Co-curricular Program Based Learning Outcomes Nomination Form

Criteria to include when nominating a co-curricular program with embedded learning outcomes:

- Program name and Department.
- Participant capacity (is there a set participation limit?)
- Narrative description of which embedded learning outcomes are addressed, and how.
- Description of learning activities to be used to achieve the learning outcomes.
- Description and specific examples of assessment methods used.
- Description of how the assessments will be used to determine if the criteria for the learning outcomes have been met.
- Description of how program experiences and assessment methods will be consistent from year to year and from section to section if multiple sections are used.
- Evidence of support by the department nominating the program.

<table>
<thead>
<tr>
<th>Name of Department/Unit nominating the program</th>
<th>Center for Instructional Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Program or Activity being nominated</td>
<td>Passport: PUPIL (Purdue University Passport to Intercultural Learning)</td>
</tr>
<tr>
<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>All Purdue students</td>
</tr>
<tr>
<td>Participant capacity (students/year)</td>
<td>Unknown</td>
</tr>
<tr>
<td>Activity offering frequency</td>
<td>Fall ☒, Spring ☐, Summer ☐</td>
</tr>
<tr>
<td>Embedded learning outcomes addressed in the nominated program/activity</td>
<td>Creative Thinking ☐, Critical Thinking ☐, Ethical Reasoning ☐, Global Citizenship and Social Awareness ☐, Intercultural Knowledge ☒, Includes: Intercultural Openness, Intercultural Curiosity, Cultural Self-awareness, Cultural Worldview, Intercultural Empathy, and Intercultural Communication, Leadership and Teamwork ☐, Quantitative Reasoning ☐, Integrative Knowledge ☐, Written Communication (levels 2 ☐, 3 ☐, 4 ☐)</td>
</tr>
<tr>
<td>Please describe the specific assessment methods by which it will be determined if the student has completed the program/activity to a level of success that indicates achievement of this learning outcome. (Remember: It is not the program that achieves the learning outcome, but the student demonstrates achievement of the outcome by successful completion as measured by the assessment.)</td>
<td>Passport: PUPIL is based on the AACU rubric where intercultural learning is defined as a set of behaviors and attitudes that come together to enable students and graduates to work effectively in cross cultural situations. This means they can identify and articulate insights into their own cultural rules and biases; demonstrate understanding of other cultures in relation to history, values, politics, communication styles, economy, or beliefs and practices; identify and articulate their understanding of cultural differences in verbal and nonverbal communication; ask questions about other cultures; seek information about other cultures; and interact with culturally different others. (Adapted from Purdue's CORE Curriculum Proposal Appendices, pages 3-4 &amp; 13 and AAC&amp;U Core Value Rubrics)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Attitude of Openness</strong></td>
<td>To what degree do students initiate interactions with culturally different others?</td>
</tr>
<tr>
<td></td>
<td>To what degree do students develop interactions with culturally different others?</td>
</tr>
<tr>
<td></td>
<td>To what degree do students suspend judgment in valuing their interactions with culturally different others?</td>
</tr>
<tr>
<td><strong>Attitude of Curiosity</strong></td>
<td>To what degree do students ask complex questions about other cultures?</td>
</tr>
<tr>
<td></td>
<td>To what degree do students seek out</td>
</tr>
</tbody>
</table>
answers to complex questions about other cultures?

To what degree do students articulate answers to complex questions about other cultures that reflect multiple cultural perspectives?

**Skills of Verbal and Nonverbal Communication**

To what degree do students articulate a complex understanding of cultural differences in verbal and nonverbal communication?

To what degree do students articulate a complex understanding of cultural differences using direct/indirect and explicit/implicit meanings in verbal and nonverbal communication?

To what degree do students skillfully negotiate a shared understanding based on differences in verbal and nonverbal communication?

**Skill of Empathy**

To what degree do students interpret intercultural experience from the perspectives of their own and more than one worldview?

To what degree do students demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group?

To what degree do students demonstrate 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?
<table>
<thead>
<tr>
<th>Knowledge of Cultural Worldview Frameworks</th>
<th>Knowledge of Cultural Self-awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what degree do students demonstrate 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?</td>
<td>To what degree do students articulate insights into their own cultural rules and biases?</td>
</tr>
<tr>
<td>To what degree do students seek complexity?</td>
<td>To what degree are students aware of how their own experiences have shaped their rules and biases?</td>
</tr>
<tr>
<td>To what degree do students recognize and respond to cultural biases, resulting in a shift in self-description?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will you ensure students receive a consistent degree of engagement with the program/activity and an equitable opportunity to achieve the embedded learning outcome(s) across multiple offerings/sections?</th>
<th>Based on the AACU rubric for Intercultural Knowledge, students will provide documentation of their learning and their reflections on their learning from four required reflection questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. I learned that <em><strong><strong>?</strong></strong></em> IS ....</td>
</tr>
</tbody>
</table>
| | 2. I learned _____?_____ WHEN ...
| | 3. I learned _____?_____ matters BECAUSE .... |
| | 4. Due to _____?_____ learning, I WILL ... |

4
(Reflection items adapted from *Intercultural Competence on Campus: Educating Global-Ready Graduates* by Darla Deardorf at the Summer Institute for Intercultural Communication (July 23-25, 2012), Portland, OR)

Next, before receiving a badge, students must verify their intercultural learning by confirming they met summary outcomes adapted from the AAC&U rubric:

**Attitude of Openness**

Do you initiate interactions with culturally different others?

