

## Student Learning Outcome #1: Integrate knowledge of global interconnections and interdependencies

### FRAMING LANGUAGE

Northern Illinois University (NIU) has grown into a world-class university that attracts students and faculty from around the globe. In response to this, it is imperative to integrate global perspectives and competence into the core of our education. This calls for the capacity for students and the overall campus community to engage in global issues meaningfully, to recognize the role of a changing socio-political and socio-economic world, and to put international issues at the core of transformative learning. This rubric is designed to measure how NIU instills its students with global perspective and knowledge, through cultural self-awareness and to compare and contrast them with others. It also measures how students identify themselves as part of a larger international community as well as how they develop an understanding of the interdependencies of this larger, complex world.

<b>Criteria</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Global Knowledge</b>	Reflects comparatively and in depth on one's own country and a second country.	Analyzes two countries including their enculturation processes, worldviews, and economic, social and political patterns.	Compares and contrasts distinct behavioral characteristics of student's own and one other country.	Describes, with examples, the world's global diversity.
<b>Global Intellectual Skills</b>	Assesses the complexities and contradictions in one of the world's systems based on information about one or more of the relevant issues currently facing the world's population.	Develops a mental map of the interrelatedness of global institutions, issues, and systems using examples.	Analyzes evidence about a current topic related to a world issue.	Explains, with examples, the origins of today's world, its trends, and its systemic interdependence.
<b>Global Perspectives</b>	Articulates the basic assumptions of two worldviews/perspectives and applies them in formulating alternative responses to one of the world's major issues.	Demonstrates understanding of the complexity of elements important to members of another country in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Evaluates the potential effectiveness of two relevant contrasting responses to one general world issue.	Describes the world's economic, environmental, and political systems.
<b>Global Self-awareness</b>	Demonstrates potential for distinctive leadership in a global community.	Assesses own perspective and locates it amid world philosophical, religious, ideological, and/or intellectual frameworks.	Explains a relationship between a global issue and student's own personal commitments and vocational choices.	Explains basic awareness of student's own home country rules and biases.