materials: 1 hour
2. To propose a learning venue as an IE: Approximately 4 hours.
3. After that, the only work you have to do (besides lead your IE learning venue) is to record and report your assessment results (see below). This will add about 30 minutes to each venue you lead. You do not have to fill out a sheath of forms to propose an IE venue, or to report your assessment results. The process for proposing and assessing an IE venue deliberately draws on existing and/or necessary work (e.g., a syllabus, instructions for an assignment, etc.).

What do I have to do?

The IE process can be broken down into 2 categories: *proposing* an IE learning venue, and *assessing* an IE learning venue.

A. Proposing and Assessing an IE learning venue

To propose an IE learning venue, please follow these instructions:

1. Read “[Intercultural Experiences at IWU: What they are, and why they’re important](#)” (see below)
2. After reading this document, *ask yourself*:
 - a. Will the IE venue I’m proposing *help* students achieve the 2nd SLO of the General Education program? It reads: “demonstrate the intellectual, interpersonal, and practical skills needed to engage diverse perspectives and serve diverse populations effectively”
 - b. Will the IE venue I’m proposing move students toward Intercultural Knowledge and Competence? It is defined as: “a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts”
 - c. Will the IE venue I’m proposing have the potential to move students from left to right on 3 dimensions of the IE Rubric?

- d. Will the IE venue I'm proposing use the Intercultural Effectiveness Scale, and make it part of an embedded assessment, the results of which I will send to the General Education Committee Chair on specified years?
3. If you answered "yes" to items a-d, write or amend your IE venue (e.g., your syllabus or venue description) to *show* HOW you will help students achieve the 2nd General Education SLO, move toward Intercultural Knowledge and Competence, and move from left to right on 3 dimensions of the IE Rubric. A detailed description of a course or venue, its SLOs, and its assessments, should suffice. If you submit a syllabus or itinerary to the General Education Committee, please draw the Committee's attention to these elements by highlighting passages and/or directing them to specific portions of your syllabus.
4. Send your proposal to Chair of the General Education Committee, and ask to have it added to the approved list of courses/venues in "Courses Meeting Intercultural Outcomes." The Gen Ed Chair will look at your materials, and submit it to the GEC once she/he has determined that the requested information has been provided.
5. If approved, start keeping track of your assessment results in a MS Word or MS Excel document, with student names omitted. When requested, please send your assessment results to the Office of Global Engagement and Service Learning. They will collect the results and provide them to the GEC for recording/tracking purposes. You can provide the committee with student-specific data and/or provide a summary report of the assessment results.
6. The General Education Committee will inform you of its decision. If you are submitting a new course or experience, you are still responsible for submitting the necessary materials to the Curriculum Committee, Risk Management, and other offices.

Intercultural Experiences at IWU: What They Are, and Why They're Important

Framing Language and Rationale

The call to integrate intercultural knowledge and competence into the college experience is an imperative that comes from seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical, political and theological context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

College of Arts & Sciences, General Education Program Student Learning Outcomes

The CAS General Education Program is designed to help students achieve 5 student learning outcomes. The General Education Committee sees the Intercultural Experience requirement as a necessary, but not sufficient, way of helping students achieve the first two General Education Student Learning Outcomes.

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership. In order to help the University accomplish this mission, the following student learning outcomes guide curricular and co-curricular decision-making in general education.

Students should:

- 1. develop and articulate a Christian way of life and learning that enables virtue, servant leadership, and citizenship in God's kingdom.**
- 2. demonstrate the intellectual, interpersonal, and practical skills needed to engage diverse perspectives and serve diverse populations effectively.**
3. integrate the logic, methods, and contexts of various modes of inquiry and expression in order to contribute to civil and sacred communities.
4. communicate effectively in oral and written forms.
5. use technological and information literacy skills with integrity.

As defined here, intercultural competence encompasses curiosity, understanding, positive relationship and appropriate interaction—all of them kin to the student learning outcomes, especially numbers one and two. The heartset, mindset, and skillsets associated with intercultural competence are allies of virtue, servant leadership, kingdom citizenship, and effective interaction with diverse populations.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."¹ It is important to emphasize that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies components of intercultural knowledge and competence, but there are other components.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only. The General Education Committee does not expect faculty and facilitators of IE venues to adopt the language of this rubric. We offer this vocabulary in an attempt to cultivate a campus climate that is attuned to the spirit of intercultural knowledge and experience, and some of its dimensions.

- Culture: All knowledge and values shared by a group or population.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a group, based on the values shared by that group or population.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)".²
- Intercultural experience: The experience of interacting with an individual or group of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

How to use this rubric

Instructors or facilitators can use this rubric to assess student learning (e.g., a student portfolio or assignment), and use it to demonstrate how a course or experience *can* equip students to develop *some* components of intercultural knowledge and competence. This rubric assumes intercultural competence is a lifelong journey, and that one course or brief

¹ Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.) The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. "Towards ethnorelativism: A developmental model of intercultural sensitivity." In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266).

² Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.

experience cannot make a person interculturally competent, no matter how well conceived or carried out. Intercultural competence rests on extensive knowledge, multiple skills, and hardy habits. It is learned and earned incrementally. That said, components of intercultural competence can be cultivated in courses and experiences that are well-designed and thoughtfully debriefed.

a. Course Syllabi (or other such documents) must:

- *thoughtfully incorporate* the Intercultural Effectiveness Scale (IES) into their curriculum (including at least one assessment)
- *show* how a course assignment and/or activity will encourage and equip students to move from left to right on at least 3 dimensions of the rubric (one each of Knowledge, Skill, and Disposition). Ideally, all of this information will be contained in one syllabus
- be submitted to the CAS General Education Committee for their review and recommendation to the Academic Affairs Council, and other committees when appropriate

b. Experience Application/Study Abroad documents must:

- *thoughtfully incorporate* the Intercultural Effectiveness Scale (IES) into their curriculum (including at least one assessment)
- *show* how the experience will encourage and equip students to move from left to right on at least 3 dimensions of the rubric (one each of Knowledge, Skill, and Disposition). Ideally, all of this information will be contained in one document
- be submitted to the CAS General Education Committee for their review and recommendation to the Academic Affairs Council, and other committees when appropriate

c. Student Portfolios must:

- accurately *describe* a student's current state of intercultural competence (using the Intercultural Effectiveness Scale), and
- *demonstrate how* an upbringing, course, or experience has moved him/her from left to right on at least 3 dimensions of the rubric (one each of Knowledge, Skill, and Disposition)
- address these two requirements in a typed, narrative format (300 words or less), with supporting documentation (if any) attached as appendices
- be submitted to the CAS General Education Committee Chair for his/her review and recommendation to the Registrar's office. (The GEC Chair may delegate the review of portfolios to the Director of the Office of Global Engagement and Service Learning, though the final recommendation to the Registrar would come from the GEC Chair.)

About using the Intercultural Effectiveness Scale (IES)

The Kozai Group has developed the Intercultural Effectiveness Scale to assess intercultural competence along 3 dimensions. Here's a brief description of each, from the Kozai Group website³:

The first dimension is **Continuous Learning**. This dimension assesses our interest in learning and general curiosity as well as our interest in better understanding ourselves. To appreciate and understand those who are different from us, we need to be willing and motivated to learn about them and their culture. In addition, to set a good foundation for interacting effectively with them, we also need to understand ourselves well, including our values, beliefs and behavioral tendencies.

The second dimension is **Interpersonal Engagement**. It evaluates our interest in understanding various peoples and places in the world and developing actual relationships with people who are different from us. Developing positive relationships with people who are not like us depends in large part on our interest in learning about and from them. The more we learn about the world around us, the various peoples, their backgrounds, the issues they face, and so forth, the more we are able to interact with people who are different from us.

The final dimension is **Hardiness**. Interacting with people who differ from us culturally, generationally, religiously and so forth entails psychological effort. This effort, in turn, always produces varying levels of stress, uncertainty, anxiety and sometimes fear. To interact effectively with those who are different from us requires an ability to cope with these psychological and emotional stresses. Coping can be accomplished by having a natural resilience to stress and also by better understanding the nature of the differences. Understanding differences increases our confidence, enables us to find more common ground, and decreases the psychological effort involved when interacting with people who differ from us.

Users receive a 22 page individual feedback report. **The IES and report cost \$12 per student.** According to the IES Feedback Report, the IES measures (and evaluates) three factors of intercultural competency: "1) How we learn about another culture and the accuracy of that learning; 2) How we develop and manage relationships with people from other cultures; and 3) How we manage the challenges and stress involved in interacting with people who are different from us."

The IES is a tool that can sensitize users to these qualities of intercultural competence, and comes with an Instructor's Guide. The IES can be used as a pre-/post- outcome measure of intercultural effectiveness, but this is inappropriate for most of our general education courses and experiences because they are brief (e.g., a few hours a week for one semester). The IES is not a diagnostic tool that captures every dimension of intercultural effectiveness.

³ See: <http://kozaigroup.com/inventories/the-intercultural-effectiveness-scale/>

Rather, the IES gives users an IES profile that shows them how they *might* interact with people from different cultural backgrounds, then prompts them to examine their tendencies, and see how they can leverage and improve them. We consider the IES valid for facilitating self-analysis and improvement.

Intercultural Experience Rubric

Evaluators are encouraged to assign a zero to any work sample, course syllabus, or portfolio that does not meet emerging (level one) performance.

