Core Curriculum Council

ICD Review

Contents:

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- TAMU Diversity Statements
- University Learning Outcomes for Undergraduates
- VALUE Rubric: Intercultural Knowledge and Competency
- Rubrics from other institutions
- TAMU Division of Student Affairs Student Leaders Learning Outcomes Diversity Rubric
- Enrollment in Study Abroad Programs
- Re-affirmation for Reoccurring Student Abroad Programs
CCC Meeting, April 6, 2015

- Possible guiding documents:
  - Student Learning Outcomes with ties to diversity values already included at TAMU such as core objective of Social Responsibly (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities).
  - TAMU Diversity Statements (see attached)
  - Undergraduate Learning Outcomes (see attached)
  - VALUE Rubrics from Association of American Colleges and Universities (see attached)
  - Other institutions (see attached)
  - Student Leader Learning Outcomes from TAMU (see attached)
- Focus on outcomes instead of on how delivered
- Consensus to get rid of the 30% of course content centered on the last 50 years
- Timeline:
  - Final approval in CCC September 15
  - Feedback through forums October 15
  - To Faculty Senate November 15
  - Build new ICD* Spring 2016, Fall 2016, Spring 2017
  - Implementation Fall 2017
- *Start from scratch, just like with new core curriculum
- ICD and International experiences (faculty-led study abroad, internships, reciprocal exchange, transfers from other institutions)
- ICD counted: All reciprocal exchange
- Faculty-led programs
- Transfers from other institutions
- ICD not counted: Independent activities, such as internships, research, volunteering abroad
- Can’t be determined by department or college because this is a university graduation requirement

TAMUG ICD Faculty Forums, April 6 and 8, 2015

Facilitator: Grace Townsend

Combined attendances: 10; including faculty representatives from Marine Bilgy, General Academics, Marine Engineering Technology, Marine Science and maritime Studies; Several also have study abroad courses.

- In general, the group liked the idea of outcome competencies and a rubric to guide them in designing the course to meet certification criteria. Due to the variety of offerings and possibilities, the concepts of “pick 3 out of 5” was popular.
- There was a clear divide between those who were in STEM fields vs. those in liberal arts. The STEM faculty learned toward practical application ICD course such a summer training cruises, study abroad course in scientific diving, etc.
- The liberal arts faculty were more included to see ICD as a way to introduce the concept of new cultures and reflection on diversity. Reinforcing the notion we do not live in a US centered worlds. They saw ICD course as a way to foster tolerance and give graduates the ability to be agile in all situations. Consequently, a course on the holocaust would have as valid an impact as MARR 400.
- An excellent example of practical application of an ICD course was offered from MAR 400 (summer training cruises). The ship was in port in Pakistan and needed repairs. Much was learned from the need to communicate with the Pakistani port personnel who did not speak much English and had their own way of doing business.
- Overall, development a process to clarify and streamline certification of ICD courses was enthusiastically supported and the group looked forward to participating again when the draft proposal was ready.

CCC Meeting with Christine Stanley, March 30, 2015

CCC Meetings with students, spring 2015

ICD Forum, February 25, 2015

- How does one quantify ICD component in a course?
- Should it be like W/C and based on SCH not the number of courses?
- Maybe outcome based? The CCC could design general outcomes and sample assignments
- What is the definition of ICD?
- How does the 30% last 50 years “rule” meet diversity goals? Are we just wanting an understanding of contemporary society?
- Should an ICD statement be required on a syllabus that meets this graduation requirement so students would know and so new instructors would be alerted to include components?
- One semester credit hour courses might be good for variety but question the depth
- More ICD in core and major course to avoid excess credit hours
- Can change attributes so course courses transferred in don’t automatically meet ICD if the TAMU course does?
- Integrate ICD into subject matter courses (Valerie Hill Jackson)
- ICD descriptions that show cultural awareness gains (Valerie Hill Jackson)
ICD Forum, February 24, 2015

- Want a civil dialog in class to appreciate different points of view. Find unity in diversity.
- Base on skills and knowledge so we can learn from the past
- Class should make students productive today
- Make a list of the outcomes we want and then create the guidelines to achieve those outcomes
- Work with the multicultural services office
- Have an ICD center equivalent to the writing center
- Make a rubric for how things fit in and don’t require all 5 of 5 to get in
- Be sensitive to our transfer students
- Maybe two classes rather than 6 hours. Include zero hour classes?
- Perhaps some ICD classes can transfer in, depending on the TCCN coding
- Make the recertification process on the longer side

