



**TIDEWATER COMMUNITY COLLEGE**  
From here, go anywhere.™



*Association  
of American  
Colleges and  
Universities*

## CULTURAL AND SOCIAL UNDERSTANDING RUBRIC

### DEFINITION

The Virginia Community College System defines a socially and culturally competent person as one who possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. Degree graduates will demonstrate the ability to: assess the impact that social institutions have on individuals and cultures—

past, present, and future; describe their own as well as others' personal ethical systems and values within social institutions; recognize the impact that arts and humanities have upon individuals and cultures; recognize the role of language in social and cultural contexts; and, recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

# CULTURAL AND SOCIAL UNDERSTANDING VALUE RUBRIC

for more information contact [value@aacu.org](mailto:value@aacu.org)

	Capstone 4	Milestones 32		Benchmark 1
<b>Knowledge</b> Assess the impact that institutions have on individuals and culture—past, present, and future.	Student is able to articulate insights into the impact and interrelationship between all social institutions (these might include government, education, religion, family, language or the economy) and culture—past, present, and future. Student is able to categorize these impacts (between individual and cultural).	Student is able to demonstrate significant awareness of social institutions and their impact on individuals and culture. In doing so, student is able to identify three or more social institutions (these might include government, education, religion, family, language or the economy) and has demonstrated some understanding of the past, present, and future impacts that these institutions have upon individuals and culture.	Student is able to demonstrate some awareness of social institutions and their current, past, or future impact on individuals and culture. In doing so, student is able to identify at least two social institutions (these might include government, education, religion, family, language or the economy) and has demonstrated some broad understanding of the interconnectedness between these institutions and individuals or culture.	Student is able to describe only a minimal awareness of social institutions and their impact on culture. Student is able to identify fewer than two social institutions (e.g. government, education, religion, family, language, or the economy). Student has not demonstrated an awareness of the current interconnectedness of social institutions and individuals or cultures.
<b>Knowledge</b> Describes their own as well as others' personal ethical systems and values within social institutions.	Student is able to demonstrate a broad understanding of ethical systems. Student is aware of and able to describe numerous aspects of their own ethical systems (e.g. moral obligations, beliefs for human conduct, and standards for societal or business behavior). Student demonstrates a thorough understanding of the relationship between their ethical system and social institutions and is able to compare their own standards with systems espoused by others.	Student is able to demonstrate a general understanding of ethical systems. Student is aware of and able to describe several aspects of their own ethical systems (e.g. moral obligations, beliefs for human conduct, and standards for societal or business behavior). Student can demonstrate either an understanding of the relationship between their ethical system and social institutions or be able to compare their own standards with systems espoused by others.	Student is able to demonstrate some understanding of ethical systems. Student is aware of and able to describe one or more aspect(s) of their own ethical systems (e.g. moral obligations, beliefs for human conduct, and standards for societal or business behavior) but is unable to relate these aspects to social institutions or compare them to systems espoused by others.	Student is able to describe only a minimal awareness of ethical systems. Student is unable to identify any distinguishing features of their own ethical system (e.g. moral obligations, beliefs for human conduct, and standards for societal or business behavior).
<b>Skills</b> Recognize the impact that the arts and humanities have upon individuals and cultures.	Student is able to articulate a broad understanding of the relationship between arts (e.g. theater, music, visual) and humanities (e.g. language, literature, philosophy and history) and individuals and cultures. Multiple connections are made between these elements.	Student is able to describe numerous impacts that arts (e.g. theater, music, visual) or humanities (e.g. language, literature, philosophy and history) may have upon individuals or cultures. Student is able to outline interconnectedness between numerous aspects of arts/humanities and culture.	Student is able to describe two or fewer impacts that arts (e.g. theater, music, visual) or humanities (e.g. language, literature, philosophy and history) may have upon individuals or cultures.	Students are able to describe only a basic impact that arts (e.g. theater, music, visual) and humanities (e.g. language, literature, philosophy and history) have on individuals and cultures.
<b>Skills</b> Recognize the role of language in social and cultural contexts.	Students recognize the role of language in social and cultural contexts. Students can discriminate between different aspects of language forms and styles in different social settings (e.g. at home, in community, in professional setting).	Students are aware of and can describe the role of language in social and cultural contexts. Students are able to differentiate among communication forms and styles in numerous social settings (e.g. at home, in community, in professional setting).	Students are able to demonstrate a minimal awareness of the relationship between language and cultural contexts. Student displays some understanding of how languages adapt to different social and cultural contexts (e.g. at home, in community, in professional setting).	Students have little to no awareness of the relationship between language and cultural contexts. Students cannot differentiate among communication forms or styles in various social settings (e.g. at home, in community, in professional setting).
<b>Skills</b> Recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.	Student is able to demonstrate an understanding of and is able to differentiate between the interdependence of each of the following distinctive world-wide systems: social, economic, geo-political, and cultural systems. Student is able to distinguish between world-wide systems and outline individual systems' interdependence.	Student recognizes and demonstrates understanding of the interdependence of three or more of the following distinctive world-wide systems: social, economic, geo-political, and cultural systems. Student demonstrates an understanding of the interdependences of several world-wide systems.	Student recognizes an understanding of the existence of one or two of the following distinctive world-wide systems: social, economic, geo-political, or cultural. Student displays some awareness of the interdependence of any two (or more) world-wide systems.	Student is able to demonstrate a minimal awareness of the existence of at least one of the following: distinctive world-wide systems: social, economic, geo-political, or cultural.