COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

GT PATHWAYS COMPETENCY: DIVERSITY & GLOBAL LEARNING

Required in GT Pathways Categories:

GT-SS2 (SLOs 1, 2 & 3)
GT-SS3 (SLOs 1, 2 & 3)

Diversity & Global Learning

Competency in diversity and global learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.

Student Learning Outcomes (SLOs)

Students should be able to:

1. **Build Self-Awareness (required for GT-SS2 & GT-SS3)**

   a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

2. **Examine Perspectives (required for GT-SS2 & GT-SS3)**

   a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

3. **Address Diversity (required for GT-SS2 & GT-SS3)**

   a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

4. <u>Share Personal and Social Responsibility</u>

   a. Address ethical, social, and environmental challenges within local or global systems.
   b. Identify a range of actions or solutions informed by one's sense of personal and civic responsibility.

5. <u>Understand Global Systems</u>

   a. Examine the historical and contemporary roles, interconnections, and differential aspects of human organizations.
   b. Explore impacts and actions on global systems within the human and the natural worlds.

6. <u>Apply Knowledge to Contemporary Global Contexts (suggested for service learning/enrichment programs/study abroad)</u>

   a. Incorporate multiple disciplinary perspectives (such as cultural, historical, and scientific) when identifying solutions to contemporary global challenges.

DIVERSITY AND GLOBAL LEARNING RUBRIC

This rubric is meant to be an __optional__ course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.

	4	3	2	1
Build Self-Awareness	Addresses and evaluates their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while addressing significant issues in the natural and human world.	Analyzes their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while addressing significant issues in the natural and human world.	Explains their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures while mentioning issues in the natural and human world.	Identifies some connections between their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures.
Examine Perspectives	Evaluates and applies diverse perspectives to complex subjects within natural and human systems addressing multiple perspectives including possible conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes and summarizes multiple perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Address Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews but does not acknowledge power structures.

	4	3	2	1
Share Personal and Social Responsibility	Evaluates the ethical, social, and environmental challenges of global systems and proposes specific and targeted actions informed by one's sense of personal and civic responsibility.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems and identifies one action informed by a sense of personal and civic responsibility.	Identifies basic ethical dimensions of some local or national decisions that have global impact but does not identify any action.
Understand Global Systems	Evaluates major elements of interconnections within the historic and contemporary role and differential aspects of human organizations to explore impacts and actions on global systems within the human and natural worlds.	Analyzes major elements of interconnections within the historic and contemporary role and differential aspects of human organizations to explore impacts and actions on global systems within the human and natural worlds.	Examines minor elements within the historical and contemporary role, and differential aspects of human organizations and begins to explore impacts and actions on global systems within the human and natural worlds.	Identifies minor elements within the historical and contemporary role, and differential aspects of human organizations and attempts to explore impacts and actions on global systems within the human and natural worlds.
Apply Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Identifies and evaluates complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.