



# University of Colorado Denver | Anschutz Medical Campus

## **INTERNATIONAL PERSPECTIVES GENERAL EDUCATION LEARNING OUTCOMES AND ASSESSMENT RUBRICS**

Viewing the world's political, economic, social, and technological challenges from a perspective other than one's own national and/or cultural context is the goal of courses that develop students' international perspectives. International perspectives involve the cultivation of empathy and an ability to view problems from multiple historical and cultural vantage points. As phenomena including environment, trade, information, and rights become more globally oriented, students must be able to understand the full range of human experience across national boundaries. Students who complete coursework to develop international perspectives are able to explain the relationships and interdependencies of countries, regions, and/or non-state actors. They are able to apply discipline-based approaches from fields including Anthropology, Communication, Economics, History, and Political Science to analyze international issues, theories, and debates. Students are able to explain the role that culture plays in constructing national, regional, and international identities, as well as able to evaluate the reciprocal influence of past and/or contemporary political, economic, social, and technological trends on global developments.

In the International Perspectives core area, students will be able to:

- 1) *Global Context*. Explain the relationships and interdependencies of countries, regions, and/or non-state actors in a global context.
- 2) *Methodological Approaches*. Apply discipline-based approaches to analyze international issues, theories, and debates.
- 3) *Cultural Identities*. Explore the role that culture plays in constructing national, regional, and international identities.
- 4) *Influential Trends*. Evaluate the influence of past and/or contemporary trends on global developments.

## International Perspectives Assessment Rubric

### 1) Global Context

Students will be able to explain the relationships and interdependencies of countries, regions, and/or non-state actors in a global context.

	<b><i>Below Proficient</i></b>	<b><i>Proficient</i></b>	<b><i>Above Proficient</i></b>
<ul style="list-style-type: none"><li>• Describe the relationships between countries, regions, and/or non-state actors</li><li>• Explain the interdependencies of country, region, and/or non-state actors in a global context</li></ul>	<p>Describes relationships in general or insufficient ways</p> <p>Offers limited or incorrect interpretations of interdependencies, or may examine interdependencies but not in global context</p>	<p>Specifically and accurately describes relationships</p> <p>Effectively explains interdependencies in a global context</p>	<p>Explores multiple interpretations of relationships with detail and nuance</p> <p>Illustrates global dimensions of interdependencies through sophisticated interpretations</p>

### 2) Disciplinary Methods

Students will be able to apply discipline-based approaches to analyze international issues, theories, and debates.

	<b><i>Below Proficient</i></b>	<b><i>Proficient</i></b>	<b><i>Above Proficient</i></b>
<ul style="list-style-type: none"><li>• Demonstrate knowledge of disciplinary methods (such as historical document analysis, survey methods, quantitative analytics, policy studies)</li><li>• Apply discipline-based approaches to analyze international issues, theories, and debates.</li></ul>	<p>Displays limited or incorrect knowledge of disciplinary approaches</p> <p>Applies discipline-based approaches tools insufficiently or inappropriately</p>	<p>Demonstrates accurate knowledge about major disciplinary approaches</p> <p>Applies discipline-based approaches adequately</p>	<p>Shows nuance in understanding of disciplinary approaches</p> <p>Applies discipline-based approaches with flexibility and discernment</p>

### 3) Cultural Identities

Students will be able to explore the role that culture plays in constructing national, regional, and international identities.

	<i><b>Below Proficient</b></i>	<i><b>Proficient</b></i>	<i><b>Above Proficient</b></i>
<ul style="list-style-type: none"><li>• Explain the concepts of culture and identity</li><li>• Analyze the role that culture plays in constructing national, regional, and international identities</li></ul>	<p>Describes the concepts of culture and identify in vague or uninformed ways</p> <p>Describes but does not analyze the relationship between culture and identity, or offers analyses that are ungrounded or misguided</p>	<p>Offers cogent definitions and interpretations of concepts of culture and identify</p> <p>Effectively analyzes the role of culture in constructing identities</p>	<p>Explains culture and identity in ways that deepen and extend the definitions of these concepts</p> <p>Illustrates the role culture plays in shaping identities with specific examples and multiple perspectives</p>

### 4) Influential Trends

Students will be able to evaluate the influence of past and/or contemporary trends on global developments.

	<i><b>Below Proficient</b></i>	<i><b>Proficient</b></i>	<i><b>Above Proficient</b></i>
<ul style="list-style-type: none"><li>• Identify influential past and/or contemporary trends</li><li>• Evaluate the influence of trends on global developments</li></ul>	<p>Cannot identify influential trends, or offers superficial examples</p> <p>Does not clearly connect trends to global developments</p>	<p>Clearly explains why trends identified are influential</p> <p>Accurately assesses influences of trends on global developments</p>	<p>Identifies multiple trends and distinguishes key differences among them</p> <p>Compares and contrasts various trends, evaluating each according to its influence on global development</p>