CEBS CURRICULUM COMMITTEE
3:00 pm – February 3, 2015
GRH 3073

I.   Approval of Minutes of the December 2, 2014 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II.   **New Business**

        Psychology

        1.   New Course – PSY 356, Applied Cultural Intelligence

        School of Teacher Education

        1. Create New Endorsement Program – Teacher Leader Endorsement

III.   **Other Business**

Proposal Date: December 1, 2014

Contact Person: Tony Paquin, tony.paquin@wku.edu, 745-4423

1. **Identification of proposed course:**

     1.1   **Course prefix (subject area) and number**: PSY 356

     1.2   **Course title**: Applied Cultural Intelligence

     1.3   **Abbreviated course title**: Applied Cultural Intelligence

     1.4   **Credit hours**:   3   **Variable credit**: No

     1.5   **Grade type**: Standard letter grade

     1.6   **Prerequisites/corequisites**: None

     1.7   **Course description**:
                  Cultural Intelligence is the capability to function effectively across cultural contexts.
                  Course will include readings and activities designed to help students develop and apply
                  cultural intelligence to a variety of social interactions and environments.

2. **Rationale:**

     2.1   **Reason for developing the proposed course**:
                  We live in a world in which the ability to work effectively across cultures is vital. The
                  significance of this is reflected in both WKU's vision statement "An American university
                  with *international reach*", and mission statement, "Prepares students …to be … socially
                  responsible *citizen-leaders of a global society*" [italics added]. Towards these ends the
                  university offers a number of courses and initiatives to expand the knowledge of our
                  students and faculty with respect to global issues. However, if we truly want to prepare
                  our students to be responsible citizen-leaders of a global society, it is imperative that we
                  provide them with the knowledge, skills, and abilities necessary to work effectively with
                  people from different cultures. The majority of current internationalization courses and
                  initiatives has the potential to improve the student's knowledge of the impact of culture
                  and, hopefully, their motivation to learn more, but are not specifically designed to
                  improve their capability to function effectively across cultural contexts (i.e., their cultural
                  intelligence). Cultural intelligence (CQ) is comprised of four factors: motivation/drive,
                  knowledge, strategy, and action/behavior. This course is designed to address this by not
                  only providing information to increase the student's motivation and knowledge of cross-
                  cultural contexts, but also provide them with instruction and opportunities to design

effective strategies and the ability to adapt their behavior in cross-cultural contexts.

2.2   **Projected enrollment in the proposed course**: 30 students per academic year. This is an estimate based on expressions of interest and enrollment in the other culture-related course that is currently taught in the department. The course will satisfy psychology elective requirements needed to complete the major. The course may also draw enrollment from other disciplines, such as international management, anthropology, and sociology.

2.3   **Relationship of the proposed course to courses now offered by the department**: The most similar course currently offered by the department is *Cross-Cultural Psychology* (PSY 355). The objectives and outline for this course can be seen in Appendix A. As can be seen from the list of objectives and course outline, the primary focus of PSY 355 is to increase understanding of how culture impacts various areas of psychology (e.g., child rearing, psychological disorders, therapy, etc.). It has a secondary goal to improve the student's awareness of the viewpoints of other cultures to increase their likelihood of considering the behavior and attitudes of other cultures as different rather than automatically viewing them as wrong. It is designed to increase students' knowledge and, hopefully, increase their motivation to learn more about cross-cultural behavior (i.e., the first two components of cultural intelligence). Unlike the proposed *Cultural Intelligence* course, however, the *Cross-Cultural Psychology* course does not provide students many opportunities to implement this knowledge in real-world settings nor is it specifically designed to improve student ability to function across cultures (i.e., doesn't target the strategy or action components of CQ).
The department also offers two courses related to human intelligence. *Intelligence and Creativity* (PSY 365), discusses various types of intelligence, but historically has not included a discussion of cultural intelligence. One graduate seminar, *Cognitive and Intellectual Assessment* (PSY 560) includes information on Cultural Intelligence, but is not designed to provide students opportunities to implement this information.

2.4   **Relationship of the proposed course to courses offered in other departments**: There are a number of courses at WKU that share related goals with this proposed course. These would include courses in the Colonnade *Connections* category and previously in the General Education "*World Cultures and American Cultural Diversity*" category. The majority of these courses are similar with the proposed course in they are attempts to increase knowledge of cross-cultural issues and, hopefully, thereby increase recognition of the importance of these differences. The proposed course is different from any of these courses in at least two ways. First, the other courses' main goal is to increase knowledge with respect to a specific discipline. The proposed course is not discipline-specific. It will use examples from different disciplines but only as a way of providing a framework with which the student can use going forward in their respective disciplines. Second, the proposed course is designed to address components of cultural intelligence beyond just motivation and knowledge (i.e., strategy and action).

