

	<b>COMPREHENSION/INTRODUCTION</b> <b>(Novice)</b> <i>Need for improvement outweighs apparent strengths. Evidence of the outcome present.</i>	<b>PRACTICE</b> <b>(Beginner)</b> <i>Strengths and need for improvement are about equal. Exhibits some accomplishment in the outcome.</i>	<b>APPLICATION/COMPETENCE</b> <b>(Competent Practitioner)</b> <i>Shows strength in this outcome. Applies outcome in multiple contexts.</i>
<b>Accept responsibility for learning now and in the future.</b>	Describes own performances with general descriptors of success and failure.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks.	Envisions a future self and possibly plans based on past experiences that have occurred across multiple and diverse contexts.
<b>Exhibit professional, personal, and academic honesty.</b>	Students correctly use <u>ONE</u> of the following information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use <u>THREE</u> of the following information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students correctly use <u>ALL</u> of the following information strategies (use of citations and references; choice of paraphrasing, summary or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
<b>Act cooperatively and work effectively in a diverse environment by respecting the rights, views, and work of others.</b>	<p>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p> <p>States minimal interest in learning more about others.</p>	<p>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p> <p>Asks deeper questions about others and seeks out answers to these questions.</p>	<p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those difference.</p> <p>Asks complex questions about others; seeks out and articulates answers that reflect multiple cultural perspectives.</p>
<b>Consider context and implication of ethics in all actions.</b>	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group (e.g., uncomfortable with identifying possible cultural differences with others).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).