

DIVERSITY: MTC COLLEGE GRADUATE COMPETENCE INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

Primarily Adapted from AAC&U

Definition

“Intercultural knowledge and competence is described as: having the capacity to value and adapt to diversity, exercise inclusivity, cultivate equity, self-assess for bias, demonstrate self-regulation and appropriate interaction, manage the dynamics of difference, acquire and employ multicultural knowledge, and navigate the variety of cultural contexts of the various communities we serve.”

Glossary *(The definitions that follow were developed to clarify terms and concepts used in this rubric only)*

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: The imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person’s position).
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/Cultural differences: The differences in rules, behaviors, communication, and biases based on cultural values that are different from one’s own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from oneself. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

College Graduate Competency – GRAD-D-2 INTERCULTURAL KNOWLEDGE & COMPETENCE VALUE RUBRIC (DIVERSITY)

Used in assessment courses with diversity (F.1a, F.1b, F.2a, F.2b, F.3a, F.3b)

<i>Student Name</i> _____	<i>Course/Section</i> _____		<i>Date/Term</i> _____	<i>Overall Score</i> _____	
	4	3	2	1	0
F.1a Knowledge: <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g., seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness, comfortable with the complexities that new perspectives offer).	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).	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).	Shows very little or no awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g., resistant or defensive in acknowledging possible cultural differences with others).
F.1b Knowledge: <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication style, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates little or no understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
F.2a Skills: <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	Resistant or refuses to acknowledge experience of others through any lens but own cultural worldview.
F.2b Skills: <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies 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.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Is resistant or shows no understanding of cultural differences in verbal and nonverbal communication; is unwilling or unable to negotiate a shared understanding.
F.3a Attitudes: <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.	States no interest in learning more about other cultures, resistant or hostile toward other cultures.

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	4	3	2	1	0
F.3b Attitudes: <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.	Unreceptive to interacting with culturally different others. Actively judgmental in her/his interactions with others, defensive or unwilling to suspend own judgment.

Evaluator Notes/Comments:	Total Score:
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