CCC Meeting, February 2, 2015 (w/Jane Flaherty)

- See “Enrolment in Study Abroad Programs” (attached)
- If taken abroad, internships and directed studies don’t count; only faculty-led study abroad or reciprocal exchange count as ICD.
- ICD Requirement vs. evidence of student learning (like W/C course do)
- In the college approval course for teaching overseas, can we include a statement on how the faculty will fulfill ICD and then count it? (yes) Note: this was approved and implemented (see attached Re-Affirmation Form for Recurring Student Abroad Programs)
- Do they want criteria? Yes
- What about International students – is there ICD being here?
- Experiences vs. SCH – what about co-curricular experiences?
- Do we want to separate international from cultural diversity?
- Put ICD “tags” on courses and experiences instead of SCH?
TAMU Statements about Diversity

Texas A&M’s Commitment to Diversity
As a major land-grant university, Texas A&M has both an extraordinary opportunity and a special responsibility to create and maintain a campus climate that affirms diversity of thought, background, ethnicity, and perspective. Applying the Texas A&M core value of mutual respect is the key ingredient to developing and sustaining a university community in which diversity is valued. As we work together to harness the power of diversity, we provide students, faculty, and staff with a university experience that is rich in perspectives with opportunities to learn from each other and succeed in a diverse world.

President Hussey’s 2014 Affirmation (PDF)
Texas A&M University is committed to providing equal opportunity and access to the programs, services and employment offered through our university. A top priority of this administration is to create an environment which supports diversity campus wide and increases awareness of the globally connected world in which we live for faculty, staff and students. To help meet this priority, all university employees have the responsibility to create an environment in which individuals are treated with dignity and respect and are afforded equal treatment under the law. Moreover, we must all be held accountable for achieving this goal.

Equal Employment Opportunity
The Texas A&M University System shall provide equal opportunity for employment to all persons regardless of race, color, religion, sex, national origin, disability, age, or veteran status, and shall strive to achieve full and equal employment opportunity throughout the System for faculty and staff employees. Additionally, we must ensure employees know University and System policies and procedures. Furthermore, we need to encourage and foster a workplace community where individuals are valued for their diverse backgrounds and differences.

University Statement on Harassment and Discrimination
Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit.
University Learning Outcomes for Undergraduates

A student who graduates from Texas A&M University with a baccalaureate degree will have acquired the knowledge and skills necessary to:

- **Master the depth of knowledge required for a degree, including the ability to**
  - Articulate disciplinary and interdisciplinary theories, concepts, principles, skills and practices
  - Synthesize knowledge across courses and other experiences
  - Apply knowledge from core curriculum courses, discipline-based courses, and other experiences in a range of contexts to solve problems and make decisions

- **Demonstrate critical thinking, including the ability to**
  - Evaluate, analyze, and integrate information from a variety of sources
  - Use appropriate strategies and tools to represent, analyze and integrate information
  - Develop critical, reasoned positions

- **Communicate effectively, including the ability to**
  - Demonstrate effective oral communication skills (which could include the use of languages such as American Sign language for those who do not communicate orally)
  - Demonstrate effective writing skills
  - Demonstrate effective nonverbal communication skills (which could include appropriate use of performance, design or representations such as maps, tables and graphs)
  - Listen actively and critically
  - Present work effectively to a range of audiences
  - Effectively communicate original and creative ideas

- **Practice personal and social responsibility, including the ability to**
  - Practice ethical leadership
  - Recognize an ethical dilemma and apply rational decision-making in order to address it
  - Choose ethical courses of action in research and practice
  - Acknowledge and address the consequences of one’s own actions
  - Engage in local and global civic activities

- **Demonstrate social, cultural, and global competence, including the ability to**
  - Live and work effectively in a diverse and global society
  - Articulate the value of a diverse and global perspective
  - Recognize diverse economic, political, cultural and religious opinions and practices

- **Prepare to engage in lifelong learning, including the ability to**
  - Exhibit the skills necessary to acquire, organize, reorganize and interpret new knowledge
  - Show proficiency in current technologies and the ability to adapt to emerging technologies
  - Recognize and participate in activities that enhance wellness of body, mind and spirit
  - Formulate a plan of personal goals for continued professional growth
  - Demonstrate intellectual curiosity

- **Work collaboratively, including the ability to**
  - Participate effectively in teams
  - Consider different points of view
  - Work with others to support a shared purpose or goal
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition


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.

