

Co-Curricular Competency: Intercultural Engagement

Framing Language:

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being. ^v

Co-Curricular Competency Rubric: Intercultural Engagement

	Steps to Competency (1)	Competent (2)	Distinguished (3)
Cultural Self Awareness	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.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	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.)
Knowledge of Cultural Worldview Frameworks	Student expresses some formal knowledge of the history, values, politics, communication styles, economy, or beliefs and practices of another culture.	Student demonstrates an adequate understanding of the complex relationship between elements important to members of a different culture and demonstrates formal knowledge of their history, values, politics, communication styles, economy, or beliefs and practices of another culture.	Student demonstrates a sophisticated understanding of the relationship between elements important to members of a different culture and those important within their own. This includes a formal knowledge of the history, values, politics, communication styles, economy, or beliefs and practices of both cultures.
Empathy	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	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.
Verbal and Nonverbal communication	Student is able to identify some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur on the basis of those differences, but remains unable to negotiate a shared understanding.	Student recognizes and participates in cultural differences in verbal and non-verbal communication and begins to negotiate a shared understanding based on those differences.	Student is able to articulate a sophisticated understanding of differences in verbal and non-verbal communication. The student is aware of the complexities involved in negotiating a shared understanding, and is able to effectively work toward this end.
Curiosity	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
Openness	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	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.