2.5   **Relationship of the proposed course to courses offered in other institutions**: A search

of courses offered at WKU's benchmark universities revealed no courses titled "Cultural Intelligence" or similar terms (e.g., cultural competence, cross-cultural sensitivity, global competence, etc.). Similar to WKU, however, there are a number of courses that share some of the goals with the proposed course. A sample of some of these courses can be found in Appendix B.

Darla Deardorff, a professor at Duke University, has researched cultural competence (a similar concept) for approximately 10 years. Her webpage lists several courses related to cultural competence, but it is unclear as to whether or not these are regularly offered courses for Duke students (there are no course numbers attached) or held for business professionals. Based on a personal correspondence it also appears that Harvard University has plans to offer a related course, but it is very early in the planning process.

3. **Discussion of proposed course:**

   3.1 **Schedule type**: Lecture/Lab

   3.2 **Learning Outcomes**: After completing this course, students should be able to:
   - Explain cultural intelligence and how it is similar to and different from other forms of intelligence and related competencies (e.g., Emotional Intelligence, general intelligence, social intelligence, social competence, etc.).
   - Create plans regarding the use of cultural intelligence in their future discipline-specific endeavors.
   - Demonstrate improved self-efficacy with respect to successfully navigating cross-cultural situations
   - Utilize methods for evaluating similarities and differences across cultures.
   - Demonstrate a repertoire of strategies for being effective in cross-cultural situations

   3.3 **Content outline**:
   - Introduction to cultural intelligence (CQ)
     - What is CQ?
     - How does CQ compare to other types of intelligence and social competencies
   - Strategies to improve CQ
     - Motivation/Drive
       - Intrinsic
       - Extrinsic
       - Self-efficacy
     - Knowledge
       - Business/cultural systems
       - Interpersonal/cultural values
       - Socio-linguistics
       - Leadership
     - Strategy
       - Awareness
       - Planning

- Checking
  - o Action
    - Nonverbal
    - Verbal
    - Speech arts

3.4 **Student expectations and requirements**:
⌈ Students will be expected to:
  - o Read chapters assigned in the text and supplemental reading assignments
  - o Participate in class discussions and exercises
  - o Participate in off-campus exercises
  - o Interact with people from different cultures via structured experiences/exercises inside and outside the classroom
  - o Complete a self-assessment of their cultural intelligence
⌈ Student learning will be assessed through some combination of tests, written assignments, and performance in course exercises

3.5 **Tentative texts and course materials**:
Ang, S., & Van Dyne, L. (2008). *Handbook of cultural intelligence: Theory, measurement, and applications.* Armonk, NY: M. E. Sharpe
Livermore, D. L. (2011). *The cultural intelligence difference.* New York, NY: AMACON
Morrison, T., & Conaway, W. A. (2006). *Kiss, bow, or shake hands (2nd Ed.).* Avon, MA: Adams Media.

4. **Resources:**

4.1 **Library resources**: Current library resources are sufficient.

4.2 **Computer resources**: No special computer resources required.

5. **Budget implications:**

5.1 **Proposed method of staffing**: Due to recent organizational restructuring (i.e., Psychology Department being split into two separate departments), the course responsibilities of the faculty designated to teach this course has been reduced. This course will replace one of his previous courses.

5.2 **Special equipment needed**: None.

5.3 **Expendable materials needed**: None.

5.4 **Laboratory materials needed**: None.

6. **Proposed term for implementation:** Spring 2016

7. Dates of prior committee approvals:

Department of Psychology   _____

CEBS College Curriculum Committee   _____

Undergraduate Curriculum Committee   _____

University Senate   _____

Proposal Date: 12-4-2014

<p style="text-align:center">**College of Education and Behavioral Sciences**
School of Teacher Education
Proposal to Create a New Endorsement Program
(Action Item)</p>

Contact Person: Dr. Lisa Murley, lisa.murley@wku.edu, 745-8822

1.   Identification of program:
        1.1   Program title: Teacher Leader Endorsement
        1.2   Required hours in program: 16 hours
        1.3   Special information: The proposed Teacher Leader Endorsement can be part of a Master's
                program, a Rank II, or a Rank I certification as well as a separate endorsement. The
                admission requirements will include admission to the WKU Graduate School and if
                counting the endorsement hours toward a master's degree or other graduate program, the
                applicant must meet the eligibility requirements of that program.
        1.4   Catalog description: The Teacher Leader Endorsement is designed to develop Teacher
                Leaders who can positively impact student learning in their classrooms and schools. This
                endorsement is comprised of 16 hours of coursework that can count toward a master's
                degree, Rank II or Rank I certification, or other graduate program.
        1.5   Classification of Instructional Program Code (CIP):

2.   Learning outcomes of the proposed endorsement program:
                The Teacher Leader Endorsement learning outcomes are based on the Advanced
                 Kentucky Teacher Standards and the Framework for Teaching Domains. The student
                will demonstrate proficiency in content knowledge, designing and planning
                instruction, assessing and reflecting upon learning results, technology, collaboration,
                leadership, and professional development as outlined by the Teacher Leader Endorsement
                required course critical performances. The student will demonstrate the accomplished
                level in planning and preparation, classroom environment, instruction, professional
                responsibilities, and student growth as outlined by the Teacher Leader Endorsement
                required course critical performances.

