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<th>Global Learning Outcome Elements</th>
<th>Below Benchmark (0 Points)</th>
<th>Benchmark 1 (1 Point)</th>
<th>Benchmark 2 (2 Points)</th>
<th>Benchmark 3 (3 Points)</th>
<th>Capstone (4 Points)</th>
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<tr>
<td><strong>GLOE 1. Students will be able to adapt and apply knowledge about the world’s diverse cultures, environments, communication styles and values.</strong></td>
<td>Makes no reference to cultures, environments, communication, styles or values from another country.</td>
<td>Identifies with examples the world’s diversity related to communication styles and/or behaviors, environments and/or values.</td>
<td>Compares and contrasts how communication styles and/or behaviors, environments and/or values differ from or are similar to one’s own.</td>
<td>Connects how culture shapes one’s values, communication styles and/or behaviors, world views and/or role in economic, social, political and/or religious systems.</td>
<td>Applies cultural knowledge to communicate and demonstrate the differences in styles and/or behaviors, and/or worldviews, and/or economic, social, political, and religious systems by providing examples based on theories or disciplines.</td>
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<td><strong>GLOE 2. Students will be able to evaluate global systems, institutions, and/or relationships of power and resources in a historical and geographic context.</strong></td>
<td>Makes no reference to global systems, institutions, relationships of power and/or resources in a historical and geographic context.</td>
<td>Identifies examples of global systems and/or institutions, and/or relationships of power and resources in a historical and geographical context.</td>
<td>Compares and contrasts the origins and nature of global systems and/or institutions and/or relationships of power and resources in a historical and geographical context.</td>
<td>Connects various perspectives on the importance of global systems, institutions, and/or relationships of power and resources in a historical and geographical context.</td>
<td>Applies the knowledge of global systems and/or institutions, and employs multiple perspectives and theories to reflect upon relationships of power and resources in a historical and geographical context.</td>
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<td><strong>GLOE 3. Students will use appropriate communication skills, in linguistically or culturally different environments.</strong></td>
<td>Makes no reference to communicating across different cultures and languages nor to the use of listening, questioning and/or observation skills to understand these differences.</td>
<td>Identifies examples of cultural and linguistic differences through the use of reading, listening, questioning, and/or observation skills.</td>
<td>Compares and contrasts differences and similarities in cultures and languages and/or communicate with a diverse audience in the target language through the use of reading, listening, questioning, and observation skills.</td>
<td>Connects with diverse audiences and/or across cultures and languages through the use of reading, listening, questioning, and/or observation skills to engage in mindful and respectful cross-cultural communications, preferably in the target language.</td>
<td>Applies, critically analyzes and employs multiple perspectives and/or theories to understand how to communicate with diverse audiences and across cultures, preferably in the target language, through the use of reading, listening, questioning, and/or observation skills.</td>
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<td><strong>GLOE 4. Students will engage in ethical global citizenship through learning experiences that enhance their understanding that individual and collective decisions have global implications.</strong></td>
<td>Makes no reference to the impact of individual and collective decisions globally.</td>
<td>Identifies with examples of the ripple effects of individual or collective decisions and/or actions around the world.</td>
<td>Compares and contrasts the implications of individual or collective decisions and actions on countries and/or cultures.</td>
<td>Explains the connectedness of decisions and actions ( ranging from personal to institutional) on people, places, countries and cultures of the world.</td>
<td>Applies and employs multiple perspectives and/or theories based on global learning experiences to explain the connectedness of decisions and/or actions ( ranging from personal to institutional) on people, places, countries and cultures of the world.</td>
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GLOBAL LEARNING OUTCOMES (GLO): COURSE-EMBEDDED ASSESSMENT USING ARTIFACTS

GLOE 1 -- Students will be able to adapt and apply knowledge about the world’s diverse cultures, environments, communication styles and values.

Below Benchmark (0 Points):
Makes no reference to cultures, environments, communication, styles or values from another country.

Benchmark 1 (1 Point) Identifies:
1. When prompted, describes and provides examples of communication (styles and/or behaviors), environments, and/or values of a culture other than their own.
2. When prompted, describes and provides examples of what people from a cultural grouping have (resources and artifacts), think (values), and/or do (behaviors) and where they live.

Benchmark 2 (2 Points) Compares/Explores:
1. When prompted, demonstrates an understanding of how a cultural element (communication styles/behaviors and/or values) or environment, differs from or is similar to one’s own.
2. When prompted, elaborates in detail the significance, context, and/or historical meanings associated with various cultural elements (communication styles/behaviors and/or values) from the perspective of the examined culture, including environments and resources.

Benchmark 3 (3 Points) Connects to key issues:
1. Analyzes how culture shapes one’s own values, communication styles/behaviors, worldviews, and/or role in economic, social, ecological, political and/or religious systems.
2. Demonstrates an understanding of the implications associated with diverse cultural communication styles/behaviors and values in various environments and of how cultural values influence communication.

