*This syllabus is a draft and is subject to change without notice. For questions, email* *stahl23@purdue.edu* *or* *jin124@purdue.edu**.*

**GRAD 59000**

**Mentorship of Intercultural Competence: Theory and Application**

**Fall 2022**

**Tuesday and Thursday afternoon (exact time TBD)**

**Instructors**

Dr. Aletha Stahl, Senior Intercultural Learning Specialist, CILMAR

Dr. Lan Jin, Intercultural Research Specialist, CILMAR

Dr. Erla Heyns, Associate Dean for Learning, Purdue Libraries

Invited guests:

* Dr. Kris Acheson-Clair, Director, Center for Intercultural Learning, Mentorship, Assessment and Research (Transformative Learning theory)
* Katherine Yngve, MA, ABD. Intercultural Learning Specialist, Institutional Data Analysis + Assessment (Assessment)
* Dr. Heidi Parker, Director of Global Assessment Initiative, College of Engineering (Application – Handling Conflict and Dialogue)
* Dr. Dawn Stinchcomb, Associate Professor of Spanish, School of Languages and Cultures (Assessment)
* Dr. Aparajita Jaiswal, Post-doc Research Associate, CILMAR (Research)
* Dr. Daniel C. Jones, Senior Intercultural Learning Specialist, CILMAR (Application – mentoring peers)
* Natasha Harris, Assistant Director, Science Diversity Office (Mentorship – facilitation)

**Course Description and Learning Objectives**

As organizations and communities grow more diverse, intercultural competency (ICC), or the capacity to interact effectively and appropriately across cultural differences such as age, gender, race, linguistic background, religious and political beliefs, socioeconomic class, and nationality, has become essential to successful interpersonal, organizational, and social communication. Because ICC does not happen naturally but is the result of intentional and supported efforts, faculty and staff in higher education and leaders in other sectors are frequently called on to mentor the intercultural development of others. This mentorship takes place in a wide range of contexts, both inside and outside of formal learning programs, individually and in groups, and in face-to-face and virtual settings. In this course, we will focus on experiential learning and reflective processing to help graduate students and non-degree learners who aspire to be educators and/or organizational leaders become more intentional about designing and implementing curricula and programs that effectively facilitate the development of the knowledge, skills, and attitudes that constitute intercultural competence. The course also provides a solid foundation in both formative and summative assessment techniques and surveys a wide array of options for assessing intercultural sensitivity and effectiveness at the interpersonal level of interaction.

By the end of this learning experience, you will be able to:

1. Articulate new self-awareness of your own cultural identity and habitual behaviors as an intercultural mentor, noting areas for potential growth (Self-awareness)
2. Demonstrate solid grounding in developmental models and practical approaches to bridging differences from the intercultural/global and multicultural/diversity realms (Foundational knowledge)
3. Design and implement research-based learning interventions for the development of intercultural competence (Research)
4. Utilize appropriate formative and summative methods of assessing learners’ intercultural development (Assessment)
5. Critically read and apply “Scholarship of Teaching and Learning” focused on intercultural, global, and diversity learning (SOTL)

**Course Format**

This course will be offered virtually. The class meets twice weekly for 90 minutes, on Tuesday and Thursday afternoon (exact time TBD). Class is held seminar style – that is, activities and discussion of prepared materials (readings, assessments, written assignments) are more common than lectures.