The levels of this rubric are informed in part by M. Bennett’s Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In 7nd International Conference on Intercultural Sensitivity, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff’s intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

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: "Empathy is 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)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Basic concepts of intercultural communication, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
• Intercultural: The experience of an interaction with an individual or group 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 one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
• Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.
# Intercultural Knowledge and Competence VALUE Rubric

**Definition**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Keehn, C., 2001, p. 101)


Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (full or partial) level performance.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone 4</th>
<th>Milestones 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural self-awareness</td>
<td>Articulates insights into own cultural rules and biases (e.g. seeks 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.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness, comfortable with the complexities that new perspectives offer.)</td>
</tr>
<tr>
<td>Knowledge of cultural worldviews frameworks</td>
<td>Demonstrates sophisticated 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.</td>
<td>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.</td>
</tr>
<tr>
<td>Empathy</td>
<td>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.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
</tr>
<tr>
<td>Social and communication</td>
<td>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 meaning) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
</tr>
<tr>
<td>Openness</td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
</tr>
</tbody>
</table>
PLURALISM AND WORLDVIEW ENGAGEMENT RUBRIC

Pluralism, for the purposes of this rubric, involves a positive engagement with diverse religious, spiritual, and secular worldviews in order to gain understanding of differences. Pluralism requires neither relativism nor full agreement; rather, it requires understanding and meaningful interaction among people with differing worldviews.¹ Worldview, for the purposes of this rubric, is a commitment to a religious, spiritual, or secular tradition that informs an individual’s tenets, values, and meaning making. While we recognize the expansive nature of the term worldview, we choose this term intentionally to challenge presuppositions of and to broaden the conversation in higher education about religion, faith, and pluralism. For example, in many cultures, the dividing lines among one’s economic, political, and religious worldviews might be quite blurry or even non-existent.

Rationale

Higher education often aspires to create global citizens. To that end, students must have knowledge and experience with diverse religious, spiritual, and secular worldviews in order to navigate effectively our increasingly pluralistic nation and world. Research demonstrates that when a diverse society finds ways to bring people of different backgrounds together in intentional ways, the community is more resilient and strengthened by its diversity; in addition to social cohesion, creativity and productivity are likely to increase for that community.² Diversity initiatives in higher education tend to focus on key components of social location such as race, class, and gender; this rubric extends the conversations to another social indicator, that of religious identity. The ideas might be difficult, the terms might be contested, but the conversations are crucial.

Potential Uses

This rubric is designed to help faculty and staff members identify and measure students’ learning, growth, and engagement across lines of religious, spiritual, and secular difference, and it is intended for use in curricular and/or co-curricular initiatives. The five criteria are not listed hierarchically, but movement toward a higher level in one area is likely to promote and encourage growth in the others. Further, all five criteria might not be relevant to every piece of evidence and several pieces of evidence together might be more effective in gauging student progress than individual assignments or experiences alone. The rubric is intended to stimulate conversations and is most effective when adapted to suit institutional context (e.g., graduate or undergraduate, private or public). This rubric is not intended as a grading tool, but instead as a tool for assessment of student learning and development goals. The rubric may also serve as a guide for thinking strategically about institutional goals and charting institutional progress.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Interpersonal engagement**: Formal and informal interactions with people of different worldviews that foster appreciative knowledge, meaningful encounters, and conflict avoidance or resolution.³
- **Appreciative understanding**: The accurate and positive knowledge one holds about a religious, spiritual, or secular worldview, in contrast to inaccurate or selective negative knowledge. Also called interfaith literacy.⁴
- **Interfaith**: Inclusive term for the potential interaction among people representing the vast diversity of worldviews.
- **Interfaith action / cooperation**: Meaningful encounters among people of diverse worldviews with a focus on civic action or issues of shared social concern.⁵
- **Interfaith dialogue**: Conversation among individuals of diverse worldviews that reveals commonalities and real differences, increases understanding of each worldview, and builds relationships among participants.

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¹See "What is Pluralism" by Diana Eck. Available at http://pluralism.org/pages/pluralism/what_is_pluralism.
## Pluralism and Worldview Engagement Rubric

Evaluators may assign a zero to any sample or body of evidence that does not meet the benchmark (cell one) level.

