PCC Rubric for Cultural Literacy v1.5

Cultural literacy encompasses four dimensions: cultural frameworks, cultural application and diversity, power structures and interactions, critical self-reflection, culturally-informed responsiveness, and global systems. All cultural literacy courses must address four of the six dimensions, including the first two. Each of the six dimensions addresses both AAOT Cultural Literacy Criteria #1 and #2.

- **Cultural Frameworks (Required)** – Faculty teaching cultural literacy expect students to consider the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.

- **Cultural Application & Diversity (Required)** – Faculty teaching cultural literacy expect students to apply an understanding of culture in case study or comparative cross-cultural analysis.

- **Power Structures and Interactions** – Faculty teaching cultural literacy expect students to explain the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.

- **Critical Self-Reflection** – Faculty teaching cultural literacy expect students to evaluate their assumptions, judgments and/or biases about their own culture and the culture of others

- **Culturally-Informed Responsiveness** – Faculty teaching cultural literacy expect students to use diverse perspectives to inform communication, evaluate organizational practices, policy or other culturally inclusive problem solving.

- **Global Systems** – Faculty teaching cultural literacy expect students to address cultural dynamics related to historic and contemporary global systems.

Assignments must address at least 4 criteria, including the first two.

	4: Advanced	3: Proficient	2: Developing	1: Emerging
Cultural Frameworks (required)	**Analyzes** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Explains** complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Describes** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.	**Identifies** the complexity of culture in terms of values, beliefs and practices, history, politics, economics or communication styles.
Cultural Application & Diversity (required)	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **sophisticated** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **substantial** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **partial** examination of a single culture or a comparative cross-cultural analysis.	Applies understanding of at least one aspect of culture in terms of values, beliefs and practices, history, politics, economics or communication styles to conduct a **superficial** examination of a single culture or a comparative cross-cultural analysis.
Power Structures and Interactions	**Explains with sophistication** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Substantially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Partially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.	**Superficially explains** an aspect of the foundations and processes that create identity, privilege and oppression and their impact on inequality and interaction among multiple and marginalized groups.

Critical Self-Reflection	**Evaluates** one's own assumptions, judgments and/or biases about one's own culture and the culture of others. And/or: Demonstrates the ability to **assess** the impact of assumptions, judgments, and/or biases related to one's own and other cultures.	**Explains** the influence of one's own assumptions, judgments and/or biases during interactions with one's own culture and the culture of others.	**Describes** own assumptions, judgments and/or biases about self and others.	**Identifies** little awareness of one's own assumptions, judgments and/or biases about self and others.
Culturally-Informed Responsive-ness	**Demonstrates with sophistication** the ability to inquire, explore, and use diverse perspectives to inform appropriate communication. And/or: **Consistently** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Substantially** demonstrates the ability to inquire, explore, and use diverse perspectives to inform appropriate communication. And/or: **Mostly** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Describes** differences in perspectives to inform appropriate communication. And/or: **Partially** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.	**Superficially Identifies** differences in perspectives to inform communication. And/or: **Sometimes** incorporates diverse perspectives when evaluating organizational practices, policy or other culturally inclusive problem solving.
Global Systems - May include topics related to colonialism, globalization, migration and technology	**Analyzes** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).	**Explains** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).	**Describes** cultural dynamics related to historic and contemporary global systems (e.g., natural, physical, social, economic, legal and political).	**Identifies** cultural dynamics related to historic and contemporary global systems (e.g. natural, physical, social, economic, legal and political).