

**Student Learning Outcome: Examine connections among the world's populations**

<b>Criteria</b>	<b>Insufficient (1)</b>	<b>Developing (2)</b>	<b>Competent (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
Diversity of Human Cultures	Does not recognize the diversity of human cultures in a global context	Recognizes basic aspects of cultural diversity	Recognizes and enumerates nuanced and complex aspects of cultural diversity	Demonstrates informed appreciation and analyzes implications of cultural diversity	
Interconnectedness among Human Cultures	Does not identify connections among world populations, cultures, regions, and countries	Identifies obvious connections among world populations, cultures, regions, and countries	Identifies complex connections among world populations, cultures, regions, and countries	Evaluates complex connections among world populations, cultures, regions, and countries	
Wider Perspectives on Global Issues	Unable or unwilling to acknowledge perspectives outside one's own	Recognizes other perspectives and demonstrates some awareness of divergent or disparate perspectives	Recognizes and describes divergent or disparate perspectives	Analyzes and interprets diverse perspectives from an informed position	
Average Rating					

**RIT**

**Benchmark:** 80% of students will achieve a rubric score of Competent (3) or higher.

## Student Learning Outcome: Examine connections among the world's populations

### *Perspective – Global*

Acting wisely as global citizens requires the ability to imagine how one's choices affect other people; courses in this category encourage students to see life from a perspective wider than their own and to understand the diversity of human cultures within an interconnected global society. Courses in this category may explore the interconnectedness of the local and the global in today's world or in historical examples, and encourage students to see how global forces reverberate at the local level.

### *Framing Language*

The global perspective assessment rubric is designed to accommodate the wide range of disciplinary methods, approaches, theories and subject matter. The rubric is composed of three criteria which are ordered vertically as a developmental progression:

1. In order to examine connections among populations we must first recognize the **diversity of human cultures**, aspects of which may include race, gender, language, religion, etc.
2. **Interconnectedness among human cultures** reflects the idea that we are not alone on this planet and that human actions have global ramifications.
3. An understanding of the interconnectedness among human cultures allows one to develop **wider perspectives on global issues** and is a first step in becoming a responsible global citizen.

Horizontally, the performance rating moves from insufficient to exemplary work, reflecting the quality and complexity of the students' achievement.

### *Assignment Design / Evaluation of Student Learning*

The rubric criteria can be assessed using single or multiple assignments, quantitative or qualitative indicators, and written or presented assignments as appropriate to the discipline and course.