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Own Worldview</td>
<td>Situates own evolving worldview within a pluralistic context.</td>
<td>Reflects upon and clarifies own worldview in pluralistic context.</td>
<td>Recognizes own worldview within context of external processes (e.g., personal history and social norms) and how processes shape life choices.</td>
<td>Articulates personal worldview and how it impacts own life.</td>
</tr>
<tr>
<td>Knowledge of Other Worldviews</td>
<td>Articulates knowledge of multiple worldviews with appreciative and nuanced understanding.</td>
<td>Understands that worldviews are dynamic and have multiple expressions.</td>
<td>Recognizes traditions, practices, beliefs, and values of other worldviews within a cultural context.</td>
<td>Articulates basic traditions, practices, beliefs, and/or values of some other worldviews.</td>
</tr>
<tr>
<td>Attitudes toward Pluralism</td>
<td>Committed to navigating complexities, ambiguities, and contradictions among worldviews, including own, with the goal of fostering pluralism.</td>
<td>Willing to be vulnerable and uncertain when grappling with tensions among worldviews and inherent in pluralism.</td>
<td>Open to engaging differences among worldviews.</td>
<td>Open to exploring similarities among worldviews.</td>
</tr>
<tr>
<td>Interpersonal Engagement</td>
<td>Adept at interfaith dialogue among diverse participants. Able to navigate differences among participants to foster pluralistic ethos.</td>
<td>Thoughtful about asking and responding to questions to deepen understanding when conversing with those of different worldviews.</td>
<td>Sensitive to those who hold other worldviews while learning to navigate reactions of self and others.</td>
<td>Somewhat self-aware and empathetic when discussing own views with those who hold different views.</td>
</tr>
<tr>
<td>Interfaith Action and Reflection</td>
<td>Creates and sustains formal and informal opportunities for ongoing interfaith action and dialogue. Ongoing reflection yields new insights for overcoming challenges to pluralism.</td>
<td>Seeks out formal and informal opportunities for interfaith action and dialogue and readily reflects on the impact of such activities on self and others.</td>
<td>Engages in formal and/or informal interfaith action and dialogue and, when prompted, reflects on impact of participation.</td>
<td>Participates in formal opportunities to engage in interfaith action and dialogue when prompted (e.g., through requirement or extra credit) with little or no reflection.</td>
</tr>
</tbody>
</table>

The development of this rubric was supported by a grant from the Teagle Foundation. For more information please visit [www.ifyc.org/teaching-interfaith](http://www.ifyc.org/teaching-interfaith) or email rubric@ifyc.org.

Pluralism and Worldview Engagement Rubric by Elon University, Interfaith Youth Core, Wofford College is licensed under a [Creative Commons Attribution-NonCommercial 3.0 Unported License](http://creativecommons.org/licenses/by-nc/3.0/).
## CULTURAL DIVERSITY AND CITIZENSHIP RUBRIC

*Cultural Diversity and Citizenship Competency Definition:* Demonstrate the ability to understand and respect group differences (e.g., race, gender, class) and to contribute to positive community change through civic engagement.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>NOVICE</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of culture</td>
<td>Is largely ignorant of specific value systems that contribute to the way that he/she and others behave, OR he/she possesses negative, stereotyped beliefs about different cultural groups.</td>
<td>Possesses an awareness that culture impacts his/her own behavior and the behavior of others; however, understanding of specific beliefs and value systems is largely superficial or incomplete.</td>
<td>Possesses some knowledge of specific beliefs, values, and sensibilities that contribute to the way that he/she and others behave.</td>
<td>Possesses substantial knowledgeable about specific cultural beliefs, values, and sensibilities that might affect the way that he/she and others think or behave.</td>
</tr>
<tr>
<td>Awareness of history and its impact</td>
<td>Is largely unknowledgeable about the history of his own and others' cultures, and he/she shows no interest in learning more.</td>
<td>Possesses basic knowledge about history, mostly focused on mainstream American cultures. He/she is largely unaware of how history has shaped relationships among diverse groups.</td>
<td>Knows some history of mainstream and non-mainstream American cultures, and of other nations; he/she understands that these histories impact relationships today, but this understanding is unsophisticated.</td>
<td>Possesses substantial knowledge of history of both mainstream and non-mainstream American cultures, and the history of other nations. He/she has a sophisticated understanding of how these histories have impacted relationships among groups.</td>
</tr>
<tr>
<td>Stereotyping and bias</td>
<td>Needs to understand that stereotyping and other biases are not acceptable, and tends to engage in these behaviors. Student internalizes implicit, biased messages about other cultural groups (e.g., in media).</td>
<td>Generally understands that stereotyping and other biases are not acceptable; however, he/she is not sensitive to the impact of prejudice or to biased messages about other cultural groups (e.g., in media).</td>
<td>Understands the dangers of stereotyping and other biases; he/she is aware of and sensitive to issues of racism and prejudice, and sometimes recognizes biased messages about other cultural groups (e.g., in media).</td>
<td>Understands the dangers of stereotyping and other biases, is sensitive to issues of racism and prejudice, and highly cognizant of biased messages about other cultural groups (e.g., within media).</td>
</tr>
</tbody>
</table>

