Demonstrate Social and Cultural Awareness Core Ability Rubric – Rationale for Changes to Indicators

The Faculty Core Ability Team Leaders have worked during the academic year 2010-2011 to functionlize the rubrics for the Core Abilities. As the timeline indicates, the leadership group has approved six of the eight Core Ability rubrics. While there was sensitivity to maintaining the intent of the indicators that were developed in 2007, some of the indicators have been modified. This document is the rationale for the changes made by the faculty leaders.

<table>
<thead>
<tr>
<th>ORIGINAL CA Indicators</th>
<th>Revised CA Indicators (approved 01/27/2012)</th>
<th>NEW CA Indicators (approved 01/27/2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner describes behavior appropriate to different social and cultural contexts.</td>
<td>The artifact demonstrates that the learner…</td>
<td>The artifact demonstrates that the learner…</td>
</tr>
<tr>
<td>Learner identifies similarities and differences in human experiences across cultures.</td>
<td>Identifies similarities among and differences between societies.</td>
<td>Identifies similarities and/or differences between social and cultural groups.</td>
</tr>
<tr>
<td>Learner demonstrates knowledge of relevant world events.</td>
<td>Demonstrates informed awareness of world events.</td>
<td>Demonstrates informed awareness of world events or issues.</td>
</tr>
<tr>
<td>Learner explains the impact of globalization on society and culture.</td>
<td>Identifies the impact of globalization on society and culture.</td>
<td>Identifies how globalization impacts society and/or culture.</td>
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</tbody>
</table>

**Changes to the Demonstrate Social and Cultural Awareness Core Ability Indicators**

1. **Learner identifies similarities among and differences between societies.** – Slightly changed from “Learner identifies similarities and differences in human experiences across cultures.” The sub-group felt that shifting the focus to human experiences better captured the focus of the core ability. We are not really looking at society in general, but rather through the people who are in that society or culture. Additionally focusing in upon cultures versus societies allows one to examine different groups within societies.

2. **Learner demonstrates informed awareness of world events.** – Slightly changed from “Learner demonstrates knowledge of relevant world events.” The sub-group felt that the qualifier relevant was unnecessary for the indicator. It would be to each discipline to make determinations about the appropriateness of the topics. The assignment given the student will have the most impact in shaping the material a student would examine in their work.

3. **Learner accurately describes behavior in different social and cultural contexts.** – Slightly changed from “Learner describes behavior appropriate to different social and cultural contexts.” The sub-group felt that the inclusion of “appropriate” was too difficult to evaluate. It invited a level of subjectivity and debate that was beyond the focus of an institutional assessment rubric.

- Alec Thomson


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Core Ability Indicators:

- Identify similarities among and differences between societies. Societies was changed to social or cultural groups for consistency with the core ability.
- The term societies did not include cultural groups.
  - Identify contemporary U.S. cultural rules/biases was deleted because the study of U.S. cultural groups is included in the remaining sub-indicators.
  - Identify how personal experiences shape societal norms was deleted because it does not meet the indicator.
  - Recognize differences between cultures was added to align with the indicator.
- Accurately describes behavior in different social and cultural contexts. The term accurately is not necessary and is deleted.
  - Recognize cultural stereotypes/biases/ethnocentrism. Stereotypes and ethnocentrism were deleted.
  - Recognize impact of stereotypes/biases in behavior was deleted because this does not match the indicator.
- Identify how societal norms shape personal experiences or behavior or vice versa. Societal norms are not included in the core ability.
  - Recognize own socio-cultural stereotypical behaviors/attitudes/ethnocentrism was deleted.
- Demonstrates informed awareness of world event or issues. Issues was added to include more breadth of global awareness.
  - Demonstrate an awareness of multiple cultural groups was deleted because this sub-indicator is covered in the indicator Identifies similarities and/or differences between social or cultural groups.
  - Describes the historical context surrounding contemporary world events or issues. Issues was added to be consistent with the indicator.
- Identify contemporary global issues was added.
  - Explain the impact of globalization on society and culture was changed to Identify the impact of globalization on society and culture.
  - The sub-indicators all use ‘Identify,’’ so the indicator was changed to identify to be consistent with the sub-indicators.
  - Identify critical components (economic/financial, religious, social, cultural, technological, biological, media, etc.) involved in the process of globalization was added to the sub-indicator Identify process and/or pattern of globalization, which might include economic/financial, religious, social, cultural, technological, or biological components.
  - Identify the impact of globalization was changed to Identify the consequences of globalization on society for clarity.
  - Identify how the culture or society participate in the process was added to align the indicator with the core ability.

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