

UCIS GLOBAL LEARNING & ENGAGEMENT RUBRIC*

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

	Level 4	Level 3	Level 2	Level 1
KNOWLEDGE				
Global and/or Regional Expertise	<i>Applies</i> knowledge or understanding of current and historical contexts related to a world area or global issue to develop an in-depth evaluation and/or propose a new interpretation of the subject matter.	<i>Combines</i> factual information with application and/or analysis to establish unusual depth of understanding of current and historical contexts related to a world area or global issue.	<i>Formulates</i> practical, yet elementary, connections which reveal basic understanding of current and historical contexts related to a world area or global issue.	<i>Identifies</i> basic dimensions of current and historical contexts related a world area or global issue.
Interdisciplinary Connections	<i>Synthesizes</i> facts, methods or theories from more than one field of study or perspective.	<i>Contextualizes</i> examples, facts, methods or theories from more than one field of study or perspective.	<i>Compares and/or contrasts</i> facts, methods or theories from more than one field of study or perspective.	<i>Describes</i> facts, methods or theories from more than one field of study or perspective.
SKILLS				
World & Heritage Languages	<i>Uses advanced</i> skills of listening, speaking, reading and writing in at least one other language to work with scholarly and/or professional documents.	<i>Uses intermediate</i> skills of listening, speaking, reading and writing to engage with topics and people in other language communities.	<i>Uses basic</i> foreign language skills of listening, speaking, reading and writing to examine topics and people of other language communities.	<i>Acknowledges</i> the value of foreign language skills of listening, speaking, reading and writing to examine topics and people of other language communities.
Collaboration & Communication	<i>Demonstrates</i> leadership skills to initiate a group product/project.	<i>Applies</i> collaboration and communication skills to contribute to a group product/project.	<i>Participates</i> in group or collaborative experiences in a sustained manner.	<i>Exhibits</i> willingness to participate in collaborative experiences and/or activities.
AWARENESS & ENGAGEMENT				
Diverse Perspectives	<i>Demonstrates</i> self-awareness and/or ability to adjust one's own attitudes and beliefs because of working within and learning from a diversity of communities and cultures.	<i>Reflects</i> on how attitudes and beliefs are different from those of other cultures and communities.	<i>Describes</i> exposure to experiences that are different from one's own culture or community.	<i>Exhibits</i> curiosity about what can be learned from diversity of communities and cultures.
Civic & Global Engagement	<i>Creates</i> new local-global civic engagement opportunities for others, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	<i>Demonstrates</i> sustained participation in local-global civic engagement, with reflective insights or analysis about the aims and accomplishments of one's actions.	<i>Participates</i> in local-global civic engagement and begins to reflect or describe how these actions may benefit individual(s) or communities.	<i>Acknowledges</i> an openness to local-global civic engagement.

*This rubric is inspired by the Global Learning VALUE Rubric developed by the Association of American Colleges & Universities, for more information, please contact value@aacu.org