

Diverse and Global Perspectives (DGP) Rubric

	Below expectations (1)	Needs improvement (2)	Meets expectations (3)	Exceeds expectations (4)
Informed understanding of issues with influence on cultures/societies/global systems.	Student's understanding of course issues is weak or lacking. Student is neither informed nor reflective about issues. Describes the experiences of others primarily through one cultural perspective.	Student has partial or general understanding of course issues but insights are not really nuanced or reflective about other cultures/societies/global systems impact on these issues.	Student has informed understanding of course issues with insights and reflection on their relationship to other cultures/societies/global systems.	Student has comprehensive understanding of course issues, and has nuanced insights about these issues across cultures/societies/global systems. Student is reflective about the role of U.S. society in these relationships.
Students will explore a range of topics/statuses that influence the human condition.	Student lacks or has a weak understanding of the concept of social status and the relevance of various types of social statuses in the course material.	Student has an understanding of the concept of social status and can explain some of the ways that these social statuses are relevant to the course material.	Student can explain a broad range of social statuses and is knowledgeable of how various social statuses are relevant to the issues under consideration.	Student applies a deep understanding of the multiple worldviews, experiences, and power structures that result from various social statuses, and is knowledgeable of how various social statuses are relevant to the issues under consideration.
Students will articulate how complex systems are constructed, operate with differential consequences, and can be altered. Students will reflect on their own relationships to these processes.	Student has a weak or lacks understanding of how complex systems are constructed, operate with differential consequences, and can be altered, with no reflection upon their own relationship to these processes.	Student understands how complex systems are constructed, operate with differential consequences, and/or can be altered, with some ability to reflect upon their own relationship to these processes.	Student can identify how complex systems are constructed, operate with differential consequences, and can be altered. Student reflects upon their own relationship to these processes.	Student can explicate how complex systems are constructed, operate with differential consequences, and can be altered. Student can strategically reflect upon their own relationship to these processes and ability to alter them if necessary.

Students will reflect on how knowledge of these global or intercultural connections and/or consideration of diverse perspectives can explain conflict and establish respect for other cultures and/or societies.	Student cannot easily articulate the benefits of knowledge of global or intercultural connections.	Student can articulate in a general way how global or intercultural connections can explain conflict and/or establish respect for other cultures/societies.	Student can reflect on how knowledge of these global or intercultural connections helps explain or navigate conflict and establish respect for other cultures and/or societies.	Student can reflect on how knowledge of these global or intercultural connections helps explain or navigate conflict, reduce insensitivity and misunderstanding, and establish respect for other cultures and/or societies. Understands how knowledge aids in establishing respect and in reducing problems.
---	--	---	---	--