

# **APPLICATION FOR CULTURAL COMPETENCE CREDENTIAL CERTIFICATION**

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## **INSTITUTIONAL INFORMATION**

### **Morehead State University**

#### **Contact Persons:**

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#### **Contributing Departments:**

Certificate housed in department of Sociology, Social Work and Criminology

#### **Core courses contributed by:**

Department of Sociology, Social Work and Criminology  
Department of History, Philosophy, Politics, Legal Studies, Global Studies, and Legal Studies

#### **Elective courses contributed by:**

Department of Sociology, Social Work and Criminology  
Department of History, Philosophy, Politics, Legal Studies, Global Studies, and Legal Studies  
Department of Early Childhood, Elementary and Special Education

Department of Nursing  
Camden-Carroll Library

### **Proposed Implementation Date**

Morehead State University approved the MSU cultural competency certificate in 2022. We began offering this Certificate in Fall 2023. We are seeking to have the MSU cultural competency certificate certified and approved by CPE. Because this certificate is currently being offered, we expect to continue offering it without disruption. If the certification process requires changes, we will begin offering the newly certified certificate in Fall 2024.

### **Statement of Support from President**

Upon recommendation by the President of Morehead State University, the Board of Regents, on June 16, 2022, approved a new undergraduate Certificate in Cultural Competency (please see attached).

## **PROPOSAL**

The current cultural competency certificate offered at Morehead State University is targeted toward all MSU students.

The current certificate for students was implemented in Spring 2023. We are seeking certification by CPE. We promote our current cultural competency certificate on our website as follows:

*Through self-reflection, you develop an awareness of human diversity, increase openness to new ideas and cultures, demonstrate respect for others and communicate in ways that promote equity and justice in a global society.*

### **The current program competencies are as follows:**

1. Through on-going self-reflection, students will develop a better understanding of who they are, become more aware of human diversity, and demonstrate a respect for the dignity of others.
2. Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they may have or have not been affected by those dynamics.
3. Students will demonstrate a continual openness to ideas, beliefs, and practices that challenge their own worldview and move them to embrace a broader perspective.
4. Students will be able to communicate in ways that indicate an acceptance and appreciation for individuals different from themselves and recognize their own responsibility in leading and promoting equity and justice in a global society.

**Our Current Program Requirements are as follows:**

**CORE REQUIREMENTS – 12 hours**

SOC 101	Introduction to Sociology
IST 250	International Culture and Diversity
GST 273	Introduction to Gender Studies
GST/SOC 374	Race and Ethnicity

**ELECTIVES – CHOOSE 2 – 6 hours**

GST/SOC 300	Class, Power, and Privilege
GST/SOC 305	Cultural Anthropology
CRIM/SOC 325	Global Inequality
SOC/SWK 330	Health Structures and Behavior
CRIM/GST/SOC/SWK 337	Sociology of Food
CRIM/GST/SOC/SWK 343	Religion and Sexuality
EDSP 365	Including Students with Diverse Needs in the Classrooms
GST/SOC 350	Sex and Gender
CRIM/GST/SOC/SWK 355	Sociology of the Body
CRIM/GST/SOC 380/SWK 381	Race, Class, Gender, and Crime
HST 344	African American History
HST 321	The Middle East
HST 343	Religion in American History
HST 375	Twentieth Century Asian Wars
LSIM 201	Living in an Information Society
NURS 362	Cultural Competency for the Healthcare Professional
NURS 410	Rural Public Health
NURS 430	Health Disparities
POLS 230	Intro to Comparative Politics

**TOTAL 18 Hours**

**Implementation and Timeline**

The MSU cultural competency certificate has been offered beginning Spring 2023. If this certificate is certified by CPE, we will not disrupt the offering. If significant changes are required, we will make these changes, seek approval of the university, and begin offering the revised certificate in Fall 24.

Students will take the first three core classes, SOC 101 Introduction to Sociology, IST 250 International Culture and Diversity, and GST 273 Intro to Gender Studies, in their first two years at MSU. The final core course, SOC/GST 374 Race and Ethnicity, and the two selected electives are upper division courses and will be taken by students in their junior and senior years. The A4 model for cultural competence will be introduced in the lower-level classes and reinforced and mastered in the upper division courses.

The certificate is a total of 18 hours or 6 classes. Students will take the courses at the same time as they work on their major and minor courses. While the certificate is designed to be spread over several years, it technically could be completed in one year.