**Textbook/References**

Required texts: Selected chapters and articles from (provided digitally in Brightspace under academic copyright allowances):

* Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence.* Thousand Oaks, CA: Sage.
* Bennett, J. (Ed.). (2015). *The SAGE encyclopedia of intercultural competence*. Thousand Oaks, CA: Sage.
* Shealy, C. (Ed.). (2016). *Making sense of beliefs and values: Theory, research and practice*. New York: Springer.
* Landis, D., Bennett, J., & Bennett, M. (Eds.). (2004). *Handbook of intercultural training, 3rd edition.* Thousand Oaks, CA: Sage.
* Bennett, J. M. (2013). Intercultural Competence: Vital Perspectives for Diversity and Inclusion. In *Diversity at Work: The Practice of Inclusion* (pp. 155-176). San Francisco: John Wiley & Sons. Martin, J. N., & Nakayama, T. K. (2018). *Intercultural communication in contexts.* Boston: McGraw-Hill.
* Deardorff, D. K. (2015). *Demystifying outcomes assessment for international educators: A practical approach*. Sterling, VA: Stylus Publishing.
* Deardorff, D.K. & Arasaratnam-Smith, L.A. (Eds.) (2017). *Intercultural competence in higher education: International approaches, assessment and application*. London & new York: Routledge.
* Suskie, L. (2009). *Assessing student learning: A common sense guide, 2nd edition*. San Francisco: John Wiley & Sons.
* Savicki, V, & Brewer, E. (2015). *Assessing study abroad: Theory, tools, and practice*. Sterling, VA: Stylus Publishing.
* Hughes, C. (2019). *Workforce Inter-Personnel Diversity*. Cham: Springer International Publishing AG.
* Merawi, F. (2018). Intercultural Discourse, Critique, Emancipation and the Inclusion of the Other. *Ethiopian Journal of the Social Sciences and Humanities : EJOSSAH,* *13*(1), 78.
* Various scholarly journals (e.g., *International Journal of Intercultural Relations, Intercultural Education, Frontiers: Interdisciplinary Journal of Study Abroad, Multicultural Education Review, etc.*)
* Free membership in the science gateway for interculturalists, the Intercultural Learning Hub ([www.hubicl.org](http://www.hubicl.org/))
* The course will cover some (not all) of the following intercultural assessments (at no cost to students)
	+ Intercultural Development Inventory ([www.idiinventory.com](http://www.idiinventory.com/))
	+ Beliefs, Events, and Values Inventory ([www.thebevi.com](http://www.thebevi.com/))
	+ Inclusive Behaviors Inventory ([www.globesmart.com](http://www.globesmart.com/))
	+ ICEdge ([www.icedge.com](http://www.icedge.com/))
	+ Intercultural Effectiveness Scale ([www.kozaigroup.com](http://www.kozaigroup.com/))
	+ Miville-Guzman Universality-Diversity Scale/short version ([http://faculty.weber.edu/eamsel/Research%20Groups/Diversity/Diversity%20papers/Fuertes%20et%20al.%20(2000).pdf)](http://faculty.weber.edu/eamsel/Research%20Groups/Diversity/Diversity%20papers/Fuertes%20et%20al.%20%282000%29.pdf%29)
	+ Cultural Intelligence Scale/short version ([www.culturalq.com](http://www.culturalq.com/))
	+ Intercultural Conflict Styles Inventory ([www.icsinventory.com](http://www.icsinventory.com/))
	+ AAC&U VALUE Rubrics ([www.aacu.org/value](http://www.aacu.org/value))
	+ Personal Self-Assessment of Anti-Bias Behavior (https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/Personal-Self-Assessment-of-Anti-Bias-Behavior.pdf)
	+ ASKS and GLS (<https://www.purdue.edu/cie/globallearning/assessments.html>)

**Assignments (sample only)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Related Learning Objective** | **Due Date (TBD)** | **Points** |
| 1. Intercultural Mentor Autobiography | Self-awareness |  | 50 |
| 2. Reading Responses/Online Discussions (x5) | Foundational Knowledge |  | 40 x 5 = 200 |
| 3. Reflections on Assessment Results (x5) | Self-awareness and Assessment |  | 40 x 5 = 200 |
| 4. Presentation of a Learning Activity | Application |  | 50 |
| 5. Critique of a SOTL article | SOTL |  | 50 |
| 6. Backward Design Analysis of an Intervention | Application |  | 150 |
| 7. Final Assessment Project | Assessment and Research |  | 150 |
|  8. Intercultural Mentor Development Plan | Self-Awareness |  | 150 |
|   | **TOTAL POINTS POSSIBLE:** |  | **1000** |