Do you develop interactions with culturally different others?

Do you suspend judgment in valuing your interactions with culturally different others?

**Attitude of Curiosity**

Do you ask complex questions about other cultures?

Do you seek out answers to complex questions about other cultures?

Do you articulate answers to complex questions about other cultures that reflex multiple cultural perspectives?

**Skills of Verbal and Nonverbal Communication**

Do you articulate a complex understanding of cultural differences in verbal and nonverbal communication?

Do you articulate a complex
<table>
<thead>
<tr>
<th>Understanding of cultural differences using direct/indirect and explicit/implicit meanings in verbal and nonverbal communication?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you skillfully negotiate a shared understanding based on differences in verbal and nonverbal communication?</td>
</tr>
</tbody>
</table>

**Skill of Empathy**

Do you interpret intercultural experience from the perspectives of your own and more than one worldview?

Do you demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group?

Do you demonstrate 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?

**Knowledge of Cultural Worldview Frameworks**

Do you demonstrate 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?

**Knowledge of Cultural Self-awareness**

Do you articulate insights into your own cultural rules and biases?

Do you seek complexity?

Are you aware of how your own
experiences have shaped your rules and biases?

Do you recognize and respond to cultural biases, resulting in a shift in self-description?

**In summary, students answer four reflection questions regarding their learning, respond to valid and reliable pre and post survey items, and finally verify their learning answering specific summary outcome questions.**

(Note: Pre and post items are adapted from *The Public Affairs Scale: Measuring the Public Good Mission of Higher Education* by Chantal Levesque-Bristol and Jeffrey Cornelius-White, Journal of Public Affairs Education, 18(4), pages 695-716 and *Intercultural Competence on Campus: Educating Global-Ready Graduates* by Darla Deardorf at the Summer Institute for Intercultural Communication (July 23-25, 2012), Portland, OR)

Please attach documentation for the nominated program/activity that illustrates how the learning outcome(s) and its associated performance criteria (see VALUE rubrics) will be achieved by successful completion of the nominated program/activity. Please see the following:

http://www.purdue.edu/cie/learning/global/pupil.html
https://www.openpassport.org

Submitted by:

Name: Chuck Calahan
Department: Center for Instructional Excellence
Signature of department head/director recommending that this program/activity be considered for approval as meeting an embedded outcome of the Outcomes-based Core Curriculum
Purdue University’s Passport to Intercultural Learning (PUPIL)

Purdue’s new core curriculum includes among its foundational and embedded learning outcomes Human Cultures, Global Citizenship and Social Responsibility, and Intercultural Knowledge and Effectiveness. PUPIL is a tool to assist faculty and students in assessing and documenting the acquisition of these very important skills specific to Intercultural Knowledge and Effectiveness.

What is PUPIL?

PUPIL is Purdue University’s Passport to Intercultural Learning, a specific application of Passport designed for students to document their Intercultural Learning. You can access PUPIL here (under “open groups”).

What is Passport?

Passport is a tool that instructors can use to create and award digital badges. Students may also independently document, reflect and provide evidence of their curricular and non-curricular intercultural learning assignments or activities. Students earn badges by completing challenges. The required work to complete each challenge is called a task, examples are: submitting documents, links to websites or media, and passing quizzes. Once students have successfully completed all of the tasks within a challenge, Passport automatically awards them a digital badge that can be shared online or published to their Mozilla Backpack.

Purdue University’s Passport to Digital Badges

Featured Article

Grades Out, Badges In

- What is Intercultural Learning?
- Why should it matter to our students?
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition


Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adopt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett’s Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In Education for the intercultural experience, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff’s intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: “Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)”. Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Basic concepts of intercultural communication, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one’s own culture.
- Suspend judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.
**INTERCULTURAL KNOWLEDGE and COMPETENCE VALUE RUBRIC**

**Definition**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2006. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell's) level performance.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural self-awareness</strong></td>
<td>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.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and sees the same in others.)</td>
</tr>
<tr>
<td><strong>Knowledge of cultural worldviews frameworks</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with own worldview.</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with own worldview.</td>
</tr>
<tr>
<td><strong>Verbal and nonverbal communication</strong></td>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to those questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
<td>Asks simple or surface questions about other cultures.</td>
</tr>
<tr>
<td><strong>Curiosity</strong></td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
<td>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</td>
</tr>
</tbody>
</table>