### Core Competency Rubric - 4

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Saint Paul College is an equal opportunity employer and member of the Minnesota State Colleges and Universities system.
<table>
<thead>
<tr>
<th><strong>INTERACTIONS WITH INDIVIDUALS FROM DIFFERENT CULTURES</strong></th>
<th><strong>NOVICE</strong></th>
<th><strong>DEVELOPING</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>ADVANCED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs to positively communicate, interact and work with individuals from other cultural groups.</td>
<td>Under supervision, generally communicates, interacts, and works positively with individuals from other cultural groups.</td>
<td>Usually communicates, interacts, and works positively with individuals from other cultural groups.</td>
<td>Almost always communicates, interacts, and works positively with individuals from other cultural groups; he/she seeks opportunities to learn from diverse perspectives.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>KNOWLEDGE OF IMPORTANCE OF CIVIC ENGAGEMENT</strong></th>
<th><strong>NOVICE</strong></th>
<th><strong>DEVELOPING</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>ADVANCED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs to connect and extend knowledge (facts, theories, etc.) from one’s own academic discipline to civic engagement and to one’s own participation in civic life, politics, and government.</td>
<td>Begins to identify knowledge (facts, theories, etc.) from one's own academic discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Begins to connect knowledge (facts, theories, etc.) from one’s own academic discipline to civic engagement and to one’s own participation in civic life, politics, and government.</td>
<td>Analyzes and applies knowledge (facts, theories, etc.) from one’s own academic discipline making relevant connections to civic engagement and to one’s own participation in civic life, politics, and government.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CIVIC CONTEXTS AND STRUCTURES</strong></th>
<th><strong>NOVICE</strong></th>
<th><strong>DEVELOPING</strong></th>
<th><strong>PROFICIENT</strong></th>
<th><strong>ADVANCED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs to demonstrate ability or commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates an understanding of the importance to work actively within community contexts and structures to achieve a civic aim.</td>
<td>Experiments with civic contexts and structures to achieve civic aim.</td>
<td>Identifies and intentionally/regularly participates in civic contexts and structures to achieve civic aim.</td>
<td></td>
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</tbody>
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**Core Competency Rubric - 4**

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CULTURAL AND SOCIAL UNDERSTANDING RUBRIC

DEFINITION

The Virginia Community College System defines a socially and culturally competent person as one who possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. Degree graduates will demonstrate the ability to: assess the impact that social institutions have on individuals and cultures—past, present, and future; describe their own as well as others' personal ethical systems and values within social institutions; recognize the impact that arts and humanities have upon individuals and cultures; recognize the role of language in social and cultural contexts; and, recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ances the impact that institutions have on individuals and culture—past, present, and future.</td>
<td>Student is able to articulate insights into the impact and interrelationship between all social institutions (these might include government, education, religion, family, language, or the economy) and culture—past, present, and future. Student is able to categorize these impacts (between individual and cultural).</td>
<td>Student is able to demonstrate significant awareness of social institutions and their impact on individuals and culture. In doing so, student is able to identify three or more social institutions (these might include government, education, religion, family, language, or the economy) and has demonstrated some understanding of the past, present, and future impacts that these institutions have upon individuals and culture.</td>
<td>Student is able to demonstrate some awareness of social institutions and their current, past, or future impact on individuals and culture. In doing so, student is able to identify at least two social institutions (these might include government, education, religion, family, language, or the economy) and has demonstrated some broad understanding of the interconnectedness between these institutions and individuals or culture.</td>
<td>Student is able to describe only a minimal awareness of social institutions and their impact on culture. Student is able to identify fewer than two social institutions (e.g., government, education, religion, family, language, or the economy). Student has not demonstrated an awareness of the current interconnectedness of social institutions and individuals or cultures.</td>
</tr>
</tbody>
</table>