Benchmark 4 (4 Points) Applies to experience:
1. Demonstrates an ability to adapt and apply cultural knowledge to communicate effectively in cross-cultural interactions.
2. Interprets and explains practical applications, implications, and/or consequences associated with ineffective cross-cultural communication by providing sources/examples from differing perspectives, theories, and/or disciplines.

GLOE 2 -- Students will be able to evaluate global systems, institutions, relationships of power and resources in a historical and geographic context.

Below Benchmark (0 Points):
Makes no reference to global systems, institutions, relationships of power and/or resources in a historical and geographic context.

Benchmark 1 (1 Point) Identifies:
1. When prompted, identifies examples of relationships of power, and/or global systems and/or institutions such as the WTO.
2. When prompted, begins to understand the role of resources, relationships of power, and/or global systems and/or institutions.
Benchmark 2 (2 Points) Compares/Explores:
1. When prompted, demonstrates an ability to understand the reasoning behind the existence of global systems and/or institutions such as the WTO.
2. When prompted, provides examples to compare one or two global institutions and their roles in distributing resources (including capital) and their role in relationships of power.
3. Attempts to link the examples with existing theories related to the origins and nature of global systems and/or institutions, and power relations.

Benchmark 3 (3 Points) Connects to key issues:
1. Explain with connected examples, the importance of global systems and/or institutions, and the effect they have on global power dynamics.
2. Discuss/describe the role of global systems and/or institutions, as well as relations of power, by presenting an issue and/or a problem.
3. Develops a position that demonstrates an understanding of the interconnectedness of the issue and/or problem and global systems and/or institutions and power.

Benchmark 4 (4 Points) Applies to experience:
1. Critically employs multiple perspectives and/or theories to reflect on the impact of global systems and/or institutions on the relative political and economic well-being and power of a local culture and/or group.
2. Analyzes and draws meaningful conclusions regarding the impact of global systems and/or institutions on a particular culture and/or group.
3. Interprets and/or explains conclusions with examples supported by theories and/or literature about global systems and/or institutions.

GLOE 3 -- Students will use appropriate communication skills* in linguistically or culturally different environments. [*reading, listening, questioning and/or observation skills (RLQO)]

Below Benchmark (0 Points):
Makes no reference to communicating across different cultures and languages nor to the use of listening, questioning and/or observation skills to understand these differences.

Benchmark 1 (1 Point) Identifies using RLQO:
1. When prompted, identifies examples of issues and/or problems related to communicating cross-culturally.
2. When prompted, provides examples of issues and/or problems related to communicating cross culturally, but does not demonstrate meaningful fact and/or theory-based connections.

Benchmark 2 (2 Points) Compares/Explores using RLQO (in the target language where possible):
1. When prompted, provides examples from more than one culture of how to communicate with diverse audiences in one’s own culture as well as across cultures.
2. When prompted, attempts to link examples of how to communicate (with diverse audiences and/or across cultures) with fact and/or theory.
Benchmark 3 (3 Points) Connects to key issues using RLQO (in the target language where possible):
1. Explain with connected examples, the critical and/or mindful (example: knowledge of the other culture’s ways of communicating, values, etc.) skills required to communicate with diverse audiences and/or across cultures.
2. Demonstrates an understanding of his/her role and responsibility in communicating cross culturally.
3. Explains a position that demonstrates he/she understands how to be respectful of others’ culture while communicating cross-culturally.

Benchmark 4 (4 Points) Applies using RLQO (in the target language where possible):
1. Critically employs multiple perspectives and/or theories about how to communicate with diverse audiences and/or across cultures.
2. Critically analyzes and draws conclusions about the influence of culture on communication globally.
3. Interprets and/or explains conclusions with examples supported by theories and/or literature about communicating across cultures.

GLOE 4 -- Students will engage in ethical global citizenship through learning experiences which enhance their understanding that individual and collective decisions have global implications.

Below Benchmark (0 Points):
Makes no reference to the impact of individual and collective decisions globally.

Benchmark 1 (1 Point) Identifies:
1. When prompted, identifies actions and decisions that lead to global effects.
2. When prompted, presents examples, facts, and theories of global interdependencies.

Benchmark 2 (2 Points) Compares/Explores:
1. When prompted, begins to see relationships between actions and effects in a global context.
2. When prompted, compares and contrasts the effects of decisions and actions on two or more entities.
3. Acknowledges the uneven effects of global interdependencies

Benchmark 3 (3 Points) Connects to key issues:
1. Considers complex contextual factors to explain the effects of decisions and actions on two or more entities.
2. Intentionally uses examples, facts, or theories to explain the uneven effects of global interdependencies.

Benchmark 4 (4 Points) Applies to experience:
1. Reflects on how personal decisions contribute to global interdependencies.
2. Understands how personal decisions are mediated by corporate, national and international institutional actions.
3. Applies knowledge of being a global citizen and/or shows evidence of engagement as a global citizen in a real life situation.