

## Global Engagement and Intercultural Learning Assessment Rubric

### Definition

Courses in this competency provide students with knowledge and critical understanding of similarities and differences across world cultures over time and space. These courses emphasize the development of global perspectives and skills to engage across cultures and cultural identities.

### Framing Language

A course approved in the Global Engagement and Intercultural Learning competency provides students with knowledge and critical understanding of similarities and differences across world cultures over time and space. These courses emphasize the development of global perspectives and skills to engage interculturally and across cultural identities. They should also thematize the enhancement of students' awareness and knowledge of the interdependent world in which they are living, so they are able to draw in creative ways on both generalized knowledge and the specialized knowledge of their majors to understand conditions and issues in global systems. This rubric provides foundations to measure students' capacity to describe dynamic elements of different cultures and explain similarities and differences across world cultures to prepare them for global engagement. Global engagement can be undertaken in curricular and co-curricular contexts, as well as in both local and international settings.

### Glossary

**Cultures** – the norms, values, and other social institutions that can be found in human societies

**Cultural elements** – may include (but are not limited to) aesthetic systems, communication systems, economics, physical environments, ethics, gender norms, geography, history, politics, religious principles, or social beliefs, norms and practices

**Cultural identities** – the associations of individuals with the defining elements of cultures

**Dynamic** - fluid and changing continually

**Global systems** – the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems (1) are influenced and/or constructed, (2) operate with differential consequences, (3) affect the human and natural world, and (4) can be altered. (Source: Global Learning VALUE rubric)

### Rubric Key

**Dimension** – A dimension expresses a fundamental aspect of a given Student Learning Outcome.

**Level** – The levels of learning describe progressive achievement, moving from Developing (Level 1) to Sophisticated (Level 4). Basic Competence in this MAC competency is achieved at Level 2. Students should be given opportunities to develop further levels of achievement in their upper-level, program-specific courses, after their initial introductory-level exposure to its fundamentals in a MAC-designated course.

**SLO** – A Student Learning Outcome (SLO) expresses the core learning goals of a curriculum. This rubric presents the SLOs for this MAC competency. Any course designated to deliver this competency is expected to state these SLOs verbatim in the course syllabus and to foreground them in its design and delivery.

<b>SLO #1: Describe dynamic elements of different cultures.</b>				
<b>Dimensions</b>	<b>Sophisticated competence (Level 4)</b>	<b>Emerging competence (Level 3)</b>	<b>MAC (Basic) competence (Level 2)</b>	<b>Developing competence (Level 1)</b>
<b>Description of elements of different cultures</b>	Describes and situates elements of different cultures and/or cultural identities as complex and dynamic over time and space within global systems. Articulates the connections between different identity	Describes and situates elements of different cultures and/or cultural identities as complex and dynamic within global systems. Identifies elements of different cultures and	Describes elements of different cultures and/or cultural identities as complex and dynamic. Identifies elements of different cultures and cultural identities.	Describes cultures and cultural identities in simple and static ways and demonstrates minimal understanding of elements important to cultural identity.

	factors and how they impact students' assumptions or perspectives.	cultural identities. Recognizes some identity factors that impact students' assumptions or perspectives.		
<b>SLO #2: Explain how similarities, differences, and connections among different groups of people or global systems affect one another over time and place.</b>				
<b>Dimensions</b>	<b>Sophisticated competence (Level 4)</b>	<b>Emerging competence (Level 3)</b>	<b>MAC (Basic) competence (Level 2)</b>	<b>Developing competence (Level 1)</b>
<b>Explanation of effects over time and place</b>	Explains how groups of people or global systems affect one another over time and place by demonstrating deep knowledge of similarities and differences across groups of people and cultural contexts. Provides critical evaluation of the impact of observed similarities, differences, and connections among different groups or systems.	Provides evidence-based explanation of similarities, differences, and connections among different groups or global systems and how they affect one another. Compares elements of different cultures and cultural identities.	Provides basic explanation of how groups of people and global systems affect one another. Identifies basic elements of different cultures and cultural identities. Describes similarities, differences, and connections among different groups or systems.	Shows awareness that groups of people or global systems affect one another over time and place. Explanation, if present, emphasizes superficial differences or minimizes cultural differences.

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