University of Central Florida
Office of Diversity and Inclusion

Cultural Competencies for Graduating Students

Cultural competency is the ability to function effectively in the presence of socio-cultural diversity. It consists of cognitive, affective, and skill components, and to be cultural competent, all three of these domains of learning must be addressed. In this regard, the following cultural competencies are recommended for the University of Central Florida's graduating students:

Cognitive Domain (See Attachment One for the Levels of Learning within the Cognitive Domain.)

Graduating students will be able to:

- **C1** - Define and understand vocabulary as it relates to diversity and inclusion. **Level 2**
- **C2** - Understand that diversity is represented by all the ways in which human beings differ. **Level 2**
- **C3** - Define power, privilege, and discrimination and evaluate their effects on personal behavior, relationships with others, and society. **Level 6**
- **C4** - Recognize the elements of "culture" and apply their knowledge by comparing and contrasting similarities and differences among cultures. **Level 4**
- **C5** - Identify their own racial/ethnic heritages and associated culture and demonstrate how their perspectives affect interactions with others. **Level 5**
- **C6** - Understand how international events influence their lives and apply this awareness to evaluate impacts on global society. **Level 6**
- **C7** - Understand that differences in communication patterns exist among and within cultures and analyze how differences in communication may lead to misunderstandings. **Level 4**

Cultural Competencies for Graduating Students
continued

<u>**Affective Domain**</u> **(See Attachment One for the Levels of Learning within the Affective Domain.)**

Graduating students will be able to:

- **A1** - **Respectfully listen with appreciation to others' diverse life experiences and demonstrate understanding.** **Level 1**
- **A2** - **Engage in interactions with people of different "cultures" and share examples of their own life experiences, values, beliefs, and feelings.** **Level 2**
- **A3** - **Show receptivity to exploring cross-cultural communication styles.** **Level 3**
- **A4** - **Gain new understanding and insights about the points of view of others and evaluate how these different perspectives influence behavior and relationships.** **Level 4**
- **A5** - **Consider instances in which they have been stereotyped and share with others the emotional impacts these views had on them.** **Level 4**
- **A6** - **Recognize instances in which they have stereotyped others, consider the emotional effects of these stereotypes on others, and assume responsibility for their behavior.** **Level 4**
- **A7** - **Acknowledge, with respect, individual opinions and feelings about diversity-related conflict and recognize these conflicts may generate emotional reactions.** **Level 4**

<u>**Skill-Building Domain**</u> **(See Attachment One for the Levels of Learning within the Skill-Building Domain.)**

Graduating students will be able to:

- **S1** - **Practice listening to others in attentive, active, and affirmative ways.** **Level 3**
- **S2** - **Describe, practice, and demonstrate actions that may be taken when confronted with stereotypes.** **Level 4**
- **S3** - **Reflect on their own cultural heritage and biases and develop and refine skills to recognize biases in others.** **Level 4**
- **S4** - **Use inclusive language in classroom, social, and professional settings.** **Level 5**
- **S5** - **Apply conflict resolution skills when presented with disagreements related to diversity issues.** **Level 4**
- **S6** - **Demonstrate diversity leadership by providing constructive feedback to create more inclusive spaces.** **Level 5**
- **S7** - **Bridge differences and build communities through the acquisition of "ally" skills.** **Level 6**

Collaborators

The competencies listed in this document are the work of members of the faculty and staff of the University of Central Florida.   Their contributions are acknowledged as follows:

The Brainstorming Team

As part of the Diversity Track of the 2008 Summer Faculty Development Conference, participants brainstormed lists of cultural competencies that they thought should be developed in the University of Central Florida's graduating students. The members of this track were Dr. Kimiko Akita, Dr. Mia D. Alexander-Snow, Ms. Silvia G. Diaz, Dr. Costas Efthimiou, Mr. Michael Freeman, Ms. Mary Ellen Gomrad, Ms. Lani M. Harris, Mr. Harry Jernigan, Dr. Ana C. Mack, Ms. Holly E. McDonald, Ms. Lauryn A. Migenes, Dr. Olga Molina, Dr. George W. Musambira, Ms. Patricia Pates, Mr. Richard A. Quinn, Ms. Vivian M. Ray, Dr. Patricia Robinson, Dr. Hari P. Saha, Ms. Barbara E. Thompson, and Dr. Christos Velissaris.

The Writing Team

Six individuals from the Diversity Track assumed the responsibility of taking the results of the brainstorming efforts and writing a formal list of recommended cultural competencies. These individuals met many times over the course of eight months consolidating and refining the items into the 21 cultural competencies listed in this document. Members of the writing team included Dr. Mia D. Alexander-Snow, Ms. Silvia G. Diaz, Ms. Mary Ellen Gomrad, Ms. Lauryn A. Migenes, Ms. Patricia Pates, and Ms. Barbara E. Thompson.

The Review Team

Upon completion of the list, ten faculty and staff members reviewed and offered suggestions with respect to the cultural competencies as developed by the writing team. These individuals included Dr. Patricia Angley, Dr. Tace Crouse, Dr. Valarie G. King, Dr. Weili Luo, Dr. Olga Molina, Dr. Alison Morrison-Shetlar, Dr. Tarat Rahman, Ms. Vivian M. Ray, Dr. Martha Lue Stewart, and Dr. Elizabeth Wardle.

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Domains of Learning

As Presented By:
Dr. Cristine Clifford Cullinan
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Cognitive	Affective	Skill-Building
Getting It The person has acquired the cognitive information such that he or she can quote or refer to it when appropriate.	**Receiving** The person listens and understands the experiences, values, beliefs, and feelings of others.	**Perception of the Skill** The person is aware that there is a particular skill or set of skills involved in the learning.
Understanding It The person can explain the relevance to others.	**Responding** The person can share examples of his or her own experiences, values, beliefs, and feelings.	**Readiness to Attempt the Skill** The person demonstrates a willingness to prepare to do the skill.
Applying It The person can apply the information to a situation.	**Valuing** The person demonstrates the ability to examine different views, and to seek value in other perspectives.	**Guided Practice** The person begins to practice the skill and accepts feedback.
Analyzing It The person can break the information down and apply it in more complex situations.	**Self-Evaluation** The person gains understandings and insights by examining his or her own behavior in light of this new learning.	**Simple Mastery** The person demonstrates using the skill in a relevant situation.
Recombining It The person can combine this information with other information and demonstrate application in complex situations.	**Internalization** The person has changed his or her own beliefs and values based on learnings from the previous levels.	**Complex Mastery** The person uses related learning and feedback to use the skill in more challenging situations.
Evaluating It The person can use appropriate standards to judge usefulness and importance of the information.		**Adaptive Mastery** The person seeks out new knowledge to improve his or her ability to respond.