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|  | Global Diversity Sample Rubric | | | |
|  | **Level of Proficiency**   1. **Not Demonstrated** | **Level of Proficiency**   1. **Emerging** | **Level of Proficiency**   1. **Satisfactory** | **Level of Proficiency**   1. **Mastery** |
| SLO 1: recognize the cultural, historical, social, economic, and/or political circumstances that produce different social and cultural systems | Fails to demonstrate understanding of the complexity of elements important to members of another culture/society in relation to its historical, economic and/or political circumstances. | Demonstrates superficial understanding of the complexity of elements important to members of another culture/society in relation to its historical, economic, and/or political circumstances. | Demonstrates adequate understanding of the complexity of elements important to members of another culture/society in relation to its historical, economic, and/or political circumstances. | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture/society in relation to its historical, economic, and/or political circumstances. |
| ***Course specific criteria/ content that indicates alignment with articulated levels of proficiency (to be completed by units if desired)*** | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* |
| SLO 2: demonstrate specific knowledge of the cultural, historical, social, economic, and/or political aspects of one or more countries or nations other than the United States | Fails to demonstrate understanding of the following characteristics of a country, of the following characteristics of a country, or countries, other than United States: cultural, historical, social, economic, and/or political processes. | Student is unable to demonstrate more than superficial characteristics and understanding of the following characteristics of a country, or countries, other than the United States: cultural, historical, social, economic, and/or political processes | Student is able to demonstrate depth and understanding of one or two of the following characteristics of a country, or countries, other than the United States: cultural, historical, social, economic, and/or political processes. | Student is able to demonstrate depth and understanding of more than two of the following characteristics of a country, or countries, other than the United States: cultural, historical, social, economic, and/or political processes. |
| ***Course specific criteria/ content that indicates alignment with articulated levels of proficiency (to be completed by units if desired)*** | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* |
| SLO 3: explain the interrelations among global economic, political, environmental and/or social systems | Fails to demonstrate awareness of the existence of at least one of the following distinctive world-wide systems: social, economic, geo-political, or cultural and  Is unable to explain how any are interrelated. | Student only demonstrates a minimal awareness of the existence of at least one of the following distinctive world-wide systems: social, economic, geo-political, or cultural and is unable to explain how any are interrelated. | Student recognizes and demonstrates understanding of the interdependence of one or two of the following distinctive world-wide systems: social, economic, political, and cultural systems. Student demonstrates an understanding of the interdependences of several world-wide systems. | Student is able to demonstrate an understanding of and is able to differentiate between the interdependence of all of more than two of the following distinctive world-wide systems: social, economic, political, & environmental. Student is able to distinguish between world-wide systems and outline individual systems’ interdependence. |
| ***Course specific criteria/ content that would indicate alignment with articulated levels of proficiency (to be completed by units if desired)*** | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* |
| SLO 4: explain ways in which identity is developed and how it is transmitted within and by members of the group or groups | Fails to demonstrate understanding of identity as a social construction and the interdependence of dimensions of identity | Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity | Demonstrates a general understanding and appreciation of  dimensions of identity, e.g. race, ethnicity, social class, and gender as interdependent social constructions that are forged in the context of socio-historical relationships | Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize meanings, lived experiences and institutional practices that inform concepts and representations of the self and other |
| ***Course specific criteria/ content that would indicate alignment with articulated levels of proficiency (to be completed by units if desired)*** | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* |

Gen Ed Committee Defined Levels of Proficiency