<p style="text-align:center">**NEW APPROVED VERSION**</p>

Cultural Diversity & Social Ethics Components

CORE CURRICULUM STUDENT LEARNING OBJECTIVES
SOCIAL RESPONSIBILITY

	Capstone	Milestones		Benchmark	
	4	3	2	1	0
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his/their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	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.)	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.)	Fails to meet benchmark requirements or no response given
Knowledge *Knowledge of cultural worldview frameworks*	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.	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.	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.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).	Fails to meet benchmark requirements or no response given
Civic Engagement	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government	Student does not identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Fails to meet benchmark requirements or no response given
Social Ethics	**Applies** knowledge of social phenomena to **explore** ethical, political, economic, and/or environmental challenges and **evaluate** the consequences of individual and/or collective interventions or solutions. The exploration and evaluation can occur within and/or across a range of geographic scales (e.g., local or global), social groups, ecosystems, or points in history.	**Applies** knowledge of social phenomena to **identify** ethical, political, economic, and/or environmental challenges and/or the consequences of individual and/or collective interventions or solutions. The identification can occur within and/or across a range of geographic scales (e.g., local or global), social groups, ecosystems or points in history.	**Mentions** ethical, political, economic, and/or environmental challenges with **little reference** to knowledge of social phenomena and **minimal discussion** of the consequences of individual and/or collective interventions or solutions.	Attempts to identify ethical, political, economic, and/or environmental challenges with **little to no reference** to knowledge of social phenomena and **little to no discussion** of the consequences of interventions or solutions.	Fails to meet benchmark requirements or no response given