3.   Rationale:
        3.1   Reason for developing the proposed endorsement program:
                This proposed endorsement program will complement the approved Teacher Leader
                programs as well as offer a separate endorsement for students who wish to add the
                Teacher Leader Endorsement to their credentials.

        3.2   Relationship of the proposed endorsement program to other programs now offered by the
                department:
                There are five endorsements currently offered in the School of Teacher Education:
                English as a Second Language, Gifted and Talented Education, Environmental Education,
                Instructional Computer Technology, and Elementary Math Specialist. However, none of
                these endorsements include the Teacher Leader courses that will be required in the
                proposed Teacher Leader Endorsement and none include a curricular focus on teacher
                leadership.

        3.3   Relationship of the proposed endorsement program to endorsement programs offered in
                other departments:
                There are several endorsements offered in other departments in the College of Education
                and Behavioral Sciences, however, none include the Teacher Leader courses that will be
                required in the proposed Teacher Leader Endorsement and none include a curricular

focus on teacher leadership. Other endorsements offered in the College of Education and Behavioral Sciences are:

- The Counseling Department offers the Individual Intellectual Assessment (IIA) Endorsement, which is an endorsement built upon the student's basic certification as a School Counselor. The purpose of this endorsement is to allow counselors to do individual intelligence testing.
- The Educational, Administration, Leadership, and Research Department offers three endorsements which include the Supervisor of Instruction Endorsement, Director of Pupil Personnel Services Endorsement, and the Superintendent Endorsement. These endorsements are designed to meet professional certification standards in school administration.

3.4   Projected enrollment in the proposed endorsement program:
Based upon enrollment in existing School of Teacher Education endorsement programs, the projected enrollment for the proposed Teacher Leader Endorsement is five to seven students per academic year.

3.5   Similar endorsement programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
Two universities in Kentucky offering a Teacher Leader Endorsement are:

- Eastern Kentucky University offers a separate Teacher Leader Endorsement which is designed to prepare teachers to be essential contributors to the shared leadership in the school. The 15 hour program includes the Teacher Leader Core courses.
- The University of Kentucky offers a 15 hour Teacher Leadership Endorsement designed to provide practicing teachers with specialized leadership development they can use in their classrooms and as leaders in schools, districts, and the wider context of education.

Two WKU benchmark universities offering a Teacher Leader Endorsement are:

- Ball State University offers a five-course certificate, the Elementary Math Teacher Leader Certificate that provides an additional depth of mathematics content and pedagogical knowledge intended for the elementary math teacher leader.
- Ohio University College of Education Teacher Leader Endorsement is a 10 hour program designed to meet the needs of teachers who aspire to leadership roles in their schools and districts.

Although several universities in the state and region offer a teacher leader endorsement, not all do. A Teacher Leader Endorsement at WKU will broaden the curricular offerings for future students.

3.6   Relationship of the proposed endorsement program to the university mission and objectives:
The proposed endorsement program supports the university mission by including course content focused on research designed to solve a problem of practice. This will prepare students to be engaged, productive, service-oriented, and responsible members of society.

Curriculum:
The proposed Teacher Leader Endorsement will be a 16 hour program that includes the following courses:
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 545 Classroom Instructional Strategies (3 hours)
TCHL 555 School and Classroom Assessment (3 hours)

TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)
All students must complete TCHL 545 and TCHL 555 or pass proficiency evaluations for these courses.

TCHL 500, 530, 559 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. While enrolled in TCHL 500, students will use several documents, including KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with endorsement advisors an individualized program of study related to Kentucky Teacher Standards, Framework for Teaching Components, and professional goals. Students are expected to enroll in TCHL 500 at the beginning of the endorsement and in TCHL 560 toward the end. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. Students must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Students must achieve a minimum 3.0 GPA overall and in endorsement course work.

5.   **Budget implications:** Current staffing is adequate for the implementation of the proposed endorsement.

6.   **Proposed term for implementation:** Fall 2015

7.   **Dates of prior committee approvals:**

School of Teacher Education   12-10-14
College Curriculum
Committee
Professional Education
Council