**Global Culture**

**Overview:** KU Core 34 goals are aligned with the University’s [Institutional Learning Goals](https://assessment.ku.edu/institutional-learning-goals) (ILGs). The KU Core 34, KU’s general education curriculum, is assessed by the University Assessment Committee to measure student achievement of the ILGs. This is a separate process from degree-level assessment.

KU Core 34 goals are assessed in the aggregate using a sample of anonymous student assignments from each course meeting the KU Core 34 goal. KU Core 34 assessment is not designed to assess courses individually but rather to assess how the entire goal is meeting the learning outcomes and goal. Results of the assessment are provided to all instructors teaching courses within a particular KU Core 34 goal. Course instructors will be asked to reflect on the results during the University Core Curriculum Committee’s (UCCC) recertification process.

**Signature Assignments:** [Inclusion](https://kucore.ku.edu/criteria-inclusion) in the KU Core 34 curriculum requires courses to create one signature assignment across all sections. The signature assignment must meet the signature assignment parameters provided below. The University Assessment Committee will use the rubric below to assess student learning using a sample of signature assignments collected from each course. The UCCC expects courses to meet all learning outcomes and the milestones outlined in the rubric throughout their courses but acknowledges it may be challenging to do that within one assignment. Therefore, you are only required to meet the number of criteria outlined below.

The highlighted boxes on the rubric show the milestone students are expected to achieve in a foundational course. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

**Institutional Learning Goal:** Social Awareness & Cultural Understanding – Develop a critical and reflective awareness of social, global, and cultural differences (including ability, language, class, gender, sexuality, religion, nationality, ethnicity, indigeneity, and/or race).

**KU Core 34 Learning Outcome:** Upon reaching this goal, students will be able to identify and examine cultural perspectives outside of the United States, recognize and develop an awareness of their identity within the global community, and interact respectfully with a variety of cultures.

**Signature Assignment Parameters:** The signature assignment should be a faculty-designed reflective written or oral analysis which presents students with the opportunity to fulfill at least **four** of the criteria outlined below:

* Explain or connect cultures historically or in contemporary contexts acknowledging power structures and demonstrating respectful interaction with cultures
* Encourage students to ask questions about other cultures
* Explain connections between one’s own and other’s personal decision-making surrounding certain local and global issues
* Identify and explain differing perspectives (such as cultural, disciplinary, and ethical)
* Demonstrate understanding of the complexity and interconnectedness of elements important to members of another culture in relation to its history, values, politics, communications styles, economy, or beliefs and practices

**Global Culture Rubric**

The following rubric was adapted from existing validated and reliable AAC&U Value rubrics. The signature assignment submitted for your course will be evaluated using this rubric. The highlighted portions indicate the milestone that students in foundational KU Core 34 courses within this goal will be expected to achieve. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Capstone** | **Milestones** | **Benchmark** |
|   | *Assignment designed for students to demonstrate level of mastery of the outcome*  4  | *Assignment designed to reinforce previously practiced outcome* 3   | *Assignment designed to afford student practice with the outcome* 2  | *Assignment designed to introduce the outcome*  1  |
| **Cultural Diversity**  |  Adapts and applies a deep understanding of differing worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.  | Analyzes substantial connections between the worldviews, power structures, and experiences of differing cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.  | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures   | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.  |
| **Inquiry & Curiosity**  | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect different cultural perspectives.  | Seeks out resources to address deeper level questions about other cultures.  | Asks deeper questions about other cultures   | Asks simple or surface questions about other cultures.  |
| **Global Self-Awareness**  | Evaluates some connections between one’s own and other’s personal decision-making surrounding certain local and global issues.  | Analyzes some connections between one’s own and other’s personal decision-making surrounding certain local and global issues.  | Explains some connections between one’s own and other’s personal decision-making surrounding certain local and global issues.  | Identifies some connections between one’s own and other’s personal decision-making surrounding certain local and global issues.   |
| **Perspective Taking**  | Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of differing and even conflicting positions (i.e., cultural, disciplinary, and ethical.)   | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.  | Identifies and explains differing perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.  | Identifies differing perspectives   |
| **Knowledge** *Knowledge of cultural worldview frameworks*  | 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 and interconnectedness 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.  |