

MULTICULTURAL RUBRIC

Students graduating from Texas Tech University should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.

	4=Work Exceeds Expectations	3=Work Meets Expectations	2=Work is Minimally Adequate	1=Work is inadequate
Ability to demonstrate intercultural awareness by assessing material produced within distinctive cultures and subcultures	Student demonstrates a fluent ability to understand and assess material produced within distinctive cultures and subcultures.	Student demonstrates a competent ability to understand and assess material produced within distinctive cultures and subcultures.	Student demonstrates a minimal ability to understand and assess material produced within distinctive cultures and subcultures.	Student demonstrates little to no ability to understand or assess material produced within distinctive cultures and subcultures.
Ability to engage constructively with individuals and groups, across diverse social contexts.	Student demonstrates a fluent ability to communicate across cultural differences, either with individuals or through responses to artistic, scholarly, or literary material from another culture.	Student demonstrates a competent ability to communicate across cultural differences, either with individuals or through responses to artistic, scholarly, or literary material from another culture.	Student demonstrates a minimal ability to communicate across cultural differences, either with individuals or through responses to artistic, scholarly, or literary material from another culture.	Student demonstrates little to no ability to communicate across cultural differences, either with individuals or through responses to artistic, scholarly, or literary material from another culture.
Ability to recognize privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the socioeconomic and cultural status of individuals and groups.	Student demonstrates a critical ability to evaluate and synthesize the societal implications of status and privilege as experienced by segments of a culturally-defined population differentiated by gender, ethnicity, class, or other culturally-defined differences by critically evaluating different perspectives with supporting analysis and evidence.	Student demonstrates a critical ability to analyze and evaluate societal implications of status and privilege as experienced by segments of a culturally-defined population differentiated by gender, ethnicity, class, or other culturally-defined differences by considering privilege relations in cultural products or real-world situations.	Student demonstrates an ability to recognize and analyze societal implications of status and privilege as experienced by segments of a culturally-defined population differentiated by gender, ethnicity, class, or other culturally-defined differences by examining privilege relations from different perspectives.	Student demonstrates little or no ability to recognize societal implications of status and privilege as experienced by segments of a culturally-defined population differentiated by gender, ethnicity, class, or other culturally-defined differences.