

Interconnecting Perspectives – Area Four (IP1) – Knowledge

Description:

“Students will demonstrate through coursework an understanding of diversity both globally and within the United States.”

Intended Learning Outcomes:

Students will demonstrate:

1. knowledge of cultural self-awareness.
2. knowledge of cultural worldview frameworks.
3. curiosity about other cultures.

Course Guidelines:

1. The course must provide students with an assignment that assesses their awareness of cultural rules and biases.
2. The course must provide students with an assignment that assesses their 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.
3. The course must provide students with an assignment that assesses their ability to ask questions about other cultures and seek out answers to these questions.

Application for Inclusion in the General Education Curriculum

Area: IP1 Interconnecting Perspectives: Knowledge

Course:

Contact Person:

Proposing Department:

Attach to this form the following:

1. Syllabus.
2. Narrative that explains how the proposed course addresses the description, learning outcomes and course guidelines.
3. Description of a specific student work product / assignment *common to all sections of the proposed course* that can be evaluated to determine a student's mastery of the essential objectives.

Area specific details:

IP1 requires students to demonstrate through coursework an understanding of diversity both globally and within the United States. The work product must serve to assess student knowledge of classifications of diverse groups and populations. In addition the product must serve to assess the student's knowledge of the characteristics of at least one diverse population or group within the global community.

Assessment Rubrics for IP1:

| IP Knowledge Skill | Advanced (4) | Sufficient (3) | Basic (2) | Insufficient (1) |
|---|---|---|--|--|
| <p>Knowledge</p> <p><i>Cultural self-awareness</i></p> | <p>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.)</p> | <p>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</p> | <p>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.)</p> | <p>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.)</p> |
| <p>Knowledge</p> <p><i>Knowledge of cultural worldview frameworks</i></p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>Attitudes</p> <p><i>Curiosity</i></p> | <p>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p> | <p>Asks deeper questions about other cultures and seeks out answers to these questions.</p> | <p>Asks simple or surface questions about other cultures.</p> | <p>States minimal interest in learning more about other cultures.</p> |

General Education Approval Tracking Form

As of 26 January 2014

Course Subject and Number: _____ Number of Credits: _____

Course Title: _____

Check only one of the topic areas below. If a course is going to meet more than one topic area below please use a separate form for each topic area.

Required Core

- ENGL 110
- ENGL 120
- COMM 110
- MATH _____
- INT 110/310

Critical Capacities (CCS) Skills

- CCS1 Problem Solving
- CCS2 Information Literacy
- CCS3 Critical Reading
- CCS4 Quantitative Literacy
- CCS5 Oral/Written Communications
- CCS6 Collaboration

Foundational Content

- FC1 Arts & Humanities
- FC2 Lab Science
- FC3 Social Science
- FC3 History

Personal and Social Responsibility (PSR)

- PSR1 Relationships and Value Systems
- PSR2 Responding to Community Needs
- PSR3 Individual Well-Being

Interconnecting Perspectives (IP)

- IP1 Knowledge
- IP2 Experience

Form Submitter: _____

General Education Chair Signature and Date

Faculty Senate Secretary Signature and Date

Vice President of Academic Affairs Signature and Date