

Global Awareness and Understanding Outcome Rubric

| Criteria | | Advanced 4 | Proficient 3 | Developing 2 | Beginning 1 |
|-----------|---|--|--|---|--|
| Knowledge | Demonstrates understanding of global processes and legacies that affect interdependence and/or relationships among different parts of the world | Articulates advanced understanding through multiple theoretical lenses of global processes and legacies that affect interdependencies and/or relationships among different parts of the world. | Articulates understanding of global processes and legacies that affect interdependencies and/or relationships among different parts of the world. | Demonstrates some understanding (at an introductory level) of global processes and legacies that affect interdependencies and/or relationships among different parts of the world. | Shows no understanding of global processes and legacies that affect interdependencies and/or relationships among different parts of the world. |
| | Poses critical questions about power relations, asymmetries, and/or ethical and moral questions across the globe and within individual countries | Uses the global framework to pose advanced critical questions about power relations, asymmetries, and/or moral and ethical questions across the globe and within individual countries. | Demonstrates adequate ability to pose questions in the global framework about power relations, asymmetries, and/or moral and ethical questions across the globe and within individual countries. | Beginning ability to use the global framework to pose critical questions about power relations, asymmetries, and/or moral and ethical questions across the globe and within individual countries. | Lacks ability pose critical questions about power relations, asymmetries, and/or moral and ethical questions across the globe and within individual countries. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social Responsibility</p> | <p>Examines how individual and/or collective interventions in global social problems and/or issues are both possible and consequential</p> | <p>Thoroughly examines how individual and collective interventions in global social problems and/or issues are both possible and consequential.</p> | <p>Examines how individual and collective interventions in global social problems and/or issues are both possible and consequential.</p> | <p>Partially examines how individual and collective interventions in global social problems and/or issues are possible and/or consequential.</p> | <p>Does not examine how individual and collective interventions in global social problems and/or issues are possible and consequential.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Depth and Breadth in Area Studies</p> | <p>Analyzes the impact of global systems on ideas, culture, politics, economics, and/or the environment in at least one world area other than the US.* (the US maybe a point of comparison, but not a frame for the entire course)</p> | <p>Analyzes and identifies, in a nuanced/advanced manner, the impact of globalization or interdependency on states, cultures, politics, economies and/or the environment on localities outside of the US.</p> | <p>Analyzes and identifies the impact of globalization or interdependency on states, cultures, politics, economies and/or the environment on localities outside of the US.</p> | <p>Introduces the impact of globalization or interdependencies on localities outside of the US</p> | <p>Omits the impact of globalization or interdependencies on localities outside the US.</p> |

Rubric Development Process:

The Global Awareness and Understanding Rubric was developed collaboratively in Spring 2017 with the Curriculum Committee and the Assessment Committee, with additional input from the Center for Global Initiatives and the History/Political Science Department. The rubric went through a major revision in April 2019, based on faculty input from several different departments and committees.

Revised April 25 2019