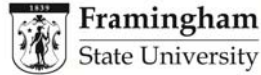


General Education Rubric OBJECTIVE: *Demonstrate a Critical Understanding of Human Diversity (pilot)*

OUTCOME	RATING					
	4	3	2	1	0	N/A *
Knowledge of Self	Exceptionally articulates how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others. Provides substantive examples to illustrate.	Effectively articulates how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others. Provides effective examples to illustrate.	Moderately articulates how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others. Provides sufficient examples to illustrate.	Minimally articulates how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others. Provides minimal examples to illustrate.	Does not articulate how one's cultural history, values, politics, communication patterns, or beliefs and practices inform one's perceptions of culturally diverse others.	Not applicable to the assignment.
Knowledge of Others	Exceptionally articulates the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices. Provides substantive examples to illustrate the process.	Effectively articulates the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices. Provides effective examples to illustrate the process.	Moderately articulates the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices. Provides sufficient examples to illustrate the process.	Minimally articulates the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices. Provides minimal examples to illustrate the process.	Does not articulate the complexities of culturally diverse others' history, values, politics, communication patterns or beliefs and practices.	Not applicable to the assignment.
Power Differentials and their impacts(s) on individuals, communities and/or social systems	Exceptionally demonstrates awareness of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels. Provides substantive examples to illustrate the process.	Effectively demonstrates awareness of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels. Provides effective examples to illustrate the process.	Moderately demonstrates awareness of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels. Provides sufficient examples to illustrate the process.	Minimally demonstrates awareness of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels. Provides minimal examples to illustrate the process.	Does not demonstrate an awareness of power differentials in society and their implications for access to resources and outcomes, at the individual, community, and/or systemic levels.	Not applicable to the assignment.

* NOTE: If the artifact is "not applicable" for all outcome listed, then it is likely that the artifact is not appropriate for the assessment of this objective.



OFFICE OF ASSESSMENT

General Education Rubric OBJECTIVE: *Demonstrate a Critical Understanding of Human Diversity*

RUBRIC NOTES

The artifacts are being evaluated based on human diversity learning outcomes rather than on their disciplinary content.

Explanation of Terms:

Culture:

Culture is a socially constructed and dynamic system of meaning that defines how individuals make sense of the world and their interactions with others. Cultural features include but may not be limited to value systems, beliefs, knowledge, morals, customs, languages, and artifacts. These aspects of culture often act as mechanisms by which behavior is regulated and controlled by dominant groups in society, imposing differential access to resources and outcomes.

Culturally Diverse Other(s):

Culturally diverse other(s) refers to groups of individuals who utilize and rely on a different set of belief systems than that of one's own.

Power Differential(s):

Power differential(s) refer(s) to the imbalances between groups in the ability to influence or control others. Power differential(s) manifest beyond just individual acts of force or oppression within interpersonal interactions but also systematically structure disproportionate access to resources and representation based on group membership statuses.