| Knowledge | Describes their own as well as others' personal ethical systems and values within social institutions. | Student is able to demonstrate a broad understanding of ethical systems. Student is aware of and able to describe numerous aspects of their own ethical systems (e.g., moral obligations, beliefs for human conduct, and standards for societal or business behavior). Student demonstrates a thorough understanding of the relationship between their ethical system and social institutions and is able to compare their own standards with systems espoused by others. | Student is able to demonstrate a general understanding of ethical systems. Student is aware of and able to describe several aspects of their own ethical systems (e.g., moral obligations, beliefs for human conduct, and standards for societal or business behavior). Student can demonstrate either an understanding of the relationship between their ethical system and social institutions or be able to compare their own standards with systems espoused by others. | Student is able to describe only a minimal awareness of ethical systems. Student is unable to identify any distinguishing features of their own ethical system (e.g., moral obligations, beliefs for human conduct, and standards for societal or business behavior), but is unable to relate these aspects to social institutions or compare them to systems espoused by others. |

| Skills | Recognize the impact that the arts and humanities have upon individuals and cultures. | Student is able to articulate a broad understanding of the relationship between arts (e.g., theater, music, visual) and humanities (e.g., language, literature, philosophy and history) and individuals and cultures. Multiple connections are made between these elements. | Student is able to describe numerous impacts that arts (e.g., theater, music, visual) or humanities (e.g., language, literature, philosophy and history) may have upon individuals or cultures. Student is able to outline interconnectedness between numerous aspects of arts/humanities and culture. | Student is able to describe only a basic impact that arts (e.g., theater, music, visual) and humanities (e.g., language, literature, philosophy and history) have on individuals and cultures. |

| Skills | Recognize the role of language in social and cultural contexts. | Students recognize the role of language in social and cultural contexts. Students can discriminate between different aspects of language forms and styles in different social settings (e.g., at home, in community, in professional setting). | Students are aware of and can describe the role of language in social and cultural contexts. Students are able to differentiate among communication forms and styles in various social settings (e.g., at home, in community, in professional setting). | Students have little to no awareness of the relationship between language and cultural contexts. Students cannot differentiate among communication forms or styles in various social settings (e.g., at home, in community, in professional setting). |

| Skills | Recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems. | Students are able to demonstrate an understanding of and is able to differentiate between the interdependence of each of the following distinctive world-wide systems: social, economic, geo-political, and cultural systems. Student is able to distinguish between world-wide systems and outline individual systems’ interdependence. | Student recognizes and demonstrates understanding of the interdependence of three or more of the following distinctive world-wide systems: social, economic, geo-political, and cultural systems. Student demonstrates an understanding of the interdependence of several world-wide systems. | Student is able to demonstrate a minimal awareness of the existence of at least one of the following distinctive world-wide systems: social, economic, geo-political, or cultural. Student displays some awareness of the interdependence of any two (or more) world-wide systems. |

| Skills | Recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems. | Student is able to demonstrate an understanding of the existence of one or two of the following distinctive world-wide systems: social, economic, geo-political, or cultural. | Student recognizes and demonstrates understanding of the existence of one or two of the following distinctive world-wide systems: social, economic, geo-political, or cultural. | Student is able to demonstrate a minimal awareness of the existence of at least one of the following distinctive world-wide systems: social, economic, geo-political, or cultural. |
# Diversity Rubric

