**DIVERSITY CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES**

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.

<table>
<thead>
<tr>
<th>Learning objectives / Desired outcomes</th>
<th>Levels of competency</th>
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| **Human Diversity** (Individual, Group, Institutional) and its Impact on Behavior  
The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity. | Unsatisfactory  
Fails to demonstrate knowledge of human diversity and does not recognize impact.  
Emerging  
Demonstrates minimal knowledge of human diversity but cannot draw conclusions regarding impact.  
Developing  
Applies knowledge of human diversity but not enough to fully support conclusions or viewpoints about impact.  
Proficient  
Analyzes the impact of human diversity on behavior, supporting relevant conclusions or viewpoints.  
Mastery  
Synthesizes knowledge of human diversity and its impact on behavior that is broad-based with depth, fully supporting relevant conclusions or viewpoints. |
| **Historical and Cultural Roots of Inequality**  
The student recognizes historical and cultural roots of inequality, and responds to the need for social justice. | Unsatisfactory  
Fails to recognize roots of inequality and need for social justice.  
Emerging  
Demonstrates minimal understanding of the roots of inequality and the need for social justice.  
Developing  
Illustrates some understanding of historical or cultural roots of inequality and expresses need for social justice.  
Proficient  
Integrates multiple facets of historical and cultural roots of inequality and expresses need for social justice.  
Mastery  
Reflects thoroughly on historical and cultural roots of inequality, responding to the need for social justice. |
| **Attitudes, Beliefs, Behaviors Regarding Diversity**  
The student demonstrates awareness of and manages the influence of personal biases. | Unsatisfactory  
Fails to express awareness of biases.  
Emerging  
Identifies minimal awareness of own biases, even those shared with own cultural group.  
Developing  
Analyzes own biases, expresses preference for those shared with own cultural group.  
Proficient  
Examines new perspectives about own biases; seeks out complexities that new perspectives offer.  
Mastery  
Integrates insights into own biases; aware of how context shapes them, can recognize and respond to biases in self and others. |

A **competency** is the ability to do something successfully.

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).