## **Course outline and alignment with the competencies in A4 model**

### **Core Courses**

#### **SOC 101 – Introduction to Sociology**

*Catalog Course Description - This course offers a general overview of basic perspectives and methods in the discipline examining groups, formal organizations and institutions, while focusing on inequalities of class, gender and race, crime, deviance and social change. This course satisfies the Level 2 Knowledge SBS requirement for general education.*

SOC 101 - 4A model alignment

Lesson Modules and key concepts include:

Sociological Imagination – understanding the role of macro level social forces, including racism, sexism, classism, and other oppressive forces, in shaping one's life chances and position in the social structure.

Culture – learning the role of culture in the socialization process. Examining concepts of ethnocentrism, cultural relativism, sub-cultures, counter-cultures and diversity.

Socialization – examining the formation of identity as it relates to socially constructed categories of diversity and difference. Students reflect on their own socialization process within a cultural context and come to understand their position within the generalized other.

Inequality and Diversity – examining concepts of power, privilege, oppression, and inequality as it relates to race and ethnicity, class, sex and gender, sexuality, disability, and other body related issues.

Institutionalized inequality – students examine the ways in which inequality is manifested in social institutions based on class, race, ethnicity, sex, gender, sexuality, and other categories. The course examines the institutions of family, education, criminal justice, religion, economy, government, health care and others.

Social Change – explore avenues to create social justice at the local, regional, national and global levels through individual and group action, social movements, political participation, and other means.

#### **4A Framework Elements**

Awareness (A1) – Soc 101 introduces students to a variety of diversity concepts and issues. These issues include diversity issues related to culture, race and ethnicity, class,

physical bodies (related to disability, body size, and other issues), gender and sexuality. It is a goal of SOC 101 to increase awareness of diversity.

Acknowledgment (A2) – Soc 101 requires students to develop their sociological imagination. The sociological imagination is the ability to recognize the relationship between macro level social forces and individual personal problems. In developing their sociological imagination students begin to acknowledge that their position in the world is not simply the result of their personal choices but, to a large degree, is affected by social forces such as racism, classism, sexism, ableism, sizeism, heterosexism, transphobia, and many other factors. The course focuses on intersectionality as an important concept, requiring students to recognize how categories of race, class, gender, body, etc are intersecting, overlapping, and interdependent. Students explore how their identities influence their lived experiences, social status, and life chances. They are introduced to the concepts of privilege, oppression and marginalization related to identity and diversity. These reflections are on-going throughout the course and include writings as well as small group and class discussions.

Acceptance (A3) –Soc 101 focuses on privilege and oppression experienced at the individual level as well as institutionalized inequality. Students are required to examine their own world view developed through the socialization process and reflect on their own ethnocentrism. Micro aggressions are defined and examined in several sections of the course, including race and ethnicity. Institutionalized inequality is the focus of the entire course. For example, the criminal justice system is critically explored in terms of racist and sexist practices. The political system related to racism, sexism, transphobia, control of the body, and other issues are examined. Students are required to explore different cultures and worldviews and their role within a global system of inequality. Throughout the course, students use their sociological imagination to acknowledge and accept that their position is, in large part, determined by macro-level social forces.

Action (A4) – Soc 101 focuses on social change. Throughout the course, as students explore systems of oppression and privilege and acknowledge their position within these systems of oppression, they also explore ideas for social change. Social change is emphasized as occurring at the individual, small group, and large social movement levels. Students are required to explore their responsibility in creating a more just social world in their own families and local communities as well as in the global environment.

Tasks and Assessments – Soc 101 meets the goals of the 4A model through the use of readings, lectures, small group discussion, class discussions, films, and relevant web resources. Assessment includes writing assignments, writing reflections, essay and objective quizzes and tests, papers, group projects and presentations.

## **IST 250 – International Culture and Diversity**

Course Catalog Description - *This course introduces students to cultural diversity across the world. This includes religion, language, music, the economy, food, sports, and*

*literature. These topics will be integrated with a focus on ethnic and racial diversity, indigenous peoples, and an examination of gender roles. This course satisfies the Level 3 Global Cultures HUM requirement for general education.*

Awareness (A1) – IST 250 introduces students to a variety of diverse cultures throughout the world. This course is part of the MSU general education programs. As such, one of the Student Learning Outcomes for the course is that *Students effectively examine aspects of human cultures, past or present, from a variety of perspectives.* This course meets the Global Studies program objective of knowledge of diversity. Students in this course *gain knowledge of the diversity of people, regions, and culture in the contemporary world.* Students are introduced to various worldviews, belief systems, social movements, and how different forms of government accommodate diverse populations. These objectives are assessed through exams, a documentary film essay, group discussions of readings, and a culture conflict report.

