

Core Review Task Force
Proposed Core Learning Outcomes
Intercultural Knowledge

Introduction: CLO rubrics provide a common set of definitions and expectations for Core learning across the Core and the University. They will be used as assessment scoring instruments for Core assessment.

Most of the rubrics are adapted from the [AAC&U VALUE Rubrics](#). VALUE rubrics are intended to assess learning across the entire undergraduate journey. The Capstone levels represent the performance expected of graduating seniors. It is NOT expected that students will perform at the Capstone level after their first or second year.

The Task Force recommends that Core subcommittees be charged with reviewing and adapting these rubrics to ensure they meet the needs of FSU's core curriculum.

Definition: Students will interact effectively and appropriately in a variety of cultural contexts. Those contexts may be global, regional, or local. Students will demonstrate a critical understanding of their own cultural context, an appreciation of other cultural contexts, and an ability to bridge those cultural contexts through effective communication.

Rationale: In an increasingly interconnected world, people are more likely to interact with individuals from diverse cultural backgrounds in their personal and professional lives. Developing intercultural knowledge helps to navigate interactions more effectively and respectfully. Intercultural knowledge is essential to foster inclusivity, reduce bias and discrimination, and promote social harmony. Intercultural knowledge also leads to personal growth by expanding one's worldview, challenging assumptions, and developing empathy and understanding towards others. Thriving in the twenty-first century requires understanding the role of culture and history in shaping individuals, communities, and nations. Culture informs values, ideals, and all modes of expression. Culture influences an awareness of the world and our sense of self. Although there are profound cultural constants in human existence, there are also significant differences among cultural communities. Understanding these differences and how to engage people from other cultures effectively and ethically is essential to success in the post-modern world.

Background: Intercultural Knowledge is an expansion of the current Global Literacy CLO to include local and regional in addition to international cultures. The United States increasingly consists of cultural minorities. Many of these minorities come from voluntary immigration; however, African Americans, who constitute an essential component of the United States, have their origin in the involuntary immigration of slavery. All groups have their own histories and forms of expression that differ in significant ways from the historically majority population of the United States.

Intercultural Knowledge Rubric

Criterion	Capstone 4	Milestones		Benchmark 1
		3	2	
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).
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 styles, 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.
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.
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.
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.
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.