



GLOBAL LEARNING COMPETENCY

Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

Global learning involves the critical analysis of and ethical engagement with complex global issues and their impact on both local and global communities. Global learning moves beyond describing a geographic location by addressing issues that exist beyond national boundaries, thus enabling students to:

- **Advance their knowledge** of global issues, multiple worldviews, and interconnected experiences;
- **Develop their abilities** to apply diverse perspectives in the face of multiple and even conflicting positions and contexts; and,
- **Address ethical challenges** and evaluate ways one's actions affect both local and global communities.

Framing Language

This rubric is designed for use across disciplines and focuses on providing students meaningful opportunities to analyze and explore complex global challenges, communicate respectfully in diverse environments, and apply learning to take ethical action in response to global challenges. Global learning also fosters the ability to advance equity and justice, locally and globally. The following definitions seek to clarify terms and concepts as used in this rubric:

- **Global Issues:** A challenge or problem that affects many people on a worldwide level and warrants attention and collaboration, both locally and globally. Examples include (but are not limited to) poverty, war and violence, financial crises, income inequality, youth unemployment, climate change, racism, hunger, migration, health, or education access.
- **Diversity:** Includes (but is not limited to) differences based on nationality, race, class, ethnicity, language, culture, gender, religion, disability, and sexuality. Understanding and engaging with diversity deepens the ability to recognize the origins and influences of one's own heritage as well as its limitations.
- **Global Self-Awareness:** Allows students to develop a position with an understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
- **Ethical Engagement:** Includes the recognition of the "rights" and "wrongs" in the challenges a global issue poses and involves an ability to advocate, educate, and support communities.

GLOBAL LEARNING COMPETENCY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
<p>Understanding Global Issues and Events</p> <p><i>Analyzes global issues and events, and recognizes their impact on both local and global communities</i></p>	<p>Discusses and analyzes the dynamics of a complex global challenge or event</p> <p>Highlights the most relevant shaping forces and outcomes of global issues or events, including at a local level</p> <p><i>(e.g., demonstrates knowledge of interdependent dimensions of global events and analyzes how they manifest locally and globally)</i></p>	<p>Discusses a complex global challenge or event</p> <p>Makes connections between local and global events and their outcomes</p> <p><i>(e.g., recognizes how interdependent influences of a global event manifest in various localities)</i></p>	<p>Identifies and describes a complex global challenge or event</p> <p>Demonstrates emergent understanding of the way local issues and events are connected to larger global issues</p> <p><i>(e.g., compares local and global manifestations of a global issue/event)</i></p>	<p>Identifies a phenomenon as posing a complex global challenge</p> <p>Identifies explicitly an example of a local issue or event that occurs globally</p> <p><i>(e.g., identifies a local manifestation of a global issue or event)</i></p>
<p>Communicating Knowledge in Global Contexts</p> <p><i>Showcases awareness of how diverse perspectives are shaped and communicated within global contexts and could impact communities locally</i></p>	<p>Discusses and analyzes diverse perspectives within local and global contexts</p> <p>Employs knowledge of diverse worldviews and cultural practices in communication</p>	<p>Discusses and explains other perspectives on experiences of people, globally and locally</p> <p>Demonstrates suitable knowledge of diverse worldviews and cultural practices</p>	<p>Identifies and describes divergent perspectives on similar experiences locally and globally</p> <p>Presents emergent knowledge of diverse worldviews and cultural practices</p>	<p>Identifies experiences of others through one perspective</p> <p>Presents minimal knowledge of diverse worldviews and cultural practices</p>
<p>Ethical Engagement and Global Self-Awareness</p> <p><i>Recognizes ethical dimensions of global issues</i></p> <p><i>Articulates global self-awareness</i></p>	<p>Discusses and analyzes the ethical consequences of global phenomena and proposes ethical responses and a range of actions or solutions (individual and collective)</p> <p>Discusses and analyzes personal attitudes and actions within a global framework</p>	<p>Discusses the ethical consequences of global issues and events</p> <p>Discusses personal attitudes and actions within global issues or events</p>	<p>Identifies and describes basic ethical challenges of global issues or events</p> <p>Identifies and describes basic connections between personal attitudes and actions and global issues or events</p>	<p>Presents minimal recognition of ethical dimensions related to global issues or events</p> <p>Provides minimal identification of the connections between attitudes and actions and global issues or events</p>