Student Leader Learning Outcomes (SLLO) Project

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>Date Completed:</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>DIVERSITY OUTCOMES</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
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<tbody>
<tr>
<td></td>
<td>Unawareness</td>
<td>Dualistic Awareness</td>
<td>Questioning and Self Exploration</td>
<td>Exploration of Otherness</td>
<td>Validation</td>
</tr>
<tr>
<td><strong>Understanding Difference</strong></td>
<td>Individual may not consciously recognize or react to particular types of differences, even when experiencing them. Assumes knowledge is certain.</td>
<td>Categorizes knowledge claims as right or wrong. Views differences as a threat to self-identity.</td>
<td>Questions own experience in relation to others' experience. Acknowledges multiple perspectives. Recognizes that learning about others is necessary.</td>
<td>Exhibits a willingness to critically explore claims of knowledge concerning differences. Acknowledges that they, as individuals, do not have all the answers regarding differences. Face the dilemma of understanding others without compounding societal stereotypes.</td>
<td>Validates others’ experiences and/or beliefs. Acknowledge the rights, responsibilities, and contributions of others. Ability to openly discuss cultural differences and issues. Effectively communicates across individual differences.</td>
</tr>
<tr>
<td><strong>Self Understanding</strong></td>
<td>Unlikely to question own beliefs or characteristics. No congruency between thought and behavior. Rely on an external authority for definition of self.</td>
<td>Expresses superiority to others. Resists challenges to one’s own beliefs.</td>
<td>May express tension between previously held beliefs and contradictory beliefs from others. Expresses awareness of their own background and how it affects their world view, values, and assumptions. Recognizes that personal experiences and beliefs are starting points for understanding others.</td>
<td>Exhibits a willingness to challenge own beliefs, assumptions, and biases. Individuals face both their own discomfort and the very real possibility of rejection by those closest to them. Ability to accurately assess their own multicultural skills, comfort level, growth, and development.</td>
<td>Develops positive congruency between thought and behavior. Acknowledge the rights, responsibilities, and contributions of self.</td>
</tr>
<tr>
<td>DIVERSITY OUTCOMES</td>
<td>LEVEL 1</td>
<td>LEVEL 2</td>
<td>LEVEL 3</td>
<td>LEVEL 4</td>
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<td></td>
<td>Unawareness</td>
<td>Dualistic Awareness</td>
<td>Questioning and Self Exploration</td>
<td>Exploration of Otherness</td>
<td>Validation</td>
</tr>
<tr>
<td>Cultural Awareness</td>
<td>Does not express an awareness of others. Has no understanding of how cultural differences affect communication.</td>
<td>Is naïve about different cultural practices and values. Expresses awareness of how social systems affect group norms.</td>
<td>Expresses willingness to learn about diverse cultures (i.e., history, traditions, values, customs, resources, issues). Expresses awareness of intergroup differences and similarities in terms of social identities.</td>
<td>Considers social identities in a broader context. Recognizes legitimacy of similarities and differences within and between cultures and groups. Exhibits an ability to assess the impact of cultural differences on interactions.</td>
<td>Exhibits understanding of the way cultural differences affect communication.</td>
</tr>
<tr>
<td>Interaction with Others</td>
<td>Interacts mainly with individuals with similar identities to self. Avoids interactions that lead to conflict because of difference. Does not affirm choices and beliefs that differ from their own.</td>
<td>If contact with the other is chosen, it may be to point out wrong behavior, correct behavior, or remove others from the environment. Aware that the other exists but does not validate, affirm, or choose to become involved with the other.</td>
<td>Has some conflict or meaningful encounter with the other. May use observation, conversations, or media to gain more insight into others. Engages in interactions where multiple perspectives exist.</td>
<td>Willingly interacts with diverse others. May begin to advocate for others. May “try on” someone else’s differences. Begins to implement strategies for positively impacting group norms and intergroup relations. Exhibits a willingness to reach out to others,</td>
<td>Ability to affirm choices and beliefs different from their own. Willingness to advocate and provide for others. Engages in interactions that are based on understanding and appreciation for differences. Ability to gain the trust and respect of individuals who are different from themselves. Increasingly able to interact confidently with others.</td>
</tr>
</tbody>
</table>

**COMMENTS:**

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Division of Student Affairs - Texas A&M University
ENROLLMENT IN STUDY ABROAD PROGRAMS  
2014-2015  
January 30, 2015

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<tr>
<th>BY COLLEGE</th>
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<td>Architecture</td>
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<td>Bush School of Gov &amp; Pub Serv</td>
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<td>Faculty Led REEP Hybrid</td>
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<td>Transfer Credit Program</td>
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<td>Research/Internship/Volunteer Abroad</td>
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<td>Short Term Group Trips - No Credit</td>
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<td><strong>2397</strong></td>
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Total Outgoing Students Query

Total Outgoing Students on Credit Bearing Experiences
Re-Affirmation Form
For Recurring Study Abroad Programs [Insert Semester & Year]

This form is to be used only for programs approved in previous years. Submit this complete proposal re-affirmation form to your college study abroad representative by the posted deadline. This form is intended for programs that are returning to the country/ies where they were approved in previous years.

