

## Juniata Desirable Intercultural Competencies and Rubric

### Juniata Competencies (2005)

The IEC used as a point of departure the international/intercultural competencies included in the ACE publication *Internationalizing the Campus: A User's Guide* (2003), and revised them in light of Juniata's particular institutional context and in response to feedback received from faculty and administrators to an initial draft. These competencies are not to be viewed as requirements, rather as goals toward which we strive as we seek to make internationalization an integral part of Juniata students' liberal arts education.

#### Knowledge

1. Awareness of the complexity and interdependency of world events and issues
2. Knowledge of world geography and of the global environment, conditions, issues, and events
3. Knowledge of one's own culture and history and at least one other culture and history
4. Understanding of historical, political, religious, and economic forces which have shaped the current world system
5. Understanding of the diversity and commonalities found in the world in terms of values, beliefs, ideas, and worldviews

#### Attitudes

1. Openness to learning, intellectual curiosity, and a positive orientation to new opportunities, ideas, and ways of thinking
2. Openness to the artistic and cultural expressions of one's own and other cultures
3. Sensitivity and respect for personal and cultural differences and a commitment to responsible global citizenship
4. Empathy or the ability to view the world and one's and others' place in it from multiple perspectives

#### Skills

1. Information access and research skills to enhance the ability of students to learn about the world
2. Communication skills and strategies, including the ability to use another language to interact effectively with people from other cultures
3. Coping and resiliency skills in unfamiliar and ambiguous situations
4. Critical and comparative thinking skills, including the ability to think creatively and to integrate knowledge about other cultures into a coherent and inclusive worldview
5. The ability to respond aesthetically and to interpret creatively the artistic and cultural expressions of other cultures
6. The ability to critique one's own cultural values and biases by comparing and contrasting them with those of other cultures

**JUNIATA RUBRIC (2012)**

<b>REMEMBER</b>	<b>4 Extensive</b>	<b>3 Moderate</b>	<b>2 Minimal</b>	<b>1 Inadequate</b>
Locate different countries or culturally unified regions on a map	Student can label more than 30 countries total on five different continents on a map	Student can label 20-30 different countries on four different continents on a map	Student can label 10-20 different countries on three different continents on a map	Student can label up to 10 different countries on two different continents on a map
Name facts about different cultures	Student can name more than 10 facts each about more than three cultures, including the native culture	Student can name 5 facts each about more than three cultures, including the native culture	Student can name three facts each about two cultures, including the native culture	Student can name three facts only about the native culture
Match cultural products to origins	Student can match a product to a specific culture and can describe in depth the cultural origins and functions of that product	Student can match a product to a specific culture and give some explanation of its cultural origins and function	Student can match a product to a specific culture but cannot explain its cultural origins and function	Student cannot match a product to a specific culture
<b>UNDERSTAND</b>				
Summarize some of the historical, political, religious, or economic forces that have shaped the world	Student can identify at least three historical, political, religious, or economic forces that have shaped the world and can demonstrate a profound understanding of the shaping process	Student can identify two historical, political, religious, or economic forces that have shaped the world and can demonstrate understanding of the shaping process	Student can identify one historical, political, religious, or economic force that has shaped the world and demonstrate a shallow understanding of the shaping process	Student cannot identify a historical, political, religious, or economic force that has shaped the world.
Give examples of the diversity and commonalities found in the world in terms of values, beliefs, or ideas	Student can name three or more examples of diversity and commonalities between multiple regions and can demonstrate a profound understanding for the existence of this diversity and commonality	Student can name two examples of diversity and commonalities between multiple regions and demonstrates adequate understanding for the existence of this diversity and commonality	Student can name one example of diversity and commonalities between two world regions and demonstrates shallow understanding for the existence of this diversity and commonality	Student cannot name an example of diversity and commonality between world regions

