

General requirements

In the designation of course SLOs and Measures, a course must demonstrate all 3 Cultural Awareness SLOs (B1, B2, B3).

To meet any specific SLO, a course must accomplish at least three of the listed suggestions under the specific SLO.

The course description (syllabus and catalog) shows that a substantial portion (50%) of the content is dedicated to issues involving the three Cultural Awareness SLOs.

Reminder-A single assignment/task could meet more than one SLO.

B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations

- Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
- Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.

B2. Understand the interconnectedness of the human experience with a posture of humility while celebrating difference

- Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
- Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
- Engage in and reflect upon a special event or celebration that highlights a different cultural background.
- Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
- Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
- Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
- Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
- Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
- Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).

B3. Interrogate one's internal and external views and values for greater self-awareness.

- Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
- Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.