Acknowledgment (A2) – Through the exploration of many diverse cultures with varying values, beliefs, and institutions, students are required to acknowledge a diverse world and their place within this global world. For example, students are required to explain how human activities and cultural forces shape current events. This activity is assessed through a documentary film essay and group discussions of readings.

Acceptance (A3) - Upon completion of the course, the students are expected to be able to appreciate the diversity of people and culture in the world today. This course goal is assessed through exams, group discussions of readings, and through a culture conflict report. In this course, students come to understand how human activities and cultural forces shape current events and they analyze their own role in this process.

Action (A4) The focus on how human activities and cultural forces shape current events provides students with a framework for action and social change. The course examines Through this course students become aware of how contemporary global issues and problems are the result of human activities and social action also is driven by human action.

Assessment – Students are assessed through a cultural baseline paper, exams, a culture conflict report, and small-group discussions of readings. The culture conflict report requires students to explore methods of conflict resolutions and organizations involved in resolving conflicts, and provide potential resolutions to the conflicts in their respective papers.

### **GST 273 – Intro to Gender Studies**

Course Catalog Description - *An interdisciplinary course designed to introduce students to educational, historical, aesthetic, sociological, and political conceptions of gender within and beyond the United States. This course satisfies the Level 3 Ethics and Civic Engagement SBS requirement for general education.*

GST 273 units and key concepts include:

Feminism – definition and history of feminism, examination of feminist waves, myths about feminism, distinguish feminist theories including liberal, Marxist, radical and intersectional.

Privilege and oppression – students explore privilege as a set of unearned advantages, oppression as a set of structural barriers, and apply the concept to an analysis of their own social location.

Learning gender – gender terms such as sex, gender, non-binary, intersex, trans, LGB, and asexual among others. Students explore toxic masculinity.

Pornification – students do media analysis to evaluate how often they see raunch culture and the male gaze.

Reproductive justice – students learn about the intersectional RJ framework and consider why women want to limit the number of children that they have. The class explores the history of reproductive rights, including changes to abortion access.

Intimate partner violence – the class explores the cycle of violence, rape culture, sexual harassment, and bystander intervention.

GST 273 - 4A model alignment

Awareness (A1) – GST 273 introduces students to a variety of diversity theories, concepts, and issues. These include feminist and intersectional theories, sex and gender terms, and how gender inequality manifests in families, religion, and the media among others social institutions.

Acknowledgment (A2) – In GST 273, students apply the concepts (like toxic masculinity, homophobia, racism, sexual harassment, and rape culture) in their real lived experience to best perceive systems of privilege and oppression. For example, students answer a discussion question which asks them to reflect on their social location, specifically identifying dimensions of their identities in which they experience privilege and others in which they face oppression.

Acceptance (A3) – Each week of GST 273 engages the students in the act of learning terms, applying them to their lives, and in doing so challenges their worldviews and biases. For example, in the unit of Gender Violence, students link individual oppression to institutional discriminations in laws, policies, and individual attitudes (like blame the victim narratives) that perpetuate gender violence, explore their own experiences, and reflect upon what the world might look like if all forms of gender violence were eliminated.

Action (A4) – GST 273 contains an element of social change, and social action. Students are asked to reflect on the social issues most important to them and explain how they might engage in activism on this (or these) issue(s).

Tasks and Assessments – GST 273 meets the goals of the 4A model through the use of readings, lectures, small group discussion, class discussions, films, and relevant web resources. Assessment includes writing assignments, writing reflections, essay and objective quizzes and tests, papers, a book review, and a final project in which they identify three new and/or better developed skills they have for thriving in daily life because of their feminist education in the class.

### **SOC/GST 374 – Race and Ethnicity**

*Catalog Course Description- This course adopts a critical perspective to analyze minority relations in American society. This course examines theories of prejudice and discrimination, processes of inter-group relations, the status and experiences of various minority groups, and strategies for social change. Equates with GST 374.*

#### **Overview:**

Students learn to define race, ethnicity and related concept such as the social construction of race and ethnicity, white privilege, color coding, racial profiling, othering, marginalization, stereotyping, oppression, micro-aggressions, institutionalized racism, prejudice vs discrimination, implicit and explicit bias, and critical race theory. There is a focus on racism within an historical context for a broad range of minority groups in the United States as well as an examination of contemporary status of minority groups. The course emphasizes the ways in which racism is institutionalized and maintained at the social level and also explore the role of the student in creating social change.