Explain the significance of cultural artifacts	Student can identify three or more cultural artifacts and can provide a profound explanation of the significance of those artifacts in their respective cultures	Student can identify two cultural artifacts and can provide an adequate explanation of the significance of those artifacts in their respective cultures	Student can identify one cultural artifact and can provide a shallow explanation of that artifact to its respective culture	Student cannot identify a cultural artifact
Demonstrate an understanding of ones own culture	Student can demonstrate a profound understanding of major aspects and smaller nuances of the native culture	Student can demonstrate an understanding of major aspects, but not of smaller nuances, of the native culture	Student can demonstrate a shallow understanding of major aspects of the native culture	Student cannot demonstrate any understanding of any aspect or nuance of the native culture
<b>APPLY</b>				
Map the complexity and relationship of world events and issues	Student is able to identify and thoughtfully connect four or more factors involved in a world event or issue	Student is able to identify and thoughtfully make connections between three factors involved in a world issue or event	Student can identify and thoughtfully make connections between two factors involved in a world issue or event	Student cannot identify factors involved in a world issue or event, or is unable to make connections between factors involved in a world issue or event
Communicate with native speakers of a second language	Student can carry a conversation, create academic works, use formal and informal speech, and utilize complex grammatical structures at the native level in a second language	Student can carry a conversation, create academic works, use formal and informal speech, and utilize complex grammatical structures at a proficient, but not native, level in a second language	Student carries a conversation, creates academic works, uses formal and informal speech, and utilizes grammatical structures at the beginning level	Student cannot carry a conversation, create academic works, use formal and informal speech, or utilize grammatical structures in a second language
Follow directions or find out what is necessary to succeed in a foreign institution	Student can identify and utilize at least three appropriate resources to succeed at a foreign institution by drawing upon multiple skills	Student can identify and utilize two appropriate resources to succeed at a foreign institution by drawing upon some coping skills	Student can identify and utilize one appropriate resources to succeed at a foreign institution through the support of a third party but not through the use of the student's own coping skills	Student cannot identify or utilize appropriate resources to succeed at a foreign institution

Access information to learn about the world or intercultural issues	Student can utilize three or more legitimate methods for accessing information in order to learn about the world or intercultural issues	Student can utilize two legitimate methods for accessing information in order to learn about the world or intercultural issues	Student can utilize one legitimate methods for accessing information in order to learn about the world or intercultural issues	Student cannot utilize legitimate methods, or uses unreliable methods, for accessing information in order to learn about the world or intercultural issues
<b>ANALYZE</b>				
Compare and contrast different worldviews or cultural perspectives	Student can thoughtfully compare and contrast multiple aspects of four or more cultures, including the native culture	Student can compare and contrast two aspects of three cultures, including the native culture	Student can compare and contrast at least one aspect of two cultures, including the native culture	Student cannot compare and contrast any aspects of any cultures
Investigate unfamiliar ideas or ways of thinking	Student can use three or more sound methods of investigation in order to learn about unfamiliar ideas or ways of thinking	Student can use two sound methods of investigation in order to learn about unfamiliar ideas or ways of thinking	Student can use one sound method of investigation in order to learn about unfamiliar ideas or ways of thinking	Student cannot use any sound methods of investigation in order to learn about unfamiliar ideas or ways of thinking
Infer ideas or meaning from the cultural production or artifacts of other cultures	Student can infer and articulate multiple plausible, thoughtful and detailed ideas about cultural artifacts or products based on cultural knowledge and experience	Student can infer and articulate some ideas about the meaning of cultural artifacts or products based on cultural knowledge and experience, demonstrating moderate plausibility and thoughtfulness	Student can infer and articulate very few ideas about the meaning of cultural artifacts and ideas are shallow, implausible, and do not incorporate cultural knowledge and experience	Student cannot infer and articulate ideas about the meaning of cultural artifacts or products
Integrate understanding gained from study abroad or intercultural experience into daily life	Student integrates intercultural understanding (stemming from study abroad or other intercultural experience) into three or more aspects of daily life, including co-curricular opportunities, friendships, free time activities, and daily decisions	Student integrates intercultural understanding (stemming from study abroad or other intercultural experience) into two aspects of daily life, including co-curricular opportunities, friendships, free time activities, and daily decisions	Student integrates intercultural understanding (stemming from study abroad or other intercultural experience) into one aspect of daily life, including co-curricular opportunities, friendships, free time activities, or daily decisions	Student does not integrate intercultural understanding into any aspects of daily life

