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| **Related LIVE Learning Outcome** | **LDW SLO** | **.5** | **Benchmark**  **(entry level)**  **1** | **Novice**  **2** | **Apprentice\***  **3** | **Proficient (senior level)**  **4** |
| *Intercultural Knowledge*  (Cultural Self-Awareness; Knowledge of Cultural Worldview Frameworks) | 1 | Names concepts only | Shows some understanding of existing oppression, privilege, prejudice, or discrimination. | Demonstrates developing understanding of the existence of oppression, privilege, prejudice, or discrimination.  Begins to apply this discussion to course material. | Explains the background, structures, and effects of oppression, privilege, prejudice, or discrimination.  Applies this discussion to course material. | Analyzes the background, structures, and effects of oppression, privilege, prejudice, or discrimination.  Applies this discussion to course material. |
| *Social Justice*  *Revision 1* | 1-3 |  | Explicitly or implicitly defines diversity, e.g., social or cultural | Explicitly or implicitly defines diversity, e.g., social or cultural, begins to explain how understanding diversity can solve problems. | Explicitly defines social or cultural diversity and explains how understanding diversity can solve problems. | Explicitly defines social or cultural diversity and explains how understanding diversity does solve problems. |
| *Social Justice*  (Servant Leadership)  *Revision 1* | 3 |  | Describes at least one mode of personal response but does not connect it to a cross-cultural experience. | Begins to explain their response to cross-cultural experience using defined mode(s) of personal response. | Explains their response to a cross-cultural experience using defined mode(s) of personal response. | Analyzes their response to a cross-cultural experience using defined mode(s) of personal response. Connects analysis to systems of social injustice. |
| *Integrative Learning*  (Reflection and Self-Assessment)  *Ethical Reasoning and Moral Development*  (Ethical Self-Awareness) | 1-2 |  | Acknowledges some learning and begins to use the concept of oppression, privilege, prejudice, or discrimination to assess the self. | Describes learning, uses the concept of oppression, privilege, prejudice, or discrimination to self-assess but description lacks depth and analysis, e.g., presents probing issues, but doesn’t reflect on them in detail. | Explains personal experience with the concept of oppression, privilege, prejudice, or discrimination; evaluates how understanding of this concept has changed over time. | Analyzes personal experience with the concept of oppression, privilege, prejudice, or discrimination; evaluates how understanding of this concept has changed over time; explains need for future action. |