

## C2. Global Responsibilities General Education Rubric

### **Definition**

Students develop global responsibilities by 1) exploring and developing an understanding of global histories, cultures, institutions, problems, and languages, along with the historical, social, economic, political, and environmental connections among them, 2) examining how academic and commercial endeavors affect other countries and consider the ethical implications of these actions and their effects, and 3) examining how global culture, institutions, and issues affect our society.

### **Framing Language**

The word 'global' has taken on increased significance as trade, travel, and human effects on the planet have increased. Students need to understand and exercise their global responsibilities which can be developed both through courses that include the teaching of a foreign language, and courses that explore global institutions, developments, or processes. This rubric is designed to articulate the criteria necessary for students to demonstrate global responsibility. Whichever elements are addressed, courses that meet the requirements of this responsibility offer students meaningful opportunities including but not limited to analyzing and exploring complex global challenges, communicating and collaborating respectfully with others, identifying responsible action within global contexts, and analyzing the goals, methods, and consequences of that action. A globally responsible graduate should have an advanced sense of identity, community, ethics, an appreciation of the perspectives of others, and an understanding of global institutions and processes.

# Global Responsibilities General Education Rubric

- For “full” designation, courses must address at least 4 Elements. Language courses at the 100- and 200-level must address Element 3 and at least one additional element.
- For “partial” designation, courses must address at least 2 Elements.

Elements	Competent	Approaching Competency	Beginning Competency
<b>1. Applies Country or Area Knowledge</b>	Demonstrates detailed knowledge of the context for global issues such as geography, history, culture, politics, economics, etc. in at least one non-U.S. country or global region.	Demonstrates basic knowledge of the context for global issues such as geography, history, culture, politics, economics, etc. in at least one non-U.S. country or global region.	Demonstrates incomplete knowledge of the context for global issues such as geography, history, culture, politics, economics, etc. in at least one non-U.S. country, or global region.
<b>2. Applies Knowledge of Global Systems</b>	Applies detailed knowledge of global systems from at least one disciplinary perspective (cultural, economic, historical, linguistic, scientific, environment, etc.) to address a global issue.	Applies basic knowledge of global systems from at least one disciplinary perspective (cultural, economic, historical, linguistic, scientific, environment, etc.) to address a global issue.	Applies incomplete or partial knowledge of global systems (cultural, economic, historical, linguistic, scientific, environment, etc.) to address a global issue.
<b>3. Communicates in a Language Other than English</b>	Creates, processes, and negotiates meaning in a language other than English in all major time frames and at the paragraph level. Can function in all informal and some formal contexts.	Uses a language other than English to engage in simple sentence-level transactions in informal contexts. Can ask basic questions in these same contexts.	Uses memorized phrases in a language other than English to meet some basic needs.
<b>4. Accounts for Own Cultural Perspective</b>	Evaluates one's own cultural perspective with insight and self-awareness; articulates how this perspective informs engagement with a global issue(s), while acknowledging commonalities and cultural differences.	Demonstrates awareness of one's own cultural perspectives and begins to consider how it shapes understanding of a global issue(s), including some recognition of cultural commonalities and differences.	Presents a limited awareness of one's own cultural perspective of a global issue(s); may overlook how this perspective influences understanding or engagement.

<b>5. Considers Multiple Perspectives</b>	Evaluates how (or why) multiple perspectives (such as cultural, disciplinary, ethical, etc.) shape the understanding of a global issue(s).	Compares multiple perspectives (such as cultural, disciplinary, ethical, etc.) when exploring a global issue(s).	Identifies multiple perspectives (such as cultural, disciplinary, ethical, etc.) when exploring a global issue(s).
<b>6. Examines Global Responsibilities</b>	Analyzes the ethical dimensions of local or national decisions and their consequences, and explores possible actions to address the global issue.	Explains the ethical dimensions of local or national decisions that affect a global issue, considering some consequences.	Identifies basic ethical dimensions of local or national decisions that affect a global issue.