

Global Citizenship Rubric (based on AAC&U VALUE Rubrics)

Definition: Students recognize the complexity of global systems and their roles within them.

Over the course of the general education program, students will develop an awareness of their intersecting roles and responsibilities at local, state, national, tribal, and global levels. Students will critically analyze natural, physical, social, cultural, economic, and political systems. Students will have the tools to make informed and responsible action, supported by respectful collaboration, to address local and global challenges.

Instructors are encouraged to include a service learning component (work with local Tribal Governments is encouraged) in the assignment to allow students to demonstrate one or more of the criteria within the rubric.

Evaluators are encouraged to assign a zero to any work that is plagiarized or does not meet beginning level performance.

Criteria	Mastering	Accomplishing	Developing	Beginning
Global Awareness	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes in detail relevant global issues/processes/trends/systems <input type="checkbox"/> Analyzes in detail how local/state issues have global implications 	<ul style="list-style-type: none"> <input type="checkbox"/> Discusses/explains in detail relevant global issues/processes/trends/systems <input type="checkbox"/> Discusses/explains in detail how local/state issues have global implications 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes in a limited fashion relevant global issues/processes/trends/system <input type="checkbox"/> Describes in a limited fashion how local/state issues have global implications 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies minimal relevant information on global issues/processes/trends/systems, factual errors may be present <input type="checkbox"/> Unable to identify how local/state issues have global implications
Position Taking	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes in detail how own worldview informs and limits own understandings of the interrelatedness of roles and responsibilities at the local/state/national/tribal/global levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes in detail how own worldview informs and limits own understanding of the interrelatedness of roles and responsibilities at the local/state/national/tribal/global levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies that own worldview informs and limits own understanding of the roles and responsibilities at the local/state/national/tribal/global levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Unable to recognize that own worldview informs and limits own understanding of the roles and responsibilities at the local/state/national/tribal/global levels
Cultural Diversity	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes cultural differences in detail <input type="checkbox"/> Demonstrates acknowledgement of and appreciation for cultural differences <input type="checkbox"/> Analyzes and prioritizes connections between own, life and the concerns of culturally diverse people at home (locally) or abroad (globally) 	<ul style="list-style-type: none"> <input type="checkbox"/> Discusses cultural differences in detail <input type="checkbox"/> Demonstrates acknowledgement of and attempts to appreciate cultural differences <input type="checkbox"/> Discusses in detail connections between own life and the concerns of culturally diverse people at home (locally) or abroad (globally) 	<ul style="list-style-type: none"> <input type="checkbox"/> Discusses cultural differences <input type="checkbox"/> Demonstrates acknowledgement of cultural differences <input type="checkbox"/> Identifies connections between own life and the concerns of culturally diverse people at home or abroad 	<ul style="list-style-type: none"> <input type="checkbox"/> Minimal awareness of cultural differences <input type="checkbox"/> Fails to acknowledge cultural differences <input type="checkbox"/> Unable to identify connections between own life and the lives of culturally diverse people at home or abroad
Personal and Self Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates the ethical, social, and/or environmental dimensions 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes the ethical, social, and/or environmental dimensions of 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains in detail the ethical, social, and/or environmental dimensions 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the most basic ethical dimensions of local/state/national/

