

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 to analyze and explore complex global challenges, communicate and collaborate respectfully with others, identifies responsible action within global contexts, and analyzes 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.

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- 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
1. Applies Country or Area Knowledge	Demonstrates detailed knowledge of geography, history, culture, politics, and/or economics of at least one non-U.S. culture, country, or global region.	Demonstrates basic knowledge of geography, history, culture, politics, and/or economics of at least one non-U.S. culture, country, or global region.	Demonstrates incomplete knowledge of geography, history, culture, politics, and/or economics of at least one non-U.S. culture, country, or global region.
2. Applies Knowledge of Global Systems	Applies detailed knowledge of global systems from at least one disciplinary perspective (cultural, economic, historical, linguistic, scientific) to address a global issue.	Applies basic knowledge of global systems from at least one disciplinary perspective (cultural, economic, historical, linguistic, scientific) to address a global issue.	Applies incomplete or partial knowledge of global systems to address a global issue.
3. Communicates in a Language Other than English	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.
4. Accounts for Own Cultural Perspective	Evaluates new perspectives about one’s own cultural rules and biases recognizing global commonalities and differences to address issues within a global context.	Identifies one’s own cultural rules and biases in order to situate one’s culture within a global context.	Demonstrates awareness of one’s own cultural rules and biases with a limited perspective of a global context.
5. Considers Multiple Perspectives	Evaluates and applies multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within global systems.	Compares multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within global systems.	Identifies multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within global systems.

6. Examines Global Responsibilities	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions available to address a global issue informed by one's sense of personal and global responsibility.	Explains the basic ethical, social, and environmental consequences of local and national decisions on global systems based on one's sense of personal responsibility to address global issues.	Identifies basic ethical dimensions of local or national decisions that have global impact.
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