DIMENSIONS	Emerging (1)	Developing (2)	Proficient (3)	Exemplary (4)
Knowledge <i>Cultural self-awareness</i>	Shows minimal awareness of own cultural rules biases; uncomfortable with identifying cultural differences	Identifies own cultural rules and biases; strong preference for rules shared with own cultural group and seeks the same in others	Recognizes new perspectives about own cultural rules and biases; comfortable with complexities that new perspectives offer	Articulates insights into own cultural rules and biases; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description
Knowledge <i>Knowledge of cultural worldviews</i>	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices
Skill <i>Verbal and nonverbal communication</i>	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Recognizes and participates in cultural differences in verbal and nonverbal communication, and begins to negotiate a shared understanding based on those differences	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences
Skill <i>Empathy</i>	Views experience of others only through own worldview	Identifies components of other cultural perspectives, but responds only through own worldview	Recognizes intellectual and emotional dimensions of more than one worldview, and sometimes uses more than one worldview in interactions	Interprets intercultural experience from perspectives of more than one worldview, and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group
Disposition <i>Continuous Learning</i> (see IES sub-dimensions: self-awareness, exploration)	Rarely seeks to understand and learn about the activities, behaviors, and events occurring around him/her; rarely aware of how his/her values, strengths, weaknesses, interpersonal style and behavioral tendencies impact others	Occasionally seeks to understand and learn about the activities, behaviors, and events occurring around him/her; sporadically aware of how his/her values, strengths, weaknesses, interpersonal style and behavioral tendencies impact others	Frequently seeks to understand and learn about the activities, behaviors, and events occurring around him/her; typically aware of how his/her values, strengths, weaknesses, interpersonal style and behavioral tendencies impact others	Habitually seeks to understand and learn about the activities, behaviors, and events occurring around him/her; always aware of how his/her values, strengths, weaknesses, interpersonal style and behavioral tendencies impact others
Disposition <i>Openness and Interpersonal Engagement</i> (see IES sub-dimensions: global mindset, relationship interest, positive regard, emotional resilience)	Receptive to interacting with culturally different others; has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment	Expresses openness to most, if not all, interactions with culturally different others; has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change	Begins to initiate and develop interactions with culturally different others; begins to suspend judgment in valuing her/his interactions with culturally different others	Initiates and develops interactions with culturally different others; suspends judgments in valuing her/his interactions with culturally different others

Satisfying the IE Requirement: Official options

The IE requirement may be met by one of the following options:

- Students may take an approved course at IWU. Some majors have designated a specific course; other majors allow the student to select from a university approved list. Some courses will involve travel. The following courses meet the General Education Intercultural Experience requirement **for student in majors that allow them to select from a university approved list only**: ART-476, BUS-290 with BUS-290L, BUS-390 with BUS-390L, ENG-239, FRE-115, FRE-116, FRE-235, FRE-236, GEO-202, HST-230, HST-231, HST-321, HST-355, HST-370, INT-122 with INT-222, INT-124, INT-320, INT-321, INT-322, LDR-265, PHE-248, PHL-438, POL-232, POL-371, PSY/ADC-291, REL-275, SOC-210, SOC-225, SPA-117, SPA-118, SPA-237, SPA-238. (Additional courses fulfilling this requirement can be found on the Wildcat).
- Students may also meet the Intercultural Experience requirement through approved CLEP and AP Credit. An approved list of those options can be found on the Wildcat.
- Transfer courses can also fulfill this requirement and upon completion of the transfer course evaluation form, the student will be notified if the course fulfills this requirement. Please contact the Registrar's Office's for the form mentioned above. Students who have attended other accredited colleges or universities may transfer credit toward their education at IWU. Transcripts of all other university work must be submitted directly to the Indiana Wesleyan University Registrar's Office from the office of the registrar at the college or university previously attended. Transcripts delivered by hand or received from another party are not official and cannot be used for purposes of transfer work. The university registrar is responsible to approve the transferability of all credits. Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university that are accredited by a regional accrediting body or the Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges). If there is no applicable course at IWU or within the student's major, the credits may be applied as elective credit. Credit hours accepted in transfer are recorded, as part of the student's official academic record. All graded qualified coursework transferred and transcribed are used solely in the calculation of the honors GPA.
- Study Abroad programs may be approved to fulfill the Intercultural Experience requirement. Divisions may submit recommendations to the General Education Committee for programs that could fulfill this requirement. The Office of Global Engagement and Service Learning will work in partnership with Divisions to facilitate the submission process. Approved programs fulfilling this requirement may be found on the Wildcat.
- Student Portfolios can be used to satisfy the IE requirement. See instructions under "How to Use this Rubric."