**CAI Cross-Cultural Draft Competencies**

**Overview**

**Diversity—Definition**

“The ability to work effectively with people from various [diverse] cultural and ethnic backgrounds.”

**Diversity – Entry Competencies**

* Entry-level competencies are focused on demonstrating the ability to learn how to develop competency in this area. They are intended for introductory general education courses at the postsecondary level.

**Diversity – Exit Competencies**

* Exit-level competencies are focused on demonstrating the ability to act effectively in this area. They are designed for introductory general education courses at the postsecondary level.

**Global—Definition**

“The ability to recognize the connections between the local context and the global context, and to think and act effectively in, and with awareness of, the global context.”

**Global – Entry Competencies**

* Entry-level competencies are focused on demonstrating the ability to learn how to develop competency in this area. They are intended for introductory general education courses at the postsecondary level.

**Global – Exit Competencies**

* Exit-level competencies are focused on demonstrating the ability to act effectively in this area. They are intended for introductory general education courses at the postsecondary level.

**Draft Competencies**

**Diversity – Entry Competencies**

1. Inquisitiveness
	1. About oneself as a cultural being
		1. Openness and authenticity in relationships across differences
		2. Commitment to learn how to gain, develop, and sustain trust in relationships across differences
		3. Emotional Awareness
			1. Humility
			2. Optimism
			3. Persistence
			4. Self Confidence

b.    About others

i. Emotional Awareness/Sensitivity

ii.                      Empathy

iii.                    As cultural beings

c.     Intellectual curiosity (see Cross-Disciplinary Competencies)

i. Engage in intellectual inquiry and dialogue.

1.    Identify what is known, not known, and what one wants to know in a problem.

2.    Conduct investigations and observations.

3.    Cite examples or illustrations in which a clear-cut answer cannot or has not been reached.

ii.                      Formulate or revise personal views when presented with valid evidence.

1.    Articulate own point of view and provide valid evidence to support perspective.

2.    Demonstrate willingness to take intellectual risks by investigating novel, controversial, or unpopular opinions or conclusions.

3.    Examine alternative points of view, taking different roles to defend, oppose, and remain neutral on issues.

4.    Recognize conflicting information or unexplained phenomena.

1. Tolerance of Ambiguity
	1. Comfort in situations where there is not necessarily a “right” way to do or interpret things.
	2. Flexibility
	3. Openness
	4. “Category Inclusiveness” (the tendency to emphasize commonalities)

**Diversity – Exit Competencies**

1. Inquisitiveness
	1. About oneself as a cultural being
		1. Openness and authenticity in relationships across differences
		2. Commitment to learn how to gain, develop, and sustain trust in relationships across differences
		3. Emotional Awareness
			1. Humility
			2. Optimism
			3. Persistence
			4. Self Confidence
			5. Ability to create and maintain relationships with those of diverse backgrounds
	2. About others
		1. Emotional Awareness/Sensitivity
		2. Empathy
		3. As cultural beings
	3. Intellectual curiosity (see Cross-Disciplinary Competencies)
		1. Engage in intellectual inquiry and dialogue.
			1. Identify what is known, not known, and what one wants to know in a problem.
			2. Conduct investigations and observations.
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1. Awareness
	1. Of own perspectives
		1. Assumptions
		2. Biases
		3. Lack of knowledge

1. Knowledge
	1. Perceive events and circumstances from the vantage point of others, including those in racial and cultural groups different from their own; from the other gender, from other ages; and from those who live under other political and economic systems. (Social Science Competency)
	2. Ability to obtain information about other cultures (e.g. history, values, language, holidays, etc…)

1. Action
	1. Can listen objectively
	2. Can present to and interact with a diverse audience
	3. Can make correct attributions regarding the behavior of others
	4. Can be nonjudgmental when evaluating the behavior of others
	5. Can sustain relationships with those of diverse backgrounds

**Global – Entry Competencies**

1. Inquisitiveness
	1. About oneself
		1. as a cultural being
		2. emotional awareness
			1. Humility
			2. Optimism
			3. Persistence
			4. Self Confidence
	2. About others
		1. as cultural beings
	3. About other cultures
		1. Countries
		2. Traditions
		3. People
		4. Events
	4. Intellectual curiosity (see Cross-Disciplinary Competencies)
		1. Engage in intellectual inquiry and dialogue.
			1. Identify what is known, not known, and what one wants to know in a problem.
			2. Conduct investigations and observations.
			3. Cite examples or illustrations in which a clear-cut answer cannot or has not been reached.
		2. Formulate or revise personal views when presented with valid evidence.
			1. Articulate own point of view and provide valid evidence to support perspective.
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**Global – Exit Competencies**

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	1. About oneself
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1. Knowledge
	1. Perceive events and circumstances from the vantage point of others, including those in racial and cultural groups different from their own; from the other gender, from other ages; and from those who live under other political and economic systems. (Social Science Competency)
	2. Ability to obtain information about other cultures (e.g. history, values, language, holidays, etc…)
	3. Are aware of connections among civilizations from earliest times, and the gradual growth of global interaction among the world’s peoples, speeded and altered by changing means of transport and communication. (History Competency)
2. Action
	1. Are aware of current world events, issues, and problems and know how concepts and theories in the social sciences can be applied to understand them. . (Social Science Competency)