#### **4A model alignment**

Awareness (A1) – Students define concepts listed above and learn to recognize systems of power and privilege based on race. For example, students will watch videos such as an episode of Colin Kaepernick's Colin in Black and White. At the individual and small group level they will discuss examples of micro-aggressions and how these experiences affect the physical, mental and emotional health of the character as well as their life chances. Students reflect on their own identities and how their life chances are affected by the social construction of race and ethnicity.

Acknowledgment (A2) – Throughout the course, students reflect on their own identities and intersectionality. While the course focuses on race and ethnicity, it consistently recognizes and explores the intersection of these categories with other socially constructed categories of sex, gender, sexuality, class, and disability.

Acceptance (A3) – Students are required to reflect on the world view as it relates to race and ethnicity, especially in the context of the historical context. Critical Race Theory situates the experiences of diverse groups within the historical context requiring



students to challenge the world view they were socialized into within the education system. For example, students critically examine the concept of manifest destiny and accurately confront the reality of genocide including cultural genocide of First Nations people. Students then examine the ongoing legacy of this genocide as it relates to contemporary issues such as the disappearance and lack of investigation of missing First Nation women in Alaska and Canada.

Action (A4) – Students examine their role in systems of domination and oppression and how they can engage in anti-racist work and social movements. Students challenge the notions that color-blindness is the answer and challenge the attitudes that racism was in the past. Students explore avenues for social change such as BLM protests and other group actions as well as political change.

Tasks and Assessments –

Competencies are assessed through the use of reflections, film reactions, essay and objective quizzes and tests, and writing assignments.

ELECTIVES – This is a list of the certificate electives approved by the Cultural Competency Committee:

GST/SOC 300	Class, Power, and Privilege
GST/SOC 305	Cultural Anthropology
CRIM/SOC 325	Global Inequality
SOC/SWK 330	Health Structures and Behavior
CRIM/GST/SOC/SWK 337	Sociology of Food
CRIM/GST/SOC/SWK 343	Religion and Sexuality
EDSP 365	Including Students with Diverse Needs in the Classrooms
GST/SOC 350	Sex and Gender
CRIM/GST/SOC/SWK 355	Sociology of the Body
CRIM/GST/SOC 380/SWK 381	Race, Class, Gender, and Crime
HST 344	African American History
HST 321	The Middle East
HST 343	Religion in American History
HST 375	Twentieth Century Asian Wars
LSIM 201	Living in an Information Society
NURS 362	Cultural Competency for the Healthcare Professional
NURS 410	Rural Public Health
NURS 430	Health Disparities
POLS 230	Intro to Comparative Politics

Our goal is for each MSU department to submit one or more course electives to the certificate so that students in majors across the institution can see how cultural competency applies to their major. The Cultural Competency committee will advertise the opportunity to submit classes for inclusion to the certificate program early in the spring. The committee will review

submissions for approval after the May 31 deadline each year. Each course is evaluated based on how well it meets the 4As.

**Description of tasks required by participant (e.g., workshops, writing assignments, learning plans, quizzes, peer review, etc.)**

The tasks required by participants vary by the courses as outlined above. The course objectives for each course include one or more of the elements of the 4A model. Students will be introduced to the 4A elements in the lower division core courses (SOC 101; IST 250; GST 273). The 4A elements will be reinforced in the upper division cores course (SOC/GST 374) and the selected electives. As outlined above, the students will be required to engage in a variety of tasks. The requirements include readings, class discussions, small group discussions, films, relevant web resources, written reflections, written film reactions, essay and objective quizzes and tests, papers, group projects and presentations.

**Description of assessments (what participants need to do to demonstrate competency in a particular area)**

Student will demonstrate competency in each course as outlined above. Assessments will include writing assignments, reflections, film reviews, essay tests, quizzes, and papers. Each course focuses on the elements of the 4A framework and utilizes one or more of the assessments listed here. Students are required to receive a passing grade on these assessments.

**Description of how micro-credential will be awarded and ultimately displayed by the recipient.**

The certificate will be listed on the student's transcript and diploma. We will also encourage students to list the certificate on their resumes.

**Budget – This section will include a description of budget implications and resources needed for implementing this program.**

The courses required for this certificate are currently being offered at Morehead State. There have been some modifications of course goals and requirements to align with the 4A model, but these courses are not new courses. There are no new budgetary implications for this certificate.