



Student Learning Outcome: Cultural Sustainability

Goals: performance at (1-2) in 100/200 level courses & perform at (2-3) in 300/400 level courses

	0	1	2	3	4
The Student...	Does not meet minimum expectations	Beginning	Developing	Accomplished	Exemplary
Intersectionality of Identities		Recognizes the interconnected nature of social categorizations such as race, socioeconomic status, class, sexual orientation, ability, generations, nationality, tribal, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems. (e.g. definitions, introduction to terms/concepts, etc.)	Applies the interconnected nature of social categorizations such as race, socioeconomic status, class, sexual orientation, ability, generations, nationality, tribal, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems. (e.g. utilizing concepts in an argument)	Analyzes the interconnected nature of social categorizations such as race, socioeconomic status, class, sexual orientation, ability, generations, nationality, tribal, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems. (e.g. case studies, presentations, research projects)	Integrate the interconnected nature of social categorizations such as race, socioeconomic status, class, sexual orientation, ability, generations, nationality, tribal, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems. (e.g. service learning/volunteerism, research projects, and solutions-based project to address community need.)
Understand that there are Spectrums of Identities		Recognizes that there is a spectrum from cultural destructiveness to cultural sustainability toward individuals/groups encompassing different cultures, languages, traditions, religions, identities, and citizenships. (e.g. definitions, introduction to terms/concepts, etc.)	Explains the spectrum from cultural destructiveness to cultural sustainability toward individuals/groups encompassing different cultures, languages, traditions, religions, identities, and citizenships (e.g. reading responses, compare/contrast, debate, etc.)	Demonstrates the spectrum from cultural destructiveness to cultural sustainability toward individuals/groups encompassing different cultures, languages, traditions, religions, identities, and citizenships (e.g. describe merits of models from different cultures, approaches to timelines, comparing perspectives within or across disciplines)	Understand that there is a spectrum from cultural destructiveness to cultural sustainability toward individuals/groups encompassing different cultures, languages, traditions, religions, identities, and citizenships. (e.g. create an artifact -- picture, poem, music, etc.-- in order to communicate, Write a detailed plan to manage a problem with equity/culture in mind, present a written plan with arguments for its adoption, etc.)



<p>Sustainability and Healthy Global Environment</p>		<p>Recognizes the connection between sustainability and a healthy global environment. (e.g. definitions, introduction to terms/concepts, demonstrations etc.)</p>	<p>Understands the connection between sustainability and a healthy global environment (e.g. Mastery of terms. concepts, Introduction to conceptual models and theory etc.)</p>	<p>Explains the connection between sustainability and a healthy global environment (e.g. reading, responses, compare/contrast, debate, etc.)</p>	<p>Analyzes existing paradigms on the connection between sustainability and healthy global environment (e.g. service learning/volunteerism, and solutions-based project to address community need.)</p>
<p>Respect and Dignity for Distinct Cultures of NM</p>		<p>Identifies the distinct cultures of Northern New Mexico. (e.g. site visits, films, guest speakers, readings, music etc.)</p>	<p>Describes the distinct cultures of Northern New Mexico. (e.g. research traditions and stories, oral history projects, experience based learning, etc.)</p>	<p>Interacts with the distinct cultures and traditions of Northern New Mexico. (e.g. experience and appreciate traditions and stories, attend feast days/special events, experience based learning, etc.)</p>	<p>Demonstrates a commitment to respect individual dignity and the distinct cultures of Northern New Mexico. (e.g. culturally sustainable practices/designs, integrate cultural healing practices into modern medicine, service learning projects, etc.)</p>