**Grading Scale**

Grades will be assigned on a standard scale, with no curving, adjustments, or extra credit:

|  |  |
| --- | --- |
| **Grade** | **Points** |
| A | 900-1000 |
| B | 800-899 |
| C | 700-799 |
| D | 600-699 |
| F | 599 and below |

# **Course Schedule (Sample only)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Unit** | **Topic** | **Assignment Due** |
| 1 | Foundational Theories | Course Introduction and History of the Field | Syllabus Acknowledgement |
| 2 | Intercultural Competency Developmental Models: DMIS, IDC, and Pendulum | Intercultural Mentor Autobiography, readings |
| 3 | Intercultural Competency: Components | Readings, Written prep for discussion |
| 4 | Diversity, Inclusion, Equity, Belongingness and ICL | Amer Ahmed’s video, other readings or webinars on ICL/DEIB, written prep for discussion |
| 5 | Assessment and Research | (Still Foundation) Transformative Learning Theory | Reading Response |
| 6 | Assessment Overview: Formative vs. Summative, AAC&U VALUE Rubrics, ASKS, GLS | Online Discussion |
| 7 | IDI, ICS, MGUDS, ICEdge, IES | Reflection on Assessment |
| 8 | BEVI, IBI, CQS | Reflection on Assessment |
| 9 | Research | Reflection on Assessment |
| 10 | Research | Reflection on Assessment |
| 11 | Application | Backwards Design, ARCS Model (in person and online mentorship) | Critique of a SOTL Article |
| 12 | Mentorship: History and practices, ICC focus  | Written prep for discussion |
| 13 | Reflection, Debriefing Techniques, Development of Emotional Resilience, Empathy, and Wellbeing | Backward Design Analysis |
| 14 | Handling Conflict and Guiding Dialogue | ICS + Reflection |
| 15 | Highlighted Experiential Activities and Associated Intercultural Learning Outcomes | Presentation of a Learning Activity |
| Finals |   | Course Wrap-up | Intercultural Mentor Development Plan; Presentation of Final Assessment Projects |

Missed or Late Work

Assignments are due by 5 pm EDT on the due date, unless otherwise indicated. Late work is not acceptable.

Plagiarism:

• Stealing or passing off the ideas or work of another as one’s own, and

• Paraphrasing or using someone else’s words or ideas without crediting the source.

Plagiarism is an act of fraud and academic misconduct. Penalties for academic misconduct can range from a reprimand to a penalty as severe as a suspension for a definite time or even indefinite suspension. For more information, please visit http://www.plagiarism.org

The Instructors reserve the right to submit any and all research papers to Purdue’s plagiarism detection software service and act upon any negative results. Any form of plagiarism will result in a zero score for the assignment and a one-letter grade penalty for the course; the case may also result in an “F” grade for the course at the Instructor’s discretion. The case will also be forwarded to appropriate university offices for disciplinary action, up to and including expulsion from the program and University.

Accessibility:

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let the instructors know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Purdue also has assistance available to help you make learning materials accessible. Some examples include:

● Information from Innovative Learning on [Universal Design for Learning](https://www.purdue.edu/innovativelearning/accessibility/universal-design-and-accessibility.aspx)

● Guidance from Innovative Learning on [creating accessible documents](https://www.purdue.edu/innovativelearning/accessibility/accessible-documents.aspx)

● [Workshops on accessible materials](https://www.purdue.edu/innovativelearning/accessibility/workshops-and-resources.aspx) suggested by the DRC

● Contact innovativelearningteam@purdue.edu with questions.

Emergency Preparation:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors via email or phone. You are expected to read your @purdue.edu email on a frequent basis (at least three times, morning-noon-evening, a day).