

UNCW Global Citizenship Rubric

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	Score
GC1 Factual knowledge (GS1)	Identifies few facts associated with the relevant global issues, processes, trends, and systems; factual errors may be present.	Identifies the main facts associated with the relevant global issues, processes, trends, and systems.	Identifies the main facts associated with the relevant global issues, processes, trends, and systems, explaining the details of a few.	Thoroughly discusses the main facts associated with the relevant global issues, processes, trends, and systems.	
GC2 Knowledge of connections within systems	Describes components of global system(s) without demonstrating understanding of the interconnectedness within/between global system(s) and process(es).	Demonstrates a limited understanding of the interconnectedness within/between global system(s) and process(es).	Demonstrates a fairly complete, yet basic, understanding of the interconnectedness within/between global system(s) and process(es).	Demonstrates a nuanced understanding of the interconnectedness within/between complex global system(s) and process(es).	
Thinking Critically and Solving Problems This SLO is assessed using the Critical Thinking or Problem Solving VALUE Rubric dimensions PLUS GC3 Use of diverse cultural frames of reference and alternative perspectives (GS2)	Considers only one's own perspective or uses only one frame of reference when discussing global issues.	Acknowledges another perspective as well as own or uses at least two frames of reference when discussing global issues.	Considers and applies multiple perspectives and/or frames of reference in addition to one's own when discussing global issues.	Demonstrates on-going exploration and integration of multiple perspectives and/or frames of reference in addition to one's own when discussing global issues.	
GC4 Tolerance of differences (GS3)	Shows minimum acceptance of cultural differences and evidences a self-centric view of culture.	Occasionally shows acceptance of cultural differences, though may be troubled by ambiguous situations. May have fixed ideas about what "should" occur.	Shows acceptance of obvious cultural differences, and can manage in some ambiguous situations. Shows some flexibility about what "should" occur based on that acceptance.	Shows acceptance of cultural differences, including subtle or hidden differences, and is not troubled by ambiguous situations. Has flexible ideas about what "should" occur even in complex situations.	
GC5 Ethical responsibility	Describes events which have changed or could change global society or environment with little or no mention of ethical dimensions.	Identifies ethical dimensions of particular acts and decisions that either have changed or could change global society or environment.	Considers the ethical dimensions of own acts and decisions that could either enhance or diminish global society or environment.	Demonstrates commitment to act, live, and create ethically in an attempt to enhance global society or environment.	

UNCW GLOBAL CITIZENSHIP RUBRIC

UNCW Learning Goal *Global Citizenship*

Describe and examine the intellectual and ethical responsibilities of active global citizenship

Global citizenship is characterized by the ability to evaluate large-scale impacts of historical, scientific, economic, political cultural and artistic perspectives on individuals, societies and our environment; and by participation in efforts to make the world a better place. (UNCW Learning Goals Definitions)

University Studies: Living in a Global Society component Student Learning Outcomes:

The student will:

- GS 1. Demonstrate knowledge of global issues, processes, trends, and systems. [Foundational Knowledge]
- GS 2. Use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems. [Foundational Knowledge, Inquiry, Critical Thinking, Diversity, Global Citizenship]
- GS 3. Accept cultural differences and tolerate cultural ambiguity. [Global Citizenship]

References used in creating rubric:

Adelphi University General Education Learning Goal Rubric – Global Citizenship <http://academics.adelphi.edu/gened/goals.php>

University of Southern California Assessment Criteria – Social/Behavior Sciences

<http://www.ipr.sc.edu/effectiveness/criteria/socibeh.htm>

Washington State University Global Outcomes and Rubrics

http://ip.wsu.edu/education_abroad/outcomes-program-assessment/education-abroad-learning-outcomes.html