

MULTICULTURAL RUBRIC

Explanation: Students graduating from TTU 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.

	Work exceeds expectations: 4	Work meets expectations: 3	Work is minimally adequate: 2	Work is Inadequate: 1
Awareness of Cultural Frameworks (Self and Others)	<p><i>Student exhibits a highly developed awareness of own culture and those of others, and can articulate the value of the breadth and depth of those insights.</i></p> <p>Articulates insights into cultural and subcultural norms, values and biases for their identity group and non-associated groups (e.g. aware of how own experiences have shaped understandings of these rules, how to recognize and respond to cultural biases), and the power of privilege in varied circumstances. Demonstrates sophisticated understanding of beliefs, values, norms and practices important to members of another culture/subculture in relation to its history and social institutions. Demonstrates a comprehensive understanding and recognition of the value of cultural differences and the importance of exploring those differences.</p>	<p><i>Student exhibits proficient awareness of own culture and those of others, and can express an understanding of a plural society.</i></p> <p>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer), and the power of privilege in varied circumstances. Demonstrates sophisticated understanding of beliefs, values, norms and practices important to members of another culture/subculture in relation to its history and social institutions. Demonstrates an adequate recognition of the value of cultural differences and the importance of exploring those differences.</p>	<p><i>Student exhibits rudimentary awareness of own culture and those of others.</i></p> <p>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others). Minimal understanding of the power of privilege. Demonstrates sophisticated understanding of beliefs, values, norms and practices important to members of another culture/subculture in relation to its history and social institutions. Demonstrates a cursory recognition of the value of differences and the importance of exploring those differences.</p>	<p><i>Student fails to exhibit awareness of own culture and those of others in any meaningful way.</i></p> <p>Shows minimal awareness of own cultural rules and biases, even those shared with own cultural group(s) (e.g. uncomfortable with identifying possible cultural differences with others). No acknowledgement of the power of privilege. Demonstrates sophisticated understanding of beliefs, values, norms and practices important to members of another culture/subculture in relation to its history and social institutions. Demonstrates a minimal recognition of the value of differences and the importance of exploring those differences.</p>
Communication/Perspective Taking (Cultural Code-Switching and Intersectionality)	<p><i>Student can communicate in a sophisticated and complex way the process by which different categories of difference might intersect and interchange depending on time, circumstance, and situation.</i></p> <p>Contextualizes intercultural experiences from the perspectives of own and other worldviews. Demonstrates the ability to critically analyze discourses on difference and the</p>	<p><i>Student exhibits ability to express a recognition of and appreciation for the inclusion of a multiplicity of perspectives of people who maintain different cultural perspectives than her/his own.</i></p> <p>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. Demonstrates the ability to</p>	<p><i>Student exhibits only limited appreciation for and ability to interact with people who have different cultural perspectives than her/his own.</i></p> <p>Identifies components of other cultural perspectives but responds in all situations with own worldview. Demonstrates some awareness of the discourses on difference and the multiplicity and interchangeability of identity.</p>	<p><i>Student fails to exhibit ability to interact with or appreciate people who have different cultural perspectives than her/his own.</i></p> <p>Views the experience of others but does so through own cultural worldview. Has a limited level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p>

	<p>multiplicity and interchangeability of identity. Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of use of direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. Able to articulate the value of perspective-taking in a diverse society.</p>	<p>engage in discourses on difference and the multiplicity and interchangeability of identity. Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p>	<p>Acknowledges 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.</p>	
<p>Attitudes (Empathy, Curiosity, and Openness)</p>	<p><i>Student's behavior in and outside of class reflects keen curiosity, sophisticated thinking, and willingness to seek answers to questions regarding differing cultures and diverse interactions.</i></p> <p>Asks complex and/or difficult questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives and an understanding of the nature of privilege and their own relation to it. Is open to initiating and developing interactions with culturally different others.</p>	<p><i>Student's behavior in and outside of class reflects moderate curiosity, sophistication, and willingness to seek answers to questions regarding differing cultures and diverse interactions.</i></p> <p>Asks relatively deep and/or difficult questions about other cultures and the nature of privilege. Begins to initiate and develop interactions with culturally different others and seeks to understand and interpret the values or traditions of others as valid expressions of identity.</p>	<p><i>Student's behavior in and outside of class reflects limited curiosity, rudimentary sophistication, and minimal willingness to seek answers to questions regarding differing cultures and diverse interactions.</i></p> <p>Asks simple and/or surface questions about other cultures and the nature of privilege. Expresses interest in interacting with culturally different others.</p>	<p><i>Student's behavior in and outside of class reflects little or no interest in seeking information regarding differing cultures and diverse interactions.</i></p> <p>States minimal and/or no interest in learning more about other cultures and lacks an understanding of the nature of privilege. Unreceptive to interacting with culturally different others.</p>