A study abroad program approved by the appropriate department head(s), study abroad college contact(s), and dean(s) is considered an approved program. Modifications to proposed courses or programs may be requested after approval. Please contact your study abroad college contact or the Study Abroad Programs Office if you have questions.

The Texas Higher Education Coordinating Board (THECB) is mandated by law to certify courses taught abroad. This form collects the documentation required for certification.

A. PROGRAM FACULTY
Faculty of Record for the course(s) taught overseas:

Name:
Department:
Phone:
Mailstop:
Email:

Other Texas A&M faculty members teaching in this program (add additional lines as needed):
Name:
Department:
Phone:
Mailstop:
Email:

Do you anticipate any guest lecturers providing instruction to the students?

B. COURSE(S) TO BE TAUGHT OVERSEAS

Please include cross-listed and reciprocal exchange holding courses, if applicable.

Course Prefix and Number:
Course title:
Contact hours and credit hours (note the university standard is 15 contact hours per credit hour):

Faculty of record for this course:

Course Prefix and Number:

Course title:

Contact hours and credit hours (note the university standard is 15 contact hours per credit hour):

Faculty of record for this course:

Add additional courses if necessary

C. PROGRAM GENERAL INFORMATION

Program Name:

Dates of program:

Location(s) abroad (If adding a new country to the program, please submit course syllabi showing how the academic content relates to the new location):

If you plan to use a Texas A&M University location abroad, indicate which one and include a note acknowledging availability from one of the following:

___ Santa Chiara Facility in Italy (Sharon Jones, stachiara@gmail.com)
___ Soltis Center for Research & Education in Costa Rica (Eugenio Gonzalez, Director, egonzalez.soltis.center@tamu.edu)
___ Texas A&M University Branch Campus at Qatar (Todd Kent, Assistant Dean for Academic Affairs, todd.kent@qatar.tamu.edu)

Are there any significant program developments that have enhanced or enriched the study abroad experience since the last time the program was taught? If so, please describe them:

What was the program enrollment for the past three years:

How will the faculty members document fulfillment of the university's International and Cultural Diversity requirement that students demonstrate social, cultural, and global competence?

PROPOSAL CHECKLIST

___ Complete all sections of the application form, including signatures.

___ Include a two-page CV for new faculty members.
Include a syllabus for each course that is being added to the original approved proposal.

Include a preliminary itinerary for the program, including any planned courses, field experiences and other activities during the course or pre/post departure from the U.S.

The signature of the dean(s) will be obtained by your study abroad college contact(s).

SIGNATURE SECTION
All signatures below are required.

Faculty Signature: (add additional signature lines if needed) As a faculty member leading this study abroad program, I agree to:
1. Participate in faculty pre-departure briefing either in person or through TrainTraq
2. Provide pre-departure sessions for participating students.
3. Comply with working fund and all other regulatory guidelines

Faculty Signature: ___________________________ Date: __________________

Faculty Signature: ___________________________ Date: __________________

Funding: The following is/are responsible for the faculty member's salary for this study abroad program (select all appropriate): (Duplicate lines as needed for additional colleges/departments)
☐ College – College Dean Approval Signature: ___________________________
☐ Department – Department Head Approval Signature: ___________________________
☐ Other - ___________________________ Signature: ___________________________

Academic Department Approval: (Duplicate this box if collaborating faculty are from different departments.):
My signature below indicates that:
1. The proposed course(s) to be taught outside the U.S. meet all departmental standards.
2. I will assign a workload percentage on faculty workload reports to the faculty member(s) in my department who teach this/these courses.
3. Final faculty name(s) for the program and a location-specific syllabus per course will be provided to the Study Abroad Programs office no later than one semester prior to departure.

Department Head Name: ___________________________ Signature: ___________________________

Department: ___________________________ Date: ___________________________
My signature below indicates college authorization of the proposed course(s) to be taught outside the U.S., which I attest meet(s) all college standards.

College Dean Name: _____________________________ College: _____________________________

Signature: _____________________________ Date: _____________________________