<p>Integrate understanding gained from study abroad or intercultural experience into course performance</p>	<p>Student integrates intercultural understanding (stemming from study abroad or other intercultural experience) into three or more aspects of course performance, including class discussion, homework assignments, finals projects, or final exams</p>	<p>Student integrates intercultural understanding (stemming from study abroad or other intercultural experience) into two aspects of course performance, including class discussion, homework assignments, final projects, or final exams</p>	<p>Student integrates intercultural understanding (stemming from study abroad or other intercultural experience) into one aspect of course performance, including class discussion, homework assignments, final projects, or final exams</p>	<p>Student does not integrate intercultural understanding (stemming from study abroad or other intercultural experience) into any aspects of course performance</p>
<b>EVALUATE</b>				
<p>Critique one’s own cultural values and biases</p>	<p>Student can identify and provide a profound, reflective critique of three or more cultural values and biases held by the student</p>	<p>Student can identify and provide a somewhat reflective critique of two cultural values and biases held by the student</p>	<p>Student can provide a shallow critique of one cultural value or bias held by the student</p>	<p>Student is unable to provide a critique of cultural values and biases, and may not be able to identify cultural values or biases</p>
<p>Debate the complex causes or consequences of global issues or events</p>	<p>Student can identify and provide thoughtful arguments for and against the causes and consequences of at least two global issues or events</p>	<p>Student can identify and provide arguments for and against the causes and consequences of one global issue or event</p>	<p>Student can identify and provide an argument either for or against the causes and consequences of one global issue or event</p>	<p>Student cannot provide any arguments for or against the causes and consequences of any global issues or events</p>
<p>Weigh the merits or pertinence of various arguments about global problems and solutions</p>	<p>Student can weigh or compare the merits and pertinence of three or more opposing arguments about multiple global problems and solutions</p>	<p>Student can weigh or compare the merits and pertinence of two opposing arguments about one global problem and solution</p>	<p>Student can weigh the merits and pertinence of one argument about one global problem and solution</p>	<p>Student cannot identify merits or pertinence oof any arguments pertaining to one global problem or solution</p>
<p>Discuss and evaluate cultural productions</p>	<p>Student can thoughtfully discuss and evaluate cultural productions from three different cultures, including the student's native culture</p>	<p>Student can discuss and evaluate cultural productions from two different cultures, including the student's native culture</p>	<p>Student can discuss and evaluate cultural productions from the student's native culture</p>	<p>Student cannot discuss or evaluate cultural productions from any culture</p>
<b>CREATE</b>				

Respond to hypothetical situations in culturally authentic contexts	Student can respond to hypothetical situations in contexts that are authentic to three different cultures, including the student's native culture	Student can respond to hypothetical situations in contexts that are authentic to two different cultures, including the student's native culture	Student can respond to hypothetical situations in a context that is culturally authentic to the student's own culture	Student cannot respond to hypothetical situations in any culturally authentic context
Imagine how the world could or should be different	Student can imagine three or more ways in which the world could or should be different, and can provide a detailed description of each way	Student can imagine two ways in which the world could or should be different and can provide a description of each way	Student can imagine one way in which the world could or should be different and can provide a shallow description of that way	Student cannot imagine any way in which the world could or should be different
Generate and participate in discussions on abstract topics on global perspectives or issues	Student generates two or more class discussions per week and actively participates in all class discussions on abstract topics on global perspectives or issues	Student generates one class discussion per week and participates in all class discussions on abstract topics on global perspectives or issues	Student participates in some class discussions on abstract topics on global perspectives or issues, but does not generate any discussion	Student does not generate or participate in class discussion on abstract topics on global issues or perspectives
Write, produce, or create new cultural products	Student can write, produce, or create new cultural products that are authentic to at least three different cultures, including the student's native culture	Student can write, produce, or create cultural products that are authentic to two different cultures, including the student's native culture	Student can write, produce, or create cultural products that are authentic to the student's native culture	Student cannot write, produce, or create cultural products that are authentic to any culture