	<p>of local/state/national/tribal/global decisions that have a global impact</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates the ethical, social, and environmental consequences of global systems <input type="checkbox"/> Evaluates the local and broader consequences of potential individual and collective actions <input type="checkbox"/> Takes action in an informed and responsible manner out of sense of personal/civic responsibility on the global level 	<p>local/state/national/tribal/global decisions that have a global impact</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes the ethical, social, and environmental consequences of global systems <input type="checkbox"/> Explains in detail a range of potential actions to address these consequences <input type="checkbox"/> Takes action out of sense of personal/civic responsibility on the global level 	<p>of local/state/national/tribal/global decisions that have a global impact</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explains the ethical, social, and environmental consequences of global systems <input type="checkbox"/> Identifies potential actions to address these consequences <input type="checkbox"/> Aware of own sense of personal/civic responsibility on the global level 	<p>tribal/global decisions that have a global impact</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not consider broader consequences <input type="checkbox"/> Does not consider interventions <input type="checkbox"/> Does not perceive own personal/civic responsibility on the global level
Knowledge Demonstration	<ul style="list-style-type: none"> <input type="checkbox"/> Uses evidence to provide a thorough and nuanced analysis of the interrelatedness of current and/or past challenges facing humanity/natural world found at the local/national/regional/global levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses evidence to analyze the interrelatedness of current and/or past challenges facing humanity/natural world found at the local/national/regional/global levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Explains in detail multiple connections among current and/or past challenges facing humanity/natural world found at the local/national/regional/global levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Minimal awareness of connections among current and/or past challenges facing humanity/natural world found at the local/national/regional/global levels
Knowledge Application	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively uses an interdisciplinary perspective (i.e., cultural, historical, and scientific) when discussing local and global challenges <input type="checkbox"/> Plans sophisticated, appropriate, and effective solutions to address complex local and global challenges <input type="checkbox"/> Implements solutions involving others at the local and higher levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses an interdisciplinary perspective (i.e., cultural, historical, and scientific) when discussing local and global challenges <input type="checkbox"/> Plans moderately effective solutions to address local and global challenges that are appropriate to their contexts <input type="checkbox"/> Implements solutions involving others at the local level 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a single disciplinary perspective (i.e., cultural, historical, and scientific) when discussing local and global challenges <input type="checkbox"/> Plans simplistic yet practical solutions to address local and global challenges <input type="checkbox"/> Implements solutions but without involving others 	<ul style="list-style-type: none"> <input type="checkbox"/> Minimal awareness of local and global challenges based on own worldview or other limited perspectives <input type="checkbox"/> No attempt to formulate solutions to local or global challenges <input type="checkbox"/> No attempt to implement solutions

Glossary

These definitions were developed to clarify terms and concepts for the Global Learning Rubric. We encourage you to look at other learning outcome rubrics for closely related values:

Global Self- Awareness-- Students develop an identity that is self-aware of the interrelatedness of their roles and responsibilities at local, state, national, tribal, and global levels.

Position Taking—the ability to critically analyze natural, physical, social, cultural, economic, and political systems. Students will engage information from differing experiences to understand how one’s worldview (place in the world) both informs and limits our understandings of the interrelatedness of roles and responsibilities *at the local, state, national, tribal, and global levels*.

Cultural Diversity—the ability to identify connections of one’s cultural heritage in terms of origins and influences and understanding how those connections shape how one sees the world. This includes using awareness of cultural heritage to reciprocate respectfully when studying about the cultural diversity of people throughout the globe. Students will use this knowledge to make the informed and responsible decisions when collaborating to address problems in local and global contexts.

Personal and Self Responsibility—the ability to recognize the intersecting roles and responsibilities at local, state, national, tribal, and global levels—and to apply this perspective in the development of an understanding of responsible action and respectful collaborations to address local and global challenges.

Global Systems—the complex layers of overlapping systems and ecologies across the globe including natural systems (systems related to the natural world) and human systems (systems built by human beings). These systems can include but are not limited to natural, physical, social, cultural, economic, and political systems. These systems shape the lives we live and the tools we use to address problems in local and global contexts. Students need to recognize how these systems are: 1) constructed and influenced 2) operate within different contexts and with different implications and consequences 3) implicate human beings and the natural world 4) how they can be changed or altered.

Knowledge Demonstration—the demonstration of knowledge of the interrelatedness of contemporary and past challenges facing human beings, cultures, communities, societies, physical and natural worlds on the local and global level. The ability to apply the tools gained in higher education as solutions to problems for both the individual and global community today and in the future.