

Diversity and Inclusion

GOAL: Students will be able to recognize, promote, utilize, and educate one another regarding the unique qualities and shared humanity of all people and culture.

OBJECTIVES: <i>Students will be able to:</i>	OUTCOMES	RUBRIC			
		Does Not Meet Standard	Partially Meets Standard	Meets Standard	N/A
1. Articulate the value of diversity and inclusion in society	1.1 Student demonstrates an openness to new perspectives.	Student does not demonstrate ability to evaluate and synthesize new perspectives or ideas.	Student understands external perspectives or ideas but does not integrate into their work or ideas nor explain why they did not.	Student understands new ideas, modifies existing ideas based on new input; student demonstrates overall growth.	
	1.2 Student describes various elements inherent to one's own culture and to other cultures: history, values, politics, communication styles, economy, beliefs, practices, etc.	Student does not describe, nor demonstrate an understanding of the listed elements.	Student describes, in part, the listed elements.	Student describes and demonstrates an understanding of the listed elements.	
2. Recognize the diversity and unity of humanity	2.1 Student describes common elements shared by all cultures.	Student is not able to identify or explain common cultural elements.	Student identifies few common cultural elements.	Student can identify or explain, in detail, many common cultural elements.	
	2.2 Student describes the differences that make cultures unique.	Student is not able to identify or explain unique cultural elements.	Student identifies or explains few unique cultural elements.	Student can identify or explain, in detail, unique cultural elements.	
3. Evaluate the interdependencies and conflicts of diverse communities	3.1 Student describes how different cultures have contributed to society today.	Student does not describe an understanding of cultural contributions to society.	Student describes, in part, cultural contributions to society.	Student describes, in detail, cultural contributions to society, including multiple cultures.	
	3.2 Student describes how historical cultural conflicts influence society today.	Student does not describe the historical conflicts influencing society today.	Students describes, in part, historical cultural conflicts influencing society today.	Students describes, in detail, historical cultural conflicts influencing society today.	
	3.3 Student explains power structures from the standpoint	Students demonstrates no understanding of	Student demonstrates a limited understanding	Student demonstrates a detailed	

	of cultural inheritance.	cultural inheritance and power structures.	of either cultural inheritance or power structures influenced by such.	understanding of cultural inheritance and its impact on power structures.	
4. Apply core values in decision making	4.1 Student interacts respectfully and appropriately by applying ethical core values.	Student does not interact with others in an ethical or appropriate manner.	Student interacts with others appropriately but does not act ethically.	Student interacts with others appropriately and respectfully while fully applying personal ethics.	
	4.2 Student demonstrates reflection upon one's own personal perspective and biases.	Student demonstrates no reflection on their own actions, perspectives, or biases. Student acts exclusively based on biases.	Student may demonstrate a reflection on their own actions and perspectives but shows no understanding of their own biases.	Student demonstrates a deep understanding of their own actions, how their perspectives were formed, and what implicit biases they hold.	
	4.3 Student works inclusively to consider other perspectives to make progress toward common goals.	Student works only independently.	Student works with others toward a common goal but does not fully consider other students' perspectives.	Student seeks input from others with different perspectives and experiences during work toward a common goal.	

Last revised: July 20, 2021 BL