

DIVERSITY CURRICULUM RUBRIC (D)

Program goal:

Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

<u>Student learning objective</u>	<u>Student Learning Outcomes' Levels of Competency:</u>				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p><i>SLO1: Human Diversity</i></p> <p>The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</p>	Fails to demonstrate knowledge of human diversity and does not recognize impact.	Demonstrates minimal knowledge of human diversity but cannot draw conclusions regarding impact.	Applies knowledge of human diversity but not enough to fully support conclusions or viewpoints about impact.	Analyzes the impact of human diversity on behavior, supporting relevant conclusions or viewpoints.	Synthesizes knowledge of human diversity and its impact on behavior that is broad-based with depth, fully supporting relevant conclusions or viewpoints.
<p><i>SLO2: Roots of Inequality</i></p> <p>The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.</p>	Fails to recognize roots of inequality and need for social justice.	Demonstrates minimal understanding of the roots of inequality and the need for social justice.	Illustrates some understanding of historical or cultural roots of inequality and expresses need for social justice.	Integrates multiple facets of historical and cultural roots of inequality and expresses need for social justice.	Reflects thoroughly on historical and cultural roots of inequality, responding to the need for social justice.
<p><i>SLO3: Awareness</i></p> <p>The student demonstrates awareness of and manages the influence of personal biases.</p>	Fails to express awareness of biases.	Identifies minimal awareness of own biases, even those shared with own cultural group.	Analyzes own biases, expresses preference for those shared with own cultural group.	Examines new perspectives about own biases; seeks out complexities that new perspectives offer.	Integrates insights into own biases; aware of how context shapes them; recognizes and responds to biases in self and others.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully. CU's expectation is that students will